

Guide to Academic Programs



artwork by Riley Signor, Class of 2023

2023-2024

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It is now time for students who will attend Penncrest next year to choose their courses for 2023-2024. The *Guide to Academic Programs* has been designed to assist students in this process. We urge all students to refer to the *Guide* when selecting their courses and to consult with their counselors, teachers, and families.

Our high school program permits a variety of course choices. We cannot overstate the importance of students' taking the time to choose their courses carefully and choose course alternates with care. Selecting your courses wisely will make next year a productive one for you at Penncrest!

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Important Dates

February 3 - 16

Guide to Academic Programs posted on the website by February 2.

Classroom teachers begin review of department offerings and course requirements.

February 9

Course Selection Evening - 6:30 pm. See the schedule on pg. 3.

February 13 - February 28

HAC opens for selection February 13. Counselors supervise course selection.

February - April

Students and families contact/meet with Dr. Sweeney and/or counselors about individual concerns.

- Students enter selections through March 1.
- HAC view closes March 24.
- Request verifications mailed to parents' week of March 27.

Contact Dr. Sweeney or your counselor to revise requests.

August

Final schedules available when HAC opens the third week of August.

Need help?

- Teachers and case managers can help discuss options.
- The website is a good resource for information. Check under *Academics*.
- Students may see their counselors through June.
- Counselors will be available for help during course selection.
- Parents are encouraged to contact counselors with questions.
- Counselors will be available the week after school ends.
- Dr. Sweeney is available during course selection and throughout the summer.

NEW FOR 2023-2024

New Course: Advanced Placement Pre-Calculus (p. 38).

Course alternating: AP Music Theory will be offered in 2023-2024 (p. 42).

Name Change: Foundations of Technology is now Foundations of S.T.E.M. (p.58).

Blended Learning Opportunities

Penncrest High School now offers various courses in the blended learning format. Blended learning is the combination of active, engaged learning online with active, engaged learning offline to provide students with more control over the time, place, pace, and path of their learning. These classes meet synchronously and asynchronously, as determined by the teacher of record. The blended learning format fosters many soft skills, like time management, self-regulation, goal setting, and accountability. All coursework will be delivered through Schoology, our learning management system.

Next year, blended options will be offered:

Accelerated American Writers

Accelerated Composition

College Prep Composition

Honors American Government

Accelerated Human Anatomy and Physiology

AP Spanish

Structured Pathways Dual Enrollment Program at Delaware County Community College (p. 12)

This exciting program gives students a chance to earn college credit, professional certifications, and even a degree while accumulating credits toward high school graduation.

FOR THE CLASS OF 2027

For the Class of 2027 and beyond, weighted GPA has been simplified and challenge level titles shifted to align with common naming conventions. The Accelerated level will become Honors and the combined standard core course level be unlabeled. These changes will be clearly communicated in the Class of 2027 School Profile and communicated to colleges and universities.

In lieu of teacher recommendations for core challenge level placement, we will move to data-driven placement that maximizes access to programming that meets your proven ability. Data includes scores in standardized measures (NWEA, PSSA) as well as specialized education plan data. Please direct any concerns about placement to the Penncrest Administration and counselor.

We believe these changes will offer more flexibility to families and create avenues for students to access appropriately rigorous core coursework.

SCHEDULE CHANGES

Making selections carefully is important! Student schedules will be produced over the summer. Although we will make every attempt to honor student selections, please be aware that it may not be possible to schedule students into all of their first choices or alternatives. In some cases, it may even be necessary to consider different choices from those selected.

There is no drop/add period once schedules are published.

Once students have accessed their schedules in August, **only changes resulting from demonstrated scheduling errors or those initiated by teachers, counselors, and/or the administration will be made.** Such changes will be made only with administrative approval.

On those rare occasions when administration deems it necessary for a student to be withdrawn from a course after the first marking period (in a year-long course) or after the midpoint of the first quarter (in a semester course), the report card and transcript will reflect *W/P* if the student is passing at the time or *W/F* if the student is failing.

THE COURSE SELECTION PROCESS

Choices should be made carefully and in consultation with teachers, counselors, and parents. It is important that you review the information listed below:

1. Refer to the grade level pages of this *Guide* for a list of required courses and elective options. Counselors are available throughout the process until the end of classes; Dr. Sweeney is available throughout the summer.
2. Counselors will supervise the request entry process in HAC in mid-February.
3. Course Selection Night is on February 9 at Penncrest. There will be an elective fair for current students at 6:30 in the cafeteria followed by a 10th grade parent presentation in the Auditorium at 7:15. Rising 9th graders will enjoy a presentation in the Auditorium at 6:30 followed by the elective fair in the cafeteria. Plan to attend!
4. Any student who has difficulty or questions in planning course selections should make an appointment to see their counselor or the appropriate teachers.
5. To keep on pace for promotion and graduation, most students should schedule at least 6.5 courses each year. Rising ninth graders must select six major courses plus one Physical Education/Achievement Center study period.
6. Students are required to select one alternate per elective, including non-required core subject courses. These will be considered only if it becomes necessary to roster alternative selections.
7. Students may enter selections through March 1, 2023. Any student who wishes to change a selection after that date must do so through the counseling office. Selection view will close on March 24th.
8. Families will receive a mailed verification of requests in late March confirming student choices. Alert your counselor if the information is incorrect or incomplete. **Requests received after April 1 will be subject to availability.**
9. If difficulties arise that make it impossible for us to complete a student's roster, we will attempt to contact the student before the close of the school year or during the summer.
10. If a student fails a sequential core subject and does not attend Summer School to make up for the deficiency, that roster will be adjusted to accommodate the failure.
11. Our ability to meet students' requests for course selections depends on the availability of staff and projected enrollments to cover these requests.
12. **Independent Study credit** provides an opportunity for students to earn elective credit. Students **must** obtain prior approval for Independent Study. See p. 15.
13. **Dual Enrollment** is available to students in grades 10 through 12. Interested students should see their counselors early to complete the application and begin to make schedule adaptations. See pg.12.
14. Lunch and Learn Waivers should be reviewed during course selection. Dr. Sweeney will stay in contact with each candidate throughout the scheduling process.

ACADEMIC INFORMATION

Grading System

Numerical Performance/Letter Grade

| | | | | | | | | | |
|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|--------|----------|
| 97.50-100 | A+ | 87.50-89.49 | B+ | 77.50-79.49 | C+ | 67.50-69.49 | D+ | <59.49 | E |
| 92.50-97.49 | A | 82.50-87.49 | B | 72.50-77.49 | C | 62.50-67.49 | D | | |
| 89.50-92.49 | A- | 79.50-82.49 | B- | 69.50-72.49 | C- | 59.50-62.49 | D- | | |

Grade Point Average (GPA) - In simplest terms, the GPA is a cumulative, numerical expression of a student's average grades. It is computed by dividing cumulative quality points on a 4.33 scale by the number of credits taken. GPA is transcribed and is used to determine athletic eligibility and honor society eligibility. It is the GPA reported on Penncrest Report Cards. GPA is calculated at the end of each academic year and includes only completed course grades.

| | | | | | | | | | | | | |
|-------------|-------------|-------------|-------------|----------|-------------|-------------|----------|-------------|-------------|----------|------------|----------|
| A+ | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | E |
| 4.33 | 4.00 | 3.66 | 3.33 | 3 | 2.66 | 2.33 | 2 | 1.66 | 1.33 | 1 | .66 | 0 |

Weighted GPA - takes into consideration the degree of difficulty of the courses taken in core, required, cumulative coursework. Courses that make up the academic core include offerings in English, Math, Science, Social Studies, and World Language. Weighted GPA is calculated at the end of each academic year and includes only completed course grades.

The following chart expresses the weighted quality points for grades earned at each challenge level for Class of 2024-2026:

| <i>Class Challenge Level</i> | A+ | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | E |
|------------------------------|-----------|----------|-----------|-----------|----------|-----------|-----------|----------|-----------|-----------|----------|-----------|----------|
| <i>Advanced Placement</i> | 7.83 | 7.50 | 7.16 | 6.83 | 6.50 | 6.16 | 5.83 | 5.50 | 5.16 | 4.83 | 4.50 | 4.16 | 0.00 |
| <i>Accelerated</i> | 7.33 | 7.00 | 6.66 | 6.33 | 6.00 | 5.66 | 5.33 | 5.00 | 4.66 | 4.33 | 4.00 | 3.66 | 0.00 |
| <i>Honors</i> | 6.33 | 6.00 | 5.66 | 5.33 | 5.00 | 4.66 | 4.33 | 4.00 | 3.66 | 3.33 | 3.00 | 2.66 | 0.00 |
| <i>College Preparatory</i> | 5.33 | 5.00 | 4.66 | 4.33 | 4.00 | 3.66 | 3.33 | 3.00 | 2.66 | 2.33 | 2.00 | 1.66 | 0.00 |
| <i>Adapted</i> | 4.33 | 4.00 | 3.66 | 3.33 | 3.00 | 2.66 | 2.33 | 2.00 | 1.66 | 1.33 | 1.00 | 0.66 | 0.00 |

FOR THE CLASS OF 2027

For the Class of 2027 and beyond, weighted GPA will be simplified and challenge level titles shifted to align with common naming conventions. The Accelerated level will become Honors and the combined standard core course level will remain as the course title. .5 weight will be added to the weighted GPA for Honors core courses and 1 quality point will be added to the weighted GPA for all Advanced Placement courses. These changes will be clearly communicated in the Class of 2027 School Profile and communicated to colleges and universities:

| <i>Class Challenge Level</i> | A+ | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | E |
|------------------------------|-----------|----------|-----------|-----------|----------|-----------|-----------|----------|-----------|-----------|----------|-----------|----------|
| <i>Standard</i> | 4.33 | 4.00 | 3.66 | 3.33 | 3.00 | 2.66 | 2.33 | 2.00 | 1.66 | 1.33 | 1.00 | 0.66 | 0.00 |
| <i>Honors</i> | 4.83 | 4.5 | 4.16 | 3.83 | 3.50 | 3.16 | 2.83 | 2.50 | 2.16 | 1.83 | 1.50 | 1.16 | 0.00 |
| <i>Advanced Placement</i> | 5.33 | 5.00 | 4.66 | 4.33 | 4.00 | 3.66 | 3.33 | 3.00 | 2.66 | 2.33 | 2.00 | 1.66 | 0.00 |

Note: All **Guide** information is accurate as of February 2023. Any building updates or revisions in State or Board policy will be publicized to families and reflected in the online version of the **Guide**.

ACADEMIC INFORMATION (cont'd)

Report Cards

Report cards are issued at the end of each marking period via HAC. The purpose of the report card is to evaluate the quality of pupils' academic performance and to convey that evaluation to parents. Academic achievement is expressed in letter grades on the report card. Each marking period grade counts for 20% of the final grade in a full-year course and 40% of the final grade in a semester course. A grade floor of 50 is in place for the first two quarters of a full-year course; a grade floor of 40 is in place for the first quarter of a semester course.

Only final course grades appear on a student's transcript.

Incompletes

Extenuating circumstances, such as excessive excused absences, may warrant the issuance of an 'Incomplete' (I) for a marking period grade. Teachers will notify the student in writing of what work needs to be completed in order to resolve the grade. The student will have four weeks (or until the midpoint of the next marking period) to make up work. The teacher will notify the counselor of the grade change so that the official record can be updated. Additional time beyond the four weeks may be given with the prior approval of the student's grade level administrator.

Honor Roll

Students achieve Honor Roll recognition by earning a grade of *B-* or better in all classes within a given marking period.

Distinguished Honor Roll

Students achieve Distinguished Honor Roll recognition by earning a grade of *A-* or better in all classes within a given marking period.

Final/Midterm Examinations

Midterm and final examinations will be given in English, Mathematics, Science, Social Studies, and World Languages at the end of the first semester and school year. In most cases, exams count 12% of the final grade. These exams will not be given prior to the scheduled date. All students are expected to be in attendance for each examination. Students with an "illegal" or "unexcused" absence on the day of the exam will receive a "0" for the exam grade and will not be permitted to make-up the exam. Students with an excused absence will be given an Incomplete ("I") for the examination and the course until arrangements are made with the counselor to take the test. If it has not been taken by the opening of school in September, the examination will be considered a failure and the final mark calculated accordingly. If a student is failing a course for the year and fails to appear for the final examination, s/he will be issued a failing grade for the exam and the final course grade will be an "E".

Summer School

Any student who fails a core subject (English, Math, Science, Social Studies) may enroll in Summer School to make up the credit and prevent falling behind academically. Arrangements can be made with your child's counselor to attend the Rose Tree Media School District Summer School. Dates and tuition rates will be announced by late spring. To receive credit from another summer school program, a student must obtain prior, written approval from the principal.

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GRADUATION REQUIREMENTS

The Rose Tree Media Board of School Directors has established graduation requirements expressed by the following chart.

| CREDITS REQUIRED TO GRADUATE | | |
|------------------------------|--|-----------------------|
| Subject Area for Credits | Departments | Number of Credits |
| English | English | 4 |
| Mathematics | Mathematics | 3 |
| Science | Science | 3 |
| Social Studies | Social Studies | 3.5 |
| World Language | World Language | 1 (through 2nd year) |
| Electives | Art Business Ed. English Electives Family Consumer Science Health and Physical Ed. Electives Mathematics Electives Music Science Electives Social Studies Electives Technology & Applied Engineering World Languages DCTS Programs of Study | 8 |
| Health & Physical Education | Physical Education | 1.5 (1 PE, .5 Health) |
| Community & School Service | Varies Year to Year | 2 |
| TOTAL CREDITS | | 26 |

- Credits are assigned based on course hours. For example, a course which meets one period a day all year earns 1.0 credits, whereas a course which meets one period a day for a semester earns 0.5 credits.
- Special Education students** may be exempted from specific requirements when, in the opinion of the IEP team, these requirements are incompatible with the students' needs and abilities.
- Students may meet Penncrest graduation requirements and earn college credit through the Dual Enrollment Program.
- Students may opt to take elective course work at colleges, universities, and other institutions through the Independent Study program. Interested students should see their counselors about requirements and approvals.

PENNSYLVANIA GRADUATION REQUIREMENTS

In addition to Rose Tree Media requirements for graduation, the Commonwealth of Pennsylvania requires that students take Keystone Exams in three core curricular areas. Students in the Class of 2023 and beyond will be subject to new graduation requirements under Act 158 of 2018 (and extended under Act 136). Students can meet these statewide graduation requirements by:

- Scoring Proficient or Advanced on each Keystone Exam - Algebra I, Literature, and Biology.
- Earning a satisfactory composite score on the Algebra I, Literature, and Biology Keystone Exams.
- Earning a passing grade on the courses associated with each Keystone Exam, and satisfactorily complete one of the following: an alternative assessment (SAT, PSAT, ACT, ASVAB, Gold Level ACT WorkKeys), advanced coursework (AP, IB, concurrent enrollment courses), pre- apprenticeship, or acceptance in a 4-year nonprofit institution of higher education for college-level coursework.
- Earning a passing grade on the courses associated with each Keystone Exam and passing the National Occupational Competency Testing Institute (NOCTI) or the National Institute of Metalworking Skills (NIMS) assessment in an approved Career and Technical Education concentration.
- Earning a passing grade on the courses associated with each Keystone Exam and demonstrating readiness for postsecondary engagement through three pieces of evidence from the student's career portfolio aligned to student goals and career plan. Examples of evidence will include ACT WorkKeys, SAT Subject tests, AP, IB and concurrent coursework, higher education acceptance, community learning project, completion of an internship, externship or co-op or full-time employment.

(www.education.pa.gov)

NOTE: Under PA Act 136 of 2020, any student who successfully completed a Keystone course (Algebra I, Biology I, or tenth-grade English) during the 2019-2020 will receive a score of PROFICIENT in that Keystone subject test.

GUIDELINES FOR SCHOOL AND COMMUNITY SERVICE

All students are required to participate in **two** school service activities and **two** community service activities during their **four** years at Penncrest. It is the expectation that students will participate in at least one service activity during each of their four years at Penncrest. Listed below are the guidelines for school service activities and community service activities.

SCHOOL SERVICE

- Penncrest co-curricular activities, including clubs, committees, musical organizations, and sports teams, meet the school service-learning criteria.
- A student should choose an activity or committee from among those listed at Penncrest and participate fully in the program.
- Certain clubs and activities are considered to be both school service and community service. For example, all musical organizations are considered school service and community service. Check with the sponsor of the activity to determine the credit you will receive for participation.
- In addition to clubs, a student may receive school service credit by serving as an office aide, teacher aide, or nurse's aide; by working as a seasonal scorekeeper or concession stand worker; or by volunteering for other special projects.
- Upon completion of the school service activity, a student will pick up a certification form from their grade level office, complete the form, have the form signed by their guardian and sponsor of the activity, and return to Ms. Rountree.
- Certification cards must be returned by the annual deadline in order to be assured credit for the current school year.
- The principal or his designee must approve any exceptions to the above guidelines.

COMMUNITY SERVICE

Students may choose a community service project from a published list of opportunities. A list will be available in the grade level offices and on a bulletin board outside the cafeteria. Students should check the list periodically for updated options. Special opportunities will be presented to students through class assemblies, class sponsors, announcements, and the RTM channel.

A student may choose an alternative opportunity not published on the list. All self-selected community service opportunities need official documentation to gain final approval of the project. Official documentation includes letters on official stationery from the organization benefiting from the project and/or certificates of participation signed by a representative sponsoring the project.

- Certain Penncrest clubs and activities have a community service component. Students may check with the club sponsor to see if the community activity meets the community service requirement. This project must be beyond what is generally expected from members of this club.
- Certain clubs and activities are considered both school service and community service. For example, all musical organizations are considered school service and community service. Check with the sponsor of the activity to determine the credit you will receive for participation.
- Upon completion of the project, a student will pick up the certification card from their grade level office, complete the form, secure the appropriate signatures, and return the form to the appropriate grade level office. The director of student learning will then sign the certification card and award the appropriate credit.
- All projects must be completed and certification forms returned to the grade level office by the announced deadline in order to be credited.
- The principal or his designee must approve any exceptions to the above guidelines.

HONOR SOCIETIES

National Honor Society

All students completing their sophomore or junior year with an unweighted GPA of 3.50 or higher will be invited, by mail, to begin the process of consideration for membership in the Penncrest Chapter of the National Honor Society. Students under consideration may not have any outstanding grades of “Incomplete”.

The GPA is strictly observed and is not rounded up. In mid-July, eligible students will receive an NHS Activity Form with clear directions regarding deadlines and specific information to be included. Students must complete the form, indicating their service and leadership activities in the Penncrest community and the community at large, as well as any awards they may have earned. All activities must be supported with a signature from an adult sponsor/coach for that activity (for Penncrest activities) or by email/sealed letter for community activities (sent directly to NHS sponsors). No minimum number of service hours is required, but students admitted to NHS are compared to each other and only relatively active members are offered admission. If a student feels that he/she exhibits leadership skills but has not held a leadership role, he/she is able to request that one of his/her teachers complete the enclosed leadership form.

Students must complete the entire Activity form and provide adult verification by the assigned deadline. Extensions are not granted. Following the submission of the NHS Activity form, the entire Penncrest faculty will comment on each applicant's character based on their personal interactions with the student. The NHS Faculty Council then meets to review all NHS applications and renders a decision.

Art

“The *National Art Honor Society* (NAHS) is designed specifically for high school students in grades 9-12. In 1978, the National Art Education Association began the NAHS program to inspire and recognize students who have shown an outstanding ability and interest in art. The NAHS strives to aid members in attaining the highest standards in art scholarship, character, and service, and to bring art education to the attention of the school and community.”- National Art Education Association

1. Membership in this chapter shall be based upon art scholarship, service, and character;
2. The candidate must have been in attendance for a period equivalent to one semester in art in this school;
3. Candidates must be senior high school students (grades 9 through 12 only), and shall have a minimum art scholarship average of *B*. This level of achievement shall remain fixed;
4. Members may remain active during such times when there is no art on their class schedule; 5) Students must maintain a 3.0 GPA in all classes.

The selection of members to this chapter of the National Art Honor Society shall be by recommendation of the art faculty of this school who are members in good standing of the National Art Education Association.

Computer Science

The Computer Science Honor Society (CSHS) is open to all students who have successfully completed both Advanced Placement courses in Computer Science at Penncrest or are currently enrolled in their second Computer Science AP course with faculty approval.

English

Pi Lambda Sigma is Penncrest's chapter of The National English Honor Society. This charter carries with it a commitment to the mission of the founders of the Society: to promote mastery of written expression, encourage worthwhile reading, and foster fellowship among students who excel in English studies.

The requirements for *Pi Lambda Sigma* are rigorous: an overall GPA of 3.5 or higher, as well as a sustained 90% or higher in English (including midterm and final exams). Eligible students will have demonstrated respect for academic integrity.

After induction, students are expected to volunteer their time and talents to help further the mission of the Society.

Mathematics

Mu Alpha Theta is the Math Honor Society. In order to be considered for membership, a student must meet all of the following criteria:

1. be a current 11th or 12th grade student at Penncrest High School;
2. have a GPA of 3.5 or better;
3. have received 4 marking period *A*'s in his/her Accelerated or AP math class last year;
4. have completed Algebra II.

Students who qualify and participate in junior year are automatically considered members for senior year.

Members will be required to participate in after-school meetings and tutoring sessions.

Science

The Penncrest Chapter of the Science National Honor Society welcomes students in grades 11 and 12 who have demonstrated excellence in science studies and “will engender a new group of young thinkers who will be the future of industry, research, and scientific exploration for America.”

Requirements for membership include:

1. Be in 11th or 12th grade
2. Take at least *one more science* course than years in high school, attend vo-tech for a medical program (nursing, dental, etc.), or be a member of 1 science competition team.
3. Must have (and maintain) a cumulative overall GPA of at least 3.00.
4. You must have (and maintain) SCIENCE GPA cumulative overall GPA of at least 3.50.
5. You must take a science class your senior year.
6. You must be enrolled in an AP level science class during or prior to the twelfth-grade.
7. You must have demonstrated a respect for academic integrity throughout your high school career. *Breaches of academic integrity will be cause for exclusion.*

Students who qualify and participate in junior year are automatically considered members for senior year. Students will be expected to attend monthly meetings and accumulate activity and tutoring credits each year.

Social Studies

Penncrest High School hosts a chapter of **Rho Kappa** National Social Studies Honor Society. Members are students who appreciate the historical past, are dedicated to understanding and preserving history, and enjoy and excel in our pursuit of social studies.

The requirements for **Rho Kappa** are rigorous: an overall GPA of 3.5 or higher, as well as sustained 90% or higher in Social Studies (including midterm and final exams). Eligible students will have demonstrated respect for academic integrity.

World Language

To be inducted into the **World Language Honor Society**, students must:

1. be in 10th-12th grade, currently enrolled in a World Language class;
2. have received 4 consecutive marking period *As* in their World Language class;
3. have an overall GPA of 3.5 or higher
4. receive a recommendation from their current World Language teacher.

After induction, to remain in the World Language Honor Society, students must remain in a World Language course through graduation, complete four (4) hours of Service Credits annually and attend monthly honor society meetings.

It is possible for some double language students to apply for induction to more than one society.

Membership in any academic honor society is a privilege; members of Penncrest honor society chapters are expected to maintain the high standards of academic integrity and ethical conduct that are outlined in our charters and extolled at our induction ceremonies.

AP TESTS AND COURSES

Courses in the Penncrest *Guide To Academic Programs* with a prefix of “AP” (Advanced Placement) prepare students to take Advanced Placement courses in those subject areas. The information below explains the AP courses and tests in greater detail.

What’s the difference between the SATs and AP? Educational Testing Service (ETS) offers a variety of tests to assist students and college admissions’ staff in making decisions about admissions. The Scholastic Aptitude Tests (SATs) and the AP Tests are important measures of a student’s readiness for college. The following chart summarizes important differences among these three tests.

| <u>SAT - Reasoning</u> | <u>ACT</u> | <u>AP Tests</u> |
|--|--|---|
| Purpose: to predict how well students will do in freshman year of college. | Purpose: to measure academic achievement in specific subject areas. | Purpose: to enable students to pursue college-level studies while still in high school and to see how they compare to college academic standards. |
| Abilities or Skills Tested: essay writing, grammar, usage, word choice, critical reading, sentence-level reading, numbers and operations; algebra and functions; geometry; statistics, probability, and data analysis | Abilities or Skills Tested: English, Math, Reading and Science | Abilities or Skills Tested: specific content knowledge and skills in discrete courses |
| Used by Colleges To: evaluate students’ aptitudes for college-level work. | Used by Colleges For: Admission, Talent Identification, Freshman Course Placement Decisions, Course Credit (esp. in English/ Math Awarding Scholarships (not sole criteria)) | Used by College To: offer students either credits or placement or both |
| Format: Three sections | Format: Multiple choice, Writing | Format: Multiple choice and performance tasks (e.g., essays, problem solving) |
| Duration: 3 hours | Duration: approximately 3 hours | Duration: 3 hours each |
| Scores: 200-800 each | Scores: Each subject area is scored on a scale of 1 - 36. | Scores: 5 - Very Well Qualified 4 - Well Qualified 3 - Qualified 2 - Possibly Qualified 1 - No Recommendation |

These Penncrest courses follow the AP curriculum specified by ETS:

| | |
|-------------------------|--|
| AP Capstone: | AP Seminar, AP Research |
| Art: | AP Drawing |
| English: | AP Language and Composition, AP Literature and Composition |
| Math: | AP Calculus AB, AP Calculus BC, AP Computer Science Principles, AP Computer Science A, AP Pre-Calculus, AP Statistics |
| Music: | AP Music Theory |
| Science: | AP Biology, AP Chemistry, AP Environmental Science, AP Physics 1, AP Physics C-Mechanics, AP Physics C—Electricity and Magnetism |
| Social Studies: | AP History—United States, AP History—European, AP Government & Politics, AP Micro and Macro Economics, AP Psychology |
| World Languages: | AP Chinese Language, AP French Language, AP Spanish Language |

What are the benefits of taking AP exams and AP courses? Many colleges and universities offer credits for AP scores of 5 and 4 (and sometimes 3), enabling students to proceed sooner to advanced coursework and saving money on tuition. Even more colleges offer placement for AP scores of 5, 4, or 3, helping students avoid introductory survey courses and possibly exempting them from distributive requirements. Regardless of the score a student earns, sitting for an AP exam provides valuable practice for college exams. Students who take AP exams prior to their senior year have a very impressive credential for their college applications. Even if students choose not to take the AP exams, AP courses offer a challenging academic and intellectual environment for learning, and they are seen in a favorable light by all selection committees making admissions decisions. These courses are roughly equivalent to college freshman-year courses.

How and when do I take an AP exam? It is best to take an AP Exam while the material is still fresh in your mind. AP Exams are given at Penncrest High School over a two-week period in May. Students are excused from class in order to take each three-hour exam. Payment is generally due in October.

AP CAPSTONE DIPLOMA PROGRAM

What Is the AP Capstone™ Program?

AP Capstone™ is an innovative diploma program that helps you stand out in the college admission process by developing the critical skills needed to succeed in college and in life. Two courses — AP Seminar and AP Research — allow you to immerse yourself in topics that matter to you while developing the analytic, research, problem-solving, and communication skills that colleges seek in their applicants. This challenging program helps you deepen your passion for learning, gives you greater confidence in your academic skills, and provides a broader perspective on your world.

How AP Capstone Works

Students typically take AP Seminar in the 10th or 11th grade, followed by AP Research. Students who earn scores of 3 or higher on the AP Seminar and AP Research Exams and on four additional AP Exams of their choosing will receive the AP Capstone Diploma™. This signifies outstanding academic achievement and attainment of college-level academic and research skills.

Alternatively, the AP Seminar and Research Certificate™, signifying attainment of college-level academic and research skills, is awarded for scores of 3 or higher on the AP Seminar and AP Research Exams only.

Here's what you can expect:

Year One:

AP Seminar (Course # 0170)

In the first year, you'll develop and strengthen your analytic and inquiry skills, exploring deeply topics and issues chosen by you and/or your teacher. You'll learn to consider an issue from multiple perspectives, evaluate the strength of an argument, and make logical, fact-based decisions. For example, you might explore the question of whether national security is more important than a citizen's right to privacy, or whether genetic engineering is beneficial to society.

During the course, you'll complete a team project, an individual paper and presentation, and take a written end-of-course exam. Your AP Seminar Exam score will be based on all three assessments using the usual 1–5 AP scoring scale.

Year Two:

AP Research (Course #0171)

In this course, you'll complete an independent research project on a topic of interest to you. For example, you can:

- Dig deeper into a topic you studied in an AP course.
- Work across academic areas on an interdisciplinary topic.
- Study a new area of interest, perhaps one you'd like to study in college.

At the end of the research project, you'll submit an academic thesis paper of about 5,000 words, present your findings, and orally defend your work. Your AP Research score will be based on your paper, the presentation, and the oral defense, using the 1–5 AP scoring scale.

(See course descriptors on p. 32)



Information courtesy of The College Board

DUAL ENROLLMENT PROGRAM

The **Penncrest Dual Enrollment Program** allows students to earn credits simultaneously at the high school and post-secondary levels for courses taken at Delaware County Community College. This is a cost-effective and practical option for students to earn credit and prepare for college and career pathways.

Dual Enrollment coursework carries full credit toward Penncrest graduation requirements; **each semester credit earned through Dual Enrollment carries a full-year credit on the Penncrest transcript.**

Grades earned through the Dual Enrollment Program will be calculated towards a student's unweighted GPA and calculated at an AP weight. Students who do not wish to count courses towards Penncrest graduation must inform their counselor and make arrangements to forward records to colleges and universities if they wish to do so.

Students interested in the Dual Enrollment Program should see their counselors. Students are expected to meet the eligibility requirements for participation in the program.

Open Dual Enrollment students must provide their own transportation to and from campus. Abbreviated schedules and early dismissals will be arranged whenever possible.

Dual Enrollment at Delaware County Community College



The College's Dual Enrollment Program provides *eligible high school students with the opportunity to earn unlimited college credit while still in high school and at a fraction of the standard tuition.

*Eligibility is based on meeting pre-requisite college placement scores via the Accuplacer Placement Test or qualifying SAT/ACT scores. (See Dual Enrollment website at www.dccc.edu/dualenrollment).

| | Dual Enrollment | Traditional Tuition | Savings |
|------------|----------------------------|-----------------------|-----------|
| Sponsoring | \$195 per 3 credit course* | \$612-642 (fees vary) | Up to 70% |

*Above rate based on \$65 sponsoring/\$130 non-sponsoring per credit and a 3-credit course. Books are not included in tuition costs. Additional fees may apply.

More Information: www.dccc.edu/dualenrollment

DCCC DUAL ENROLLMENT STRUCTURED PATHWAYS

The **Structured Pathways Program** at DCCC creates opportunities for Penncrest students to earn certificates in professional and academic areas:

Business,
Carpentry
Computer Science
Culinary
Early Childhood
Education

Electrical
Electromechanical
Technology
HVAC
Medical Careers
Paralegal

Pre-Allied Health
Pre-Nursing
Residential Electrical
Teacher Academy.

Students can also earn a Liberal Arts Associate Degree while in high school. See Dr. Sweeney or your counselor.

CAREER EXPLORATION OPPORTUNITIES

In addition to vocational and professional training and certification opportunities through the **Dual Enrollment Program**, Penncrest students can explore vocational training through the **Delaware County Technical Schools** programs outlined below.

CAREER AND TECHNICAL EDUCATION

Penncrest sophomores, juniors, and seniors may enroll in a program at DCTS. These courses count towards graduation. Students who successfully complete their coursework are awarded three (3) elective credits per year and remain on track to graduate with their original class, as long as all other graduation requirements are fulfilled. Penncrest students who are considering technical school should begin this process in December by consulting with Mrs. Eaton. Certain program offerings lead to a license in the chosen area of study, and there are stringent requirements for attendance and competency. Upon graduation, students possess the qualifications to attend a post-secondary institution or enter the workforce.

All prospective students must complete an application which includes a short essay. The Medical Careers program has a supplemental application. Applications are forwarded to the administrative staff at the technical school for review. The admissions committee reviews transcripts, attendance patterns, and discipline records. Students are informed of the committee decisions through Mrs. Eaton.

The students who are accepted at either the Folcroft or Aston campus attend Penncrest for four periods to complete required core courses: English, Mathematics, Science, and Social Studies. Physical Education and Health classes are delivered to students by DCTS faculty. Students are dismissed from Penncrest at 11:00 and transported to their technical school campuses. All transportation is provided by the school district.

MEDICAL CAREERS

This DCTS program is for seniors who are interested in attending college to prepare for a career in health care. It has been nationally recognized by the Life Science Career Alliance and achieves 100% college placement. This year-long program is offered at 1 of 6 area hospitals.

Students attend class daily at their assigned hospital, and the curriculum offers a combination of lecture, patient care skills, and clinical rotations. Students benefit from career-based presentations from an array of healthcare professionals including: nurses, physicians, physicians' assistants, physical therapists, medical technologists, and pharmacists. The curriculum includes anatomy, physiology, pathophysiology, medical terminology, safety, infection control, and medical law and ethics. Students graduate from the program with a solid understanding of the integral relations of the hospital team and a vision of their potential role in the healthcare industry.

This is a course for which students earn 3 credits, including 1 science credit. Interested students should see Mrs. Eaton for additional information about the application process.

DELAWARE COUNTY TECHNICAL SCHOOL COURSES

| Health & Bioscience | Engineering & Computer Science | Construction Technology | Hospitality, Tourism, & Human Services | Logistics, Distribution, & Transportation |
|---|---|------------------------------------|--|---|
| Biomedical Technology & Laboratory Sciences | Advertising Design & Commercial Art | Building Trades | Cosmetology | Automotive Technology |
| Dental Occupations | Apple Systems & Design | Carpentry | Culinary Arts | Collision Repair Technology |
| Emergency & Protective Services | Computer Networking & Digital Forensics | Electrical Construction Technology | Early Childhood Education | Logistics & Inventory Management |
| Exercise Therapy & Sports Science | Engineering & Robotics | HVAC & Plumbing | | |
| Nurse/Medical Assistant (Health Sciences) | | Welding | | |
| Medical Careers | | | | |

DELAWARE COUNTY TECHNICAL HIGH SCHOOLS

PREPARING STUDENTS TO BE CAREER AND COLLEGE READY



ASTON CAMPUS
100 CROZERVILLE ROAD,
ASTON, PA 19014
PHONE: 610-583-7620



FOLCROFT CAMPUS
DELMAR DRIVE & HENDERSON BLVD,
FOLCROFT, PA 19032
PHONE: 610-583-7620

PROGRAMS

- | | | | |
|--|--------------------------------------|--|--|
| • ADVERTISING DESIGN & COMMERCIAL ART | • CARPENTRY | • EARLY CHILDHOOD EDUCATION | • NURSE/MEDICAL ASSISTANT (HEALTH SCIENCES) |
| • APPLE SYSTEMS & DESIGN | • COLLISION REPAIR TECHNOLOGY | • ELECTRICAL CONSTRUCTION TECHNOLOGY | • HVAC & PLUMBING |
| • AUTOMOTIVE TECHNOLOGY | • COMPUTER NETWORKING | • EMERGENCY & PROTECTIVE SERVICES | • LOGISTICS & INVENTORY MANAGEMENT |
| • BIOMEDICAL TECHNOLOGY & LABORATORY SCIENCES | • COSMETOLOGY | • ENGINEERING & ROBOTICS | • MEDICAL CAREERS |
| • BUILDING TRADES | • CULINARY ARTS | • EXERCISE THERAPY & SPORTS SCIENCE | • WELDING |
| | • DENTAL OCCUPATIONS | | |

Career and Technical Education (CTE) gives high school students the chance to get a head start on preparing for college and careers. In CTE programs, students learn how core school subjects like math, science, reading and writing are used in the workplace. Furthermore, CTE students are afforded the opportunity to participate in hands-on training in their chosen program and gain real world experience through job shadows and cooperative education positions. Many of these programs offer students the opportunity to earn nationally recognized certifications, which will enable them to get a job that will help pay for college or begin their career upon graduation from high school!

Students have the opportunity to spend half of each school day studying a particular area of interest at the Delaware County Technical High Schools (DCTS). There are multiple programs in five areas of study:

- Health and Biosciences
- Engineering and Computer Science
- Logistics, Distribution and Transportation
- Hospitality, Tourism and Human Services
- Construction Technology.

Students can begin attending DCTS in 10th grade, with opportunities to earn industry certifications and college credits. There are also opportunities for dual enrollment and co-op experiences where students apply the skills that they have gained in a professional setting.



DOWNLOAD APPLICATION ON DELCOTECH.ORG AND SUBMIT TO YOUR GUIDANCE COUNSELOR

INDEPENDENT STUDY FOR CREDIT

Penncrest students may apply for elective credit for independent study work done outside of the regular school program. Approved programs of independent study must require substantial study, attain the rigor and skill level of comparable Penncrest courses, and require achievement of a standard level of performance according to valid and reliable assessments of knowledge and skill.

Independent Studies may include:

- formal, accredited coursework (earning a credit or certificate, does not include dual enrollment);
- internships;
- extensive non-certificated study or training under the supervision of an approved outside resource;
- faculty-sponsored Independent Study.

Other programs that students complete outside of the school day or school year, including certificate programs or educational travel, will be considered.

Independent study credits will appear on the student's transcript under the heading of "Independent Study: {subject or name of study}" and will be graded on a pass/fail basis or with a letter grade where applicable. Letter grades will be included in the student's GPA but will not be used in the calculation of weighted GPA. Each independent study course earns 1.0 (for 120 hours) or 0.5 credits (for 60 hours).

Applications for credit will be considered on a case-by-case basis. All costs associated with the independent study must be borne by the student and his or her family.

Students interested in pursuing an independent study course should see their counselors to initiate the process and complete an approval request form.

Prior approval for Independent Study is required. Complete the Independent Study Proposal form on p. 71 (also available online) and meet with your counselor.

WORK RELEASE

Seniors may leave school early to go to work under some conditions:

- These students must be taking enough credits to graduate.
- No credits will be issued for Work Release experiences.
- A student must indicate interest in Work Release during the Course Selection process.
- Students must provide appropriate documents in order to obtain the Work Release privilege:
 1. a letter from parents indicating permission to leave school early and
 2. a letter from an employer on company letterhead indicating work hours that require leaving school early.
- Students must provide their own transportation.

Any Work Release student who fails one or more courses in a marking period will forfeit the Work Release privilege and will be scheduled to a study hall. These students' grades will be reviewed the following marking period, and, if the student is then passing all their courses, the Work Release privilege will be restored.

LUNCH AND LEARN

It is the philosophy and practice of Penncrest High School to allow students to register for supplemental coursework by allowing students to use a lunch period to take an eighth course. Although we feel that a full lunch period is important to the physical and emotional well-being of all students, students and their families ultimately have the responsibility to decide on the program for each individual student.

Students in grades 10 through 12 who are academically independent and who wish to take on the challenge of an eighth class should see their counselors or Dr. Sweeney to discuss the program and complete a **Lunch and Learn Waiver**.

High School Classes Colleges Look For

from CollegeBoard BigFuture at <https://bigfuture.collegeboard.org>

If you're in high school and you're thinking about college — and you should be — you should know that the courses you take now matter. That's because college admission officers want to see a solid foundation of learning that you can build on in college. To create that foundation, take at least five solid academic classes every semester. Start with the basics, and then move on to challenging yourself in advanced courses. The courses listed below should prepare you for success in college and beyond.

English (Language Arts)

Take English every year. Traditional courses, such as American and English literature, help improve your writing skills, reading comprehension and vocabulary.

Math

Algebra and geometry help you succeed on college entrance exams and in college math classes. Take them early, so you'll have time for advanced science and math, which will help show colleges you're ready for higher-level work.

Most colleges want students with three years of high school math. The more competitive colleges prefer four years. Take some combination of the following:

- Algebra I
- Geometry
- Algebra II
- Trigonometry
- Calculus

Science

Science teaches you how to think analytically and how to apply theories to reality. Colleges want to see that you've taken at least three years of laboratory science classes. A good combination includes a year of each of the following:

- Biology
- Chemistry or physics
- Earth/space science

Schools that are more competitive expect four years of lab science courses, which you may be able to get by taking advanced classes in these same areas.

Social Studies

Improve your understanding of local and world events by studying the cultures and history that helped shape them. Here is a suggested high school course plan:

- U.S. history (a full year)
- U.S. government (half a year)
- World history or geography (half a year)
- An extra half-year in the above or other areas

Foreign Languages

Solid foreign language study shows that you're willing to stretch beyond the basics. Many colleges require at least two years of study in the same foreign language, and some prefer more.

The Arts

Research indicates that students who participate in the arts often do better in school and on standardized tests. The arts help you recognize patterns, learn to notice differences and similarities, and exercise your mind in unique ways.

Many colleges require or recommend one or two semesters in the arts. Good choices include studio art, dance, music and drama.

Challenging Course Work

To prepare yourself for college-level work, enroll in challenging high school courses, such as honors classes, AP courses or IB-program courses. You may even be able to take college courses at your high school or a local college.

More Help with Choosing Courses

Use [College Search](#) to look up a specific college's academic requirements to be sure you're on track to attend the college of your choice. You can also meet with a school counselor or teacher if you have questions about choosing classes and staying on track for college.

REQUIREMENTS TO PLAY DIVISION I OR II ATHLETICS

Colleges also set additional standards for athletes. The NCAA is an association of colleges that makes certain rules governing athletic eligibility, recruiting, and financial aid. Failure to follow these rules may affect your eligibility for intercollegiate sports. The most recent NCAA Guide for the College-Bound Student Athlete is available online to help you and your family understand these rules. For example, student-athletes must:

- successfully complete a minimum of 16 core courses for Division I as well as 16 core courses for Division II in eligible core subject areas.
- achieve an SAT/ACT total score for initial eligibility based on a sliding scale in direct relationship to their unweighted GPA, as outlined in the NCAA Guide.
- graduate from high school.

If student-athletes have any questions about NCAA requirements, they should consult with their counselors prior to selecting courses. Also, an extensive website at [NCAA](https://web3.ncaa.org/ecwr3/) (<https://web3.ncaa.org/ecwr3/>) has many links to explain the requirements and deadlines for eligibility. This website is linked from students' Naviance home page.

HIGH SCHOOL TIMELINE



*More information regarding the impact of COVID-19 and test scores can be found at on.ncaa.com/COVID19_Spring2023.

NAVIANCE

The Penncrest Counseling Department is pleased to partner with Naviance, a web-based service designed especially for students and families. Family Connection is a comprehensive website that students and families can use to help in making decisions about courses, colleges, and careers. Family Connection is linked with Naviance Succeed, a service that counselors use to track and analyze data about college and career plans, so it provides up-to-date information that is specific to our school.

Students' school username/password and Naviance username/password are the same.

Naviance registration/login instructions for parents: If you need assistance accessing your parent account, please contact your daughter/son's counselor. The link for the login screen is located on the Student Portal under Department Links. If you have previously registered, but have forgotten your username and password, your username is your personal email address you used when setting up your parent account. You can retrieve your password by clicking on the "forgot your password" link under the login fields.

ACADEMIC SUPPORT COURSES

ACHIEVEMENT CENTER

(Course #1723--alt. 9th P.E.; Course# 1720 Gr. 9; #1722 Gr. 10; #1724 Gr. 11; #1725 Gr. 12)

The 9th grade Achievement Center course is designed to give 9th graders support during the transition to high school.

For grades ten through twelve, Achievement Center will assist selected students who have demonstrated a need for support in academic areas and/or in organization and study skills. Students will receive a grade based on their class performance and individual work. The class will meet daily for full credit. Students may attend on a partial-cycle or partial-year basis for partial course credit. In order to be eligible for Achievement Center, 10, 11, or 12, students may be recommended by their case manager, counselor, an administrator, or by the Student Support Team.

KEYSTONE LAB I (Algebra Lab, Course #1701, Biology Lab, Literature Lab)

The Algebra Keystone Lab offers targeted support for Algebra I students who have demonstrated need through classroom performance and/or standardized test scores. Labs will meet twice a cycle during study hall periods and will be awarded .25 credit. Keystone Biology Lab and Keystone Literature Lab will be offered as required.

GIFTED PROGRAM

Students who have been identified as "academically gifted" may elect to participate in a variety of regular and special curricular and co-curricular programs designed to meet the needs of academically-talented students. The following options will be available during the 2023-2024 school year:

GIFTED INDEPENDENT STUDY: Students receive opportunities to enrich study skills through an independent, inquiry-based research and presentation project. The project fosters deeper understanding of course material or individual interests.

ENRICHMENT ACTIVITIES - Students may choose from among the many Penncrest co-curricular programs which provide challenging enrichment opportunities. In addition, students will be encouraged to participate in special planned events which may occur. Programs may run off-site and on non-school hours.

OTHER - Students may choose to take advantage of challenges for credit, independent study, and other individualized program models described in this guide.

STUDY HALLS & I/E

In order to ease the transition to high school and foster good study and work habits, each 9th grader will be scheduled for a study period/Achievement Center alternating with P.E.; Special Education and Keystone Algebra programming may run concurrently with that schedule. Study halls are discouraged for students in upper grades who wish to ensure a clear path to meeting graduation requirements. In order to present the best possible academic experience on your transcript, we suggest fortifying course selections with relevant elective choices in lieu of study halls; take every opportunity to present yourself as an academically motivated student.

Our current schedule offers extended lunch blocks for students to complete work and an **Intervention/Extension** period twice a week; our **9th Period** Program offers all students the opportunity to receive academic and homework help after school.

Students may request a one-semester study hall during the course selection process, but requests cannot be honored after the selection process is complete. Students who require more study hall time or academic support during the school day are encouraged to see their counselors about support options.

9TH GRADE COURSES

ENGLISH

English 9
Honors English 9

MATH

Foundations of Algebra
Algebra I
Honors Algebra I
Honors Geometry
Honors Algebra II

PHYSICAL EDUCATION

Grade 9 PE required (SEM)

SCIENCE

Environmental Science
Honors Environmental Science

SOCIAL STUDIES

Global Studies
Honors Global Studies

WORLD LANGUAGES*

Standard or Honors Chinese I, French I-A
Beginner, Latin I, or Spanish I-A Beginner
Standard or Honors French or Spanish I-B
Standard or Honors French or Spanish II

ELECTIVES (YR=YEAR-LONG COURSE/1 CREDITSEM=SEMESTER COURSE/0.5 CREDIT)

ART

Art I (YR)
Drawing (SEM)
Painting (SEM)
Ceramics A & B (SEM)

BUSINESS EDUCATION

Intro to Business (YR)
Computer Apps for the 21st Century (SEM)
Webpage Design (SEM) (with Technology)

ENGLISH

TV Production I (YR)
SAT Bootcamp (SEM) -with Math

MATH/COMPUTER SCIENCE

Introduction to Coding (YR)
SAT Bootcamp (SEM) - with English

MUSIC

Concert Band** (YR)
Concert Choir** (YR)
String Ensemble** (YR)
Decibelles (YR)
Music Tech A (SEM)
Music Tech B (SEM)
Piano A, B, C, D (SEM)
Singers and Songwriters (SEM)

SPECIAL EDUCATION

Adapted English (YR)
Adapted Math (YR)
Reading I (YR)
Wilson Reading (YR)

TECHNOLOGY & ENGINEERING EDUCATION

Foundations of STEM (YR)
Webpage Design (SEM) (with Business)

WORLD LANGUAGES

El Cine Hispanohablante (after Sp. IB) (YR)
Gods, Monsters, and Heroes (SEM)

Students may begin the study of an additional language as they continue their studies in French or Spanish.

*Students may be enrolled in more than one language or at other levels.

**Students must audition for placement in performing ensembles.

Your GPA Counts in 9th Grade

Please note, incoming 9th graders, that your Grade Point Average (GPA) begins to accumulate the very first day you are at Penncrest and continues to accumulate throughout your four years of high school. A poor GPA in 9th grade will have negative effects in subsequent years. The chart below illustrates the difficulty of overcoming a poor start in high school.

| GPA for 9th grade courses | GPA for 10th grade courses | GPA for 11th grade courses | Cumulative GPA that colleges will see |
|---------------------------|----------------------------|----------------------------|---------------------------------------|
| 2.00 | 2.00 | 3.00 | 2.33 |
| 2.00 | 2.50 | 3.50 | 2.67 |
| 3.00 | 3.00 | 3.50 | 3.16 |
| 3.00 | 3.25 | 3.50 | 3.25 |

10TH GRADE COURSES

ENGLISH

Accelerated, Honors, or College
Prep English 10
AP Seminar

MATH

Accelerated, Honors, or College Prep
Geometry
Accelerated or Honors Algebra II
AP Statistics or Accelerated Statistics A
AP, Accelerated or Honors Pre-Calculus/
Trigonometry

PHYSICAL EDUCATION AND HEALTH

Health (may be delayed)
Physical Education 2 (may be delayed)

SCIENCE

Accelerated, Honors, or College Prep Biology
AP Biology (combined schedule)

SOCIAL STUDIES

AP European History or
Accelerated, Honors, or College
Prep Western Civilization

WORLD LANGUAGES*

Accelerated or Honors:
French or Spanish III
Chinese, French, Latin, or Spanish II
Spanish I-B

ELECTIVES (YR=YEAR-LONG COURSE/1 CREDIT

SEM=SEMESTER COURSE/0.5 CREDIT)

AP CAPSTONE

AP Seminar

ART

Art I (YR)
Art II (YR)
Drawing (SEM)
Painting (SEM)
Ceramics A and/or B (SEM)
Advanced Ceramics (YR)
Mixed Media (SEM)
Intro to Metal Work & Jewelry (SEM)
Advanced Metal Work & Jewelry (SEM)

BUSINESS EDUCATION

Accounting I (YR)
Intro to Business (YR)
Computer Apps for the 21st Century (SEM)
Webpage Design (SEM) (with Technology)

DUAL ENROLLMENT

Students may elect to take college
courses for high school credit towards core or
elective course requirements.

ENGLISH

Communications Studies (YR)
Every Voice: Multicultural Lit (SEM)
SAT Boot Camp (SEM) - with math
Theater Lab (SEM)
TV Production I (YR)
TV Production II (YR)
Women in Literature (SEM)

MATH/COMPUTER SCIENCE

Introduction to Coding (YR)
AP Computer Science Principles (YR)
AP Computer Science A (YR)
AP Statistics (YR)
Accelerated Statistics (YR)
SAT Bootcamp (SEM) - with English

MUSIC

Concert Band** (YR)
Concert Choir** (YR)
Strings Ensemble** (YR)
Ambassador Choir** (YR)
Chamber Strings** (YR)
Wind Ensemble** (YR)
Decibelles (YR)
Music Tech A (SEM), B (SEM), or C (YR)
Piano A, B, C, D (SEM)
Singers and Songwriters (SEM)
AP Music Theory (YR)

SCIENCE

AP Environmental Science
AP Physics I or Honors Physics I
Accelerated or Honors Chemistry I
Honors Chemistry: Theory and Application

SPECIAL EDUCATION

Adapted English (YR)
Adapted Math (YR)
Reading I & II (YR)
Wilson Reading (YR)

TECHNOLOGY/ENGINEERING EDUCATION

Architectural Design & Residential
Construction (YR)
Engineering Design & Manufacturing I (YR)
Foundations of STEM (YR)
Transportation, Robotics and Aviation (YR)
Webpage Design (SEM) (with Business)

VOCATIONAL EDUCATION

Students may elect off-site programs.

WORLD LANGUAGES

El Cine Hispanohablante (YR)
(after Sp. IB or II)

Gods, Monsters, and Heroes (SEM)

Students may begin the study of an additional
language and/or continue their studies in
Chinese, French, Latin, or Spanish.

*Students may be enrolled in more than one
language or at other levels.

**Students must audition for placement in
performing ensembles.

11TH GRADE COURSES

ENGLISH

AP Language & Comp A & B
AP Research
Accelerated or Honors
American Writers/Composition
College Prep Forms of
Literature/Composition

MATH

AP, Accelerated or Honors Pre-Calculus
Accelerated, Honors, or College Prep
Algebra II
Computer Science courses

PHYSICAL EDUCATION AND HEALTH

Health
Physical Education 2 (if not yet completed)

SCIENCE

AP Chemistry, AP Physics I, AP Physics
C-Mechanics, AP Biology, and AP
Environmental Science, AP Chemistry
(combined schedule)
Accelerated or Honors Chemistry I
Honors Chemistry Theory and Application
Accelerated or Honors Human Anatomy
and Physiology
Honors Physics I
College Prep Integrated Science
Honors or CP Science & Technology in Society

SOCIAL STUDIES

AP United States History or
Accelerated, Honors, or College Prep
United States History

WORLD LANGUAGES*

Accelerated French or Spanish IV
Accelerated or Honors Chinese or Latin

ELECTIVES (YR) = YEAR-LONG COURSE/1 CREDIT/ (SEM) = SEMESTER COURSE/.5 CREDIT

AP CAPSTONE

AP Research

ART

Art I (YR)
Art II, III (YR)
Drawing (SEM)
Painting (SEM)
Ceramics A or B (SEM)
Advanced Ceramics (YR)
Mixed Media (SEM)
Intro to Metal Work & Jewelry (SEM)
Advanced Metal Work & Jewelry (SEM)

BUSINESS EDUCATION

Accounting I (YR)
Advanced Accounting (YR)
Computer Apps for the 21st Cent. (SEM)
International Business (SEM)
Marketing & Sports/Entertainment
Mgmt. (SEM)
Personal Financial Mgmt. (SEM)
Webpage Design (SEM) (with Tech Ed)

DUAL ENROLLMENT

Students may elect to take college courses for high school credit towards core or elective course requirements.

ENGLISH

Communications Studies (YR)
Every Voice: Multicultural Lit (SEM)
Humanities (YR)
SAT Boot Camp (SEM)--with math
Theater Lab (SEM)
TV Production I (YR)
TV Production II (YR)
Women In Literature (SEM)

FAMILY AND CONSUMER SCIENCE

Advanced Food and Nutrition I (SEM)
Advanced Food and Nutrition II (SEM)
Child Development (YR)

MATH/COMPUTER SCIENCE

SAT Bootcamp (SEM) - with English
Students may elect an additional course in
Coding, Computer Science, or Statistics.

MUSIC

Concert Band** (YR)
Concert Choir** (YR)
Strings Ensemble** (YR)
Ambassador Choir** (YR)
Chambers Strings** (YR)
Wind Ensemble** (YR)
Decibelles (YR)
Music Tech A (SEM), B (SEM), or C (YR)
Piano A, B, C, D (SEM)
Singers and Songwriters (SEM)
AP Music Theory (YR)

PHYSICAL EDUCATION

Adulting 101
Basketball
Net Games and Lifetime Activities
Personal Fitness
Strength Training and Conditioning for
Athletes
Team Games
Yoga
Wellness

SCIENCE

Students may elect an additional course.

SOCIAL STUDIES

AP Economics (YR), AP Psychology (YR),
Economics (SEM), Int. Relations (SEM),
Mod. Intellectual History (SEM), Sociology (SEM)

SPECIAL EDUCATION

Adapted English (YR) Adapted Math (YR)
Reading I, II, & III (YR) Wilson Reading (YR)

TECHNOLOGY/ENGINEERING EDUCATION

Foundations of STEM (YR)
Architectural Design & Residential
Construction (YR)
Engineering Design & Manufacturing I (YR)
Engineering Design & Manufacturing II (YR)
Transportation, Robotics and Aviation (YR)
Webpage Design (SEM) (with Business)
Yearbook Publication and Photography (YR)

VOCATIONAL EDUCATION

Students may elect off-site programs.

WORLD LANGUAGES

El Mundo Hispanohablante (after Sp. III)
Spain & Cuba (SEM) and/or
Argentina & Chile (SEM)
El Cine Hispanohablante (after Sp. IB or II) (YR)
Le Monde Francophone (after Fr. III):
Canada (SEM) and/or
N. Africa (SEM)
Gods, Monsters, and Heroes (SEM)

*Students may be enrolled in more than one language or at other levels.

**Students must audition for placement in performing ensembles.

12TH GRADE COURSES

ENGLISH

AP Literature Comp A & B
Accelerated or Honors World Writers and
Creative Writing OR Critical Writing College
Prep Themes of Reading and Critical Writing

MATH

AP Calculus AB or AP Calculus BC
AP, Accelerated or Honors Pre-Calculus
Accelerated Calculus
AP or Accelerated Statistics Honors
Calculus/Honors Statistics Honors or
College Prep Algebra II
College Prep Functions, Statistics, and
Trigonometry
Linear Algebra
AP Computer Science A
Advanced Computer Science

PHYSICAL EDUCATION

Health
Physical Education 2
(if not yet completed)

SCIENCE

AP Chemistry, AP Physics I, AP Physics
C-Mechanics/Electricity/Magnetism, AP Biology,
and AP Environmental Science, AP Chemistry
(combined schedule option)
Acc or Honors Chemistry I
Honors Chemistry: Theory and Application
Honors Physics I
Accelerated or Honors Human Anatomy and
Physiology
College Prep Integrated Science
Honors or College Prep Science & Technology
in Society
Medical Careers

SOCIAL STUDIES

AP Government and
Politics or Accelerated
Government Honors
Government
College Prep Government

WORLD LANGUAGES*

AP/V Chinese, French, or Spanish
Accelerated French, Spanish, Chinese, or
Latin IV

ELECTIVES (YR) = YEAR-LONG COURSE/1 CREDIT/ (SEM) SEMESTER COURSE/.5 CREDIT

AP CAPSTONE

AP Seminar AP
Research

ART

Art I (YR) Art II,
III (YR)
Drawing (SEM)
Painting (SEM)
Ceramics A or B (SEM)
Advanced Ceramics (YR)
Mixed Media (SEM)
Intro to Metal Work and Jewelry (SEM)
Advanced Metal Work and Jewelry (SEM)
Portfolio Prep (YR)
AP Drawing (YR)

BUSINESS EDUCATION

Accounting I (YR)
Advanced Accounting (YR)
International Business (SEM)
Computer Apps for the 21st Century (SEM)
Marketing & Sports/Ent. Mgmt. (SEM)
Personal Financial Mgmt. (SEM)
Webpage Design (SEM) (with Technology)

DUAL ENROLLMENT

Students may elect to take college courses
for high school credit towards core or elective
course requirements.

ENGLISH

Communications Studies (YR)
Every Voice: Multicultural Lit (SEM)
Humanities (YR)
Theater Lab (SEM)
TV Production I (YR) TV
Production II (YR)
Women in Literature (SEM)

FAMILY AND CONSUMER SCIENCE

Advanced Food and Nutrition I (SEM)
Advanced Food and Nutrition II (SEM)
Child Development (YR)

MATH/COMPUTER SCIENCE

Students may elect an additional course.

MUSIC

**Concert Band (YR)
**Concert Choir (YR)
**String Ensemble (YR)
**Ambassador Choir (YR)
**Chamber Strings (YR)
**Wind Ensemble (YR)
Decibelles (YR)
Music Tech A or, B (SEM), or C (YR)
Piano A, B, C, D (SEM)
Singers and Songwriters (SEM)
AP Music Theory

PHYSICAL EDUCATION (SEM)

Adulting 101
Basketball
Net Games and Lifetime Activities
Personal Fitness
Strength Training and Conditioning
for Athletes
Team Games
Yoga
Wellness

SCIENCE

Students may elect an additional course.

SOCIAL STUDIES

AP Economics (YR), AP Psychology (YR),
Economics (SEM) International Relations
(SEM), Modern Intellectual History (SEM),
Sociology (SEM)

SPECIAL EDUCATION

Adapted English (YR)
Adapted Math (YR)
Reading I, II, III & IV (YR)
Wilson Reading (YR)

TECH/ENGINEERING EDUCATION

Architectural Design & Residential
Construction (YR)
Engineering Design & Manufacturing I (YR)
Engineering Design & Manufacturing II (YR)
Foundations of STEM (YR)
Transportation, Robotics and Aviation (YR)
Webpage Design (SEM) (with Business)
Yearbook Publication & Photography (YR)
Advanced Studies in Technology &
Engineering Education (YR)

VOCATIONAL EDUCATION

Students may elect off-site programs.

WORLD LANGUAGES

El Mundo Hispanohablante (after Sp. III)
Spain & Cuba (SEM) and/or
Argentina & Chile (SEM)
El Cine Hispanohablante (after Sp. II) (YR)
Le Monde Francophone (after Fr. III):
Canada (SEM) and/or
N. Africa (SEM)
Gods, Monsters, and Heroes (SEM)

*Students may be enrolled in more than
one language or at other levels.

**Students must audition for placement in
per- forming ensembles.

ART COURSES

At a Glance

Building Coordinator: Ms. Concetta Mattioni (610-627-6236)

Graduation Requirements: Students may use Art courses to fulfill graduation requirements for Electives.

| Grade Level | Course Title | Length |
|---|--|--|
| 9, 10, 11, 12 | Art I Ceramics A Ceramics B (Prerequisite Ceramics A) Drawing Painting | Year Semester (fall) Semester (spring) Semester Semester |
| 10, 11, 12 | Art II (<i>prerequisite Art I or equivalent</i>) Art III (<i>prerequisite Art II or equivalent</i>) Advanced Ceramics (<i>prerequisite Ceramics A & B</i>) Intro to Metalwork & Jewelry Advanced Metalwork & Jewelry (Prerequisite Intro Metalwork) Mixed Media | Year Year Year Semester Semester Semester |
| 12 | Portfolio Prep/AP Drawing (Art Teacher Recommendation Only) | Year |
| For any art students interested in enriching their art experiences beyond the classroom, the Penncrest Art Department offers partial scholarships to Saturday classes at local art schools including The University of the Arts, Tyler School of Art, and Moore College of Art and Design | | |

The Art program at Penncrest High School offers courses in several areas, including: Drawing, Painting, Mixed Media, Metalwork & Jewelry, Ceramics, and Art Major. The curriculum is designed to serve two groups of students: those who wish to experience an art course to supplement their education and those who wish to seriously study a particular discipline. The introductory courses (Drawing, Painting, Ceramics A and B, Mixed Media, Metalwork & Jewelry A, and Art I) are appropriate for the first category of student. For those students who may wish to pursue a career in the visual arts (painting, sculpture, graphic design, interior design, architecture, etc.) the Art Major sequence (Art I, Art II, Art III, and Portfolio Preparation) provides the intensive training needed to gain acceptance into a college art program. Advanced Ceramics and Advanced Metalwork & Jewelry are available for students who wish to study these disciplines in depth.

ART I

(9th, 10th, 11th, and 12th grades) Course #0401

Explore the richness of art in this introductory class for students entering the Art Major program. Through presentations, discussions, and assignments, students will receive a firm foundation in the elements and principles of art and design. Projects will introduce students to many different genres and media, including drawing, painting, printmaking, color, and design. Observational drawing skills, as well as creative thinking, will be emphasized and developed in this year-long course. Learning will take place through art history, criticism, and art production.

Students are expected to complete all classroom and homework studio projects, chapter quizzes, monthly art reports, four quarterly studio projects, and one large-scale studio assignment (ambitious assignment).

CERAMICS – A

(9th, 10th, 11th, and 12th grades) Course #0408

Explore the many facets of clay construction and decoration in creating functional, sculptural, and decorative ceramic objects.

This semester course stresses the role of ceramics in the past, as well as trends and innovations of contemporary ceramic production. Various procedures will be used to solve functional and three-dimensional design problems in creative ways. Hand-building, wheel-throwing, glazing, and firing techniques will be introduced through open-ended problems that require individual and unique solutions. This course is designed for the beginning ceramics student and may be taken one time. Students are expected to complete all classroom, homework, and studio projects.

CERAMICS – B

(9th, 10th, 11th, and 12th grades) Course #0410

This semester course is a continuation of Ceramics A and provides further exploration of clay techniques and procedures. Students enrolled in Ceramics – B will continue to refine the skills learned in Ceramics – A and be introduced to more advanced approaches and processes. This course is designed for the advanced beginner ceramics student and may be taken one time. Students are expected to complete all classroom, homework, and studio projects.

PREREQUISITE: Successful completion of Ceramics A

ADVANCED CERAMICS

(10th, 11th, and 12th grades) Course #0412

In this advanced year-long course, students will explore ceramics techniques and procedures as they refine the skills and techniques introduced in Ceramics – A and B. Historical and contemporary ceramics will be discussed to inspire student work. Advanced Ceramics students will develop a “concentration” or body of work in an area of interest and an independent studio project (ambitious assignment) with an artist statement as part of the culmination of this class. Students are expected to complete all studio and written in-class and homework assignments.

DRAWING

(9th, 10th, 11th, and 12th grades) Course #0414

This semester course teaches students how to see as an artist and more accurately record their observations through drawing. Students will learn the basics of observational, design, and imaginary drawing. A range of drawing techniques, methods, and materials will be explored. Subject matter includes still life, the figure, portraiture, landscape, and design. Students will be encouraged to draw inspiration from examples from the art of many cultures and civilizations throughout history. This class is designed to challenge both beginning and advanced students and may be taken four years. Students are expected to complete all studio and written in-class and homework assignments

PAINTING

(9th, 10th, 11th, and 12th grades) Course #0416

This semester course introduces students to the basics of painting through references to observational, design, and imaginary approaches. A range of painting techniques, methods, and materials will be explored. Subject matter includes still life, the figure, portraiture, landscape, and design. Students will use their creative abilities as they study the masters of yesterday and today and adapt the techniques to their own work. This class is designed to challenge both beginning and advanced students and may take four years. Curriculum rotation: Painting A, Painting B, Painting C, Painting D.

Students are expected to complete all studio and written in-class and homework assignments.

INTRODUCTION TO METALWORK & JEWELRY

(10th, 11th, and 12th grades), Course #0420

Enjoy an opportunity to produce unique metal creations in a variety of materials in this semester course. Students will learn how to design and construct metal projects through sawing, forming, piercing, and soldering. Students will also explore classic jewelry styles and contemporary designs when creating wearable art made from metal. This course is designed for the beginning metalworker and may be taken one time.

Students are expected to complete all studio and written in-class and homework assignments.

ADVANCED METALWORK & JEWELRY

(10th, 11th, and 12th grades), Course #0422

This semester course will pick up where Metalwork & Jewelry left off. Students will incorporate the skills learned in the introductory course to create more in-depth projects. Aside from sawing, forming, piercing, and soldering, students will explore enameling and epoxy. Students will also learn about the development of jewelry from ancient to modern times as well as address current trends in metalwork. Students may take this course for three years. Curriculum rotation: Advanced Metalwork A, Advanced Metalwork B, Advanced Metalwork C. Students are expected to complete all studio and written in-class and homework assignments.

MIXED MEDIA

(10th, 11th, and 12th grades), Course #0418

This semester course introduces students to a variety of materials and techniques to create both two-dimensional and three-dimensional artworks. Historical and contemporary art will be discussed to inspire student work. Traditional art materials will be used in conjunction with nontraditional materials such as plaster, wood, metal, paper, found objects, glass, and fibers. Emphasis will be placed on allowing students to explore a wide variety of art making experiences. This course may be taken for three years. Curriculum rotation: Mixed Media – A, Mixed Media B, Mixed Media C. Students are expected to complete all studio and written in-class and homework assignments.

ART II

(10th, 11th, and 12th grades) Course #0402

This course is a continuation of ART I and provides further exploration of the world of art and culture for those who wish to pursue art. Students in this year of the Art Major program will learn to see the world around them and draw it in a highly realistic manner. A variety of materials and techniques are used and art history introduced. Topics covered include observational drawing, perspective, color theory, and design. Subject matter includes still life, figure drawing, portraiture, landscape, and design.

Students are expected to complete all classroom and homework studio projects, textbook accounting (chapter tests), monthly art reports, four quarterly studio assignments, and one large-scale studio assignment (ambitious assignment).

ART III

(11th and 12th grades) Course #0404

The third year of the Art Major program is intended for students who wish to further develop their creative talents. In this course, students will continue to refine their drawing and painting skills. Though representational subjects are still stressed, students will begin to address issues of personal expression, both intellectual and emotional, by studying the work of other artists and movements. A broad spectrum of methods and subject matter will be explored. Information on art colleges and professional schools is given. Preparatory work for the senior portfolio is accomplished.

Students are expected to complete all classroom and homework studio projects, textbook accounting (chapter tests), monthly art reports, four quarterly studio assignments, and one large-scale studio assignment (ambitious assignment).

PORTFOLIO PREPARATION

(12th grade only) Course #0406

The culminating year of the Art Major Program, PORTFOLIO PREPARATION offers opportunities for highly personal and significant accomplishment through intensive work in drawing, painting, and design. A major objective of the course is to help students produce the art portfolio required for admission to university art programs, art schools, or to augment supplemental admission materials for college.

Students are expected to complete all classroom and homework studio projects, monthly art reports, a sustained investigation (which replaces the quarterly assignment from previous years), and one large-scale studio assignment (ambitious assignment).

*Students may elect to take **AP DRAWING (Course # 0424)** as part of Portfolio Preparation. All the coursework will be the same, but students will commit to submitting their Sustained Investigation to the College Board for review and grading. The Sustained Investigation will replace the traditional Quarterly Assignment from previous years in the Art Major Program.

PREREQUISITE FOR PORTFOLIO PREP:

Art teacher recommendation.

NOTE: Field trips, taken on school time, are an integral part of the ART program and are scheduled throughout the year. Students are expected to participate in these trips and complete the written and art assignments

BUSINESS EDUCATION COURSES

At a Glance

Building Coordinator: Ms. Sandra Starkey (610-627-6321)

Graduation Requirements: Students may use Business Education courses to fulfill graduation requirements for Electives.

| Grade Level | Course Title | Length |
|---------------|---|--|
| 9, 10 | Introduction to Business | Year |
| 10, 11, 12 | Accounting I | Year |
| 11, 12 | Advanced Accounting Personal Financial Management Marketing & Sports/Entertainment Management International Business | Year Semester (fall) Semester (spring) Semester |
| 9, 10, 11, 12 | Computer Apps for the 21st Century Webpage Design (<i>with Technology & Engineering Education</i>) | Semester Semester |

INTRODUCTION TO BUSINESS

Course #0502

You are about to embark on an interesting and valuable learning experience! When you complete this course, you will have a better understanding of yourself and the way business functions. You will know what employers expect of you and how you can fulfill those expectations to compete successfully in this dynamic world. You will have the skills to make reasoned decisions and the opportunity to investigate various career paths. You will also gain an appreciation of the free enterprise system through the creation of a business that you will operate at the school with your classmates.

Through class discussion, group activities, text/workbook activities, video tapes, computer simulation, and guest speakers, students will explore working for, managing, and owning a small business while applying related marketing concepts and considerations.

In-class activities will be assigned; tests are based upon the unit of instruction.

ACCOUNTING I

Course #0504

Accounting I acquaints the student with the importance of accurate, up-to-date record keeping needed today by an individual or business in order to supply the information demanded by government and society. It provides a knowledge of the following fundamentals: the meaning of accounting, the nature of accounts, the use of books of original entry, the general and subsidiary ledgers, the planning, summarizing, preparation, and analysis of financial statements, and the evaluation of records. This course helps to prepare students for success in the operation of their own business or employment in an office or other business areas.

The student is required to complete chapter problems in the workbook, to be checked and graded weekly. A practice set of business papers must be completed. Students will develop competency with Microsoft Excel Spreadsheet software in order to demonstrate skills required to maintain a computerized accounting system.

If enrollment in this course exceeds capacity, preference in scheduling will be granted on the basis of seniority and other criteria established by the instructor.

ADVANCED ACCOUNTING

Course #0506

Advanced Accounting uses an integrated approach to teach college-level accounting concepts. Students first learn how businesses plan for and evaluate their operating, financing, and investing decisions and then how accounting systems gather and provide data to internal and external decision makers.

This year-long course covers all the learning objectives of a traditional college-level financial accounting course, plus those from a managerial accounting course. Topics include an introduction to accounting, accounting information systems, time value of money, accounting for merchandising firms, sales and receivables, fixed assets, debt, and equity. Other topics include statement of cash flows, financial ratios, cost-volume profit analysis, and variance analysis.

Prerequisite: Accounting I

INTERNATIONAL BUSINESS

Course #0515

This course is designed for any student who has an interest in the field of international business or has a passion for other cultures and who likes to better understand how they work in the business environment.

In this course students will learn about international business activities and the economic, cultural and political environment of global business. Students will learn about the influences of culture on global business activities. Students will gain a better understanding of the importance of knowing another language for global business success. Some topics will include international or global business structure, the importance of importing and exporting procedures, foreign exchange, legal agreements and small business management. Students will learn about trade agreements between countries and the effects of foreign trade.

**PERSONAL FINANCIAL MANAGEMENT (SEMESTER)
Course #0510**

The goal of this semester-long course is to prepare students to be financially literate in all aspects of their lives. Financial literacy is essential, and this course will give students the financial tools and knowledge to build the lives they envision.

Throughout the course, students will learn about financial concepts that they can apply in real-life situations. Students will learn about goal-setting, budgeting, career planning, checking and savings, paying for college, credit and debit, investing, and more through various projects, games and discussions.

**MARKETING AND
SPORTS/ENTERTAINMENT MGMT.
Course #0513**

Marketing consists of the strategies and tactics used to identify, create, and maintain satisfying relationships with customers that result in value for both the customer and the marketer. While one typically views marketing activities relating to businesses, marketing skills are also used to promote political, social, and charitable non-business organizations.

This semester-length course will develop a student's understanding and skills in marketing plans, market research, advertising, sales, service, e-commerce, and related job and career topics.

**COMPUTER APPLICATIONS FOR THE 21st CENTURY
Course #0514**

This semester-long course is designed to provide students with an opportunity to increase their knowledge of using the computer as a tool for organizing, communicating, researching, and problem solving by using a variety of software available in the Microsoft Office Suite and e-tools found on the Internet. Projects will be completed in class as students use the software and e-tools that are in their "technology toolkit" to create solutions to the tasks needed within that project. Project topics are widely varied and will include essentials of computer hardware and software.

Students will use the Microsoft Office Suite: Word, Excel, and PowerPoint. They will also have the opportunity to work on their keyboarding skills.

**WEB PAGE DESIGN
(Offered with Technology & Engineering Education)
Course #0516**

This semester-long course will allow our students to design, create, and post their own website. Students are not required to have any prior web design experience. Our students will use tools available with Adobe CS6 to incorporate animation, photos, and video to the web. Students will be required to post individual and group projects. Projects will include websites for students, community organizations, teachers, and/or other entities of the Rose Tree Media School District.

Recommendation: Successful completion of Algebra I

ENGLISH COURSES

At a Glance

Building Coordinator: Ms. Carley Dillon (610-627-6365)

Graduation Requirements: All students must take four years of English.

PA Chapter 4 requires completion of coursework in Literature and Composition.

| Grade | Core Sequence | Electives |
|-------|--|--|
| 9 | English 9 Honors English 9 | SAT Boot Camp (SEM) TV Production I (YR) |
| 10 | Accelerated English 10 AP Capstone Seminar* Honors English 10 College Prep English 10 | AP Capstone: Seminar** Communication Studies (YR) Every Voice: Multicultural Lit (SEM) SAT Boot Camp English & Math (SEM) Theatre Lab (SEM) TV Production I & II (YR) Women in Literature (SEM) |
| 11 | AP Language and Composition* AP Capstone Seminar** AP Capstone Research** Accelerated American Writers / Composition Honors American Writers / Composition College Prep Forms of Literature / Composition | AP Capstone: Seminar** AP Capstone Research** Communication Studies (YR) Every Voice: Multicultural Lit (SEM) Humanities (YR) SAT Boot Camp English & Math (SEM) Theater Lab (SEM) TV Production I & II (YR) Women in Literature (SEM) |
| 12 | AP Literature and Composition A & B* AP Capstone: Research** Accelerated World Writers with Creative Writing OR Critical Writing Honors World Writers with Creative Writing OR Critical Writing College Prep Themes of Reading/ Critical Writing | Communication Studies (YR) Every Voice: Multicultural Lit (SEM) Humanities (YR) Theater Lab (SEM) TV Production I & II (YR) Women in Literature (SEM) |

*Advanced Placement students are expected to take the course Advanced Placement exam. Students who elect not to take the exam must take the course final at the end of the year.

**These courses are the core of the AP Capstone Diploma Program. See pp. 12 and 34 for more information.

Dual-Enrollment credits count toward the core sequence and/or elective credit for students in grades 10 through 12. Each one-semester course (three credits) equals one high school credit. Counselor consultation required.

SUMMER READING

The goal of the Penncrest Summer Reading Program is to expose students to quality literature that will inspire them to expand and explore connections to the classroom, to the community, and to the world.

All students entering Penncrest High School's grades 9 through 12 will take part in the Penncrest Summer Reading program. Students will be assigned reading by grade level and course. Students will also have the opportunity to self-select summer reading. Students will share their reading experiences at the start of the school year. See the website at the end of the school year for this summer's list.

| What To Expect | | | | |
|---|---|--|--|--|
| | <i>College Prep</i> | <i>Honors</i> | <i>Accelerated</i> | <i>Advanced Placement</i> |
| <i>Class of 2027</i> | Becomes part of 2027 standard course instruction | 2027 standard course | 2027 Honors | |
| <i>Focus</i> | --Literacy/writing skills reinforcement | --Literacy and writing skills extension | --A deep study of literature and composition | --College-level literature and/or composition study |
| <i>Skills and expectations</i> | --Reading and writing at grade level | --Reading and writing comfortably at grade level --Prepared to extend basic skills | --Mastery of grade-level literacy skills --Willingness to extend reading and writing skills --Ability to actively engage in subject matter | --Exceptional literacy skills --Exceptional analysis skills --Ability to actively engage in subject matter --Advanced Keystone performance recommended |
| <i>Assessments</i> | --Frequent, small assessments (quizzes, journals, reading guides) --Occasional larger tests, projects, and/or essays | --Frequent, small assessments (quizzes, journals, reading guides) --Occasional larger assessments (tests, projects, and essays) | --Frequent major written assessments --Tests (open-ended responses/ critical thinking and analysis) --Oral presentation and response | --Frequent major written assessments --Exams --Oral presentation and response --Frequent peer collaboration --Substantial research component --All AP students are expected to take the AP exam in May. |
| <i>Pace</i> | --Daily goals towards meeting state standards | --Moderate pace --Mastery of previous-grade state literacy standards assumed | --Fast pace --Mastery of grade-level state literacy standards assumed | --College-level |
| <i>Independent Work (outside of class)</i> | --Approximately 30 minutes a week outside of class | --Approximately 1 hour-90 minutes a week outside of class | --Approximately 2-3 hours a week outside of class | --Approximately 3-4 hours a week outside of class |
| <i>Supports</i> | --Frequent classroom assistance --Scaffolded assignments --I/E --After-school help --Peer tutoring | --Classroom supports as needed -- I/E --After-school help --Peer tutoring | -- I/E --After-school help --Peer tutoring | -- I/E --After-school help --Peer tutoring |

| | <i>College Prep</i> | <i>Honors</i> | <i>Accelerated</i> | <i>Advanced Placement</i> |
|---|---|--|--|--|
| <i>Class of 2027</i> | Becomes part of 2027 standard course instruction | 2027 standard course | 2027 Honors | |
| <i>Focus</i> | --Literacy/writing skills reinforcement | --Literacy and writing skills extension | --A deep study of literature and composition | --College-level literature and/or composition study |
| <i>Skills and expectations</i> | --Reading and writing at grade level | --Reading and writing comfortably at grade level --Prepared to extend basic skills | --Mastery of grade-level literacy skills --Willingness to extend reading and writing skills --Ability to actively engage in subject matter | --Exceptional literacy skills --Exceptional analysis skills --Ability to actively engage in subject matter --Advanced Keystone performance recommended |
| <i>Assessments</i> | --Frequent, small assessments (quizzes, journals, reading guides) --Occasional larger tests, projects, and/or essays | --Frequent, small assessments (quizzes, journals, reading guides) --Occasional larger assessments (tests, projects, and essays) | --Frequent major written assessments --Tests (open-ended responses/ critical thinking and analysis) --Oral presentation and response | --Frequent major written assessments --Exams --Oral presentation and response --Frequent peer collaboration --Substantial research component --All AP students are expected to take the AP exam in May. |
| <i>Pace</i> | --Daily goals towards meeting state standards | --Moderate pace --Mastery of previous-grade state literacy standards assumed | --Fast pace --Mastery of grade-level state literacy standards assumed | --College-level |
| <i>Independent Work (outside of class)</i> | --Approximately 30 minutes a week outside of class | --Approximately 1 hour-90 minutes a week outside of class | --Approximately 2-3 hours a week outside of class | --Approximately 3-4 hours a week outside of class |
| <i>Supports</i> | --Frequent classroom assistance --Scaffolded assignments --I/E --After-school help --Peer tutoring | --Classroom supports as needed -- I/E --After-school help --Peer tutoring | -- I/E --After-school help --Peer tutoring | -- I/E --After-school help --Peer tutoring |

ENGLISH FOR GRADE 9**ENGLISH 9***(formerly Honors/College Prep)***Course #2100**

The ninth year of English study surveys different forms of literature and interpretation. Students will meet a variety of literary genres, including fiction, drama, and poetry. A variety of types of writing is required with an emphasis on analytical papers. Extensive development of punctuation, capitalization, vocabulary, grammar, usage, and spelling is carried on throughout the course. The development of core writing skills, core reading skills, and study skills is also a feature of the ninth-grade English course.

HONORS ENGLISH 9*(formerly Accelerated)***Course #2101**

Honors English 9 is designed for ninth grade students who students who have demonstrated readiness to challenge themselves and are highly motivated to complete nightly reading assignments. Each unit in this rigorous course provides strategies to develop students' higher-level thinking skills. Students will also be expected to follow a regular schedule of "outside" reading in addition to the reading assigned as part of the class work.

ENGLISH FOR GRADE 10

The tenth year of English furthers the student's study of literature. Increasing emphasis is placed on in-depth reading. In written composition, students learn to use appropriate evidence or reasons in support of generalizations, establish clarity through careful word choice, and develop a more effective style. There is considerable emphasis on skills in the tenth-grade program—including punctuation, capitalization, vocabulary, spelling, grammar, and usage. Speaking and listening skill development will be incorporated in the study of language, literature, and the composing process.

ACCELERATED ENGLISH 10**Course #0105**

Accelerated English 10 is designed for students who qualify through test scores and performance. The Accelerated course emphasizes clear thinking and expression. The writing program focuses on sharpening skills in narrative, descriptive, expository, and persuasive writing. The literature program includes in-depth study of classic, narrative works with emphasis on critical analysis and insight. Students are expected to be self-disciplined in taking responsibility for their own learning through active participation in class discussions, cooperative learning, and group presentations.

Vocabulary Workbooks: In all Accelerated tenth-grade classes, workbooks will be used to provide enriched vocabulary study.

HONORS ENGLISH 10**Course #0106**

Honors serves the average student of English. Honor English 10 asks students to think and respond beyond the literal level with emphasis on close reading and inferential thinking. Students write frequently and practice grammar skills.

COLLEGE PREP ENGLISH 10**Course #0107**

College Prep classes provide extensive attention to students' individual needs. Students in College Prep classes will receive a program emphasizing core writing skills, reading skills and study skills.

ENGLISH FOR GRADE 11**ACCELERATED COMPOSITION - (Block #0138)****HONORS COMPOSITION - (Block #0139)****COLLEGE PREP COMPOSITION (Block #0140)**

This semester-long course offers a careful study of the four forms of writing: descriptive, narrative, persuasive, and expository. It progresses from subjective, personal narration to the objective research paper. In addition, there will be infused grammar study. Students who take Accelerated Composition can expect to complete substantial written work outside of class. Accelerated students should demonstrate above-average mastery of grammar and mechanics.

All composition students must complete a research paper that meets course level requirements in order to pass the course.

COLLEGE PREP FORMS OF LITERATURE**(Block #0140)***taken with College Prep Composition*

In this course, students will study all forms of literature, including novels, short stories, plays, poetry, and non-fiction. Students will read one core novel each marking period. Independent reading is also required for this course.

HONORS AMERICAN WRITERS (Block #0139)**ACCELERATED AMERICAN WRITERS****(Block #0141)***American Writers is taken with Composition.*

This course engages students in the investigation of major movements and themes in American Literature. The core offering focuses on a survey of major works. Students should expect reading homework.

Students who select Accelerated American Writers should have advanced ready ability. Accelerated American Writers includes:

1. nightly homework
2. greater focus on deeper reading of major works
3. more rigorous reading schedule

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION**Course #0138**

Meant to align with an introductory college-level rhetoric and writing curriculum, this course requires students to analyze rhetorical elements and their effects in non-fiction texts, including speeches, letters, essays, and images from many disciplines and historical periods. Readings will be selected from the course text, *The Language of Composition*, and will also include Advanced Placement course recommendations as well as contemporary speeches, articles, and essays. Writing assignments will require students to develop evidence-based analytic and argumentative essays, including a course-required research project for which students will select, evaluate, synthesize, and cite research to support their arguments. Writing of a more personal and creative nature is also included. All stages of the writing process will be emphasized, and the class is often run as a writer's workshop with peer review and student-teacher conferencing.

Students will be encouraged to develop their individual writing styles, to make appropriate grammatical choices, and to critique and revise their writing effectively. Students who take the course should have an advanced reading ability and should expect between 30-60 minutes of homework each night. Failure to turn in required assignments will result in course failure. Specific strategies for taking the Advanced Placement English exams will be incorporated throughout the course; students taking the course will be well prepared to take the ETS Advanced Placement Language and Composition exam in May of their junior year.

ENGLISH FOR GRADE 12

ADVANCED PLACEMENT LITERATURE AND COMPOSITION A & B

Block #0142 (Course #0117 & #0118)

This course covers two semesters. Students who wish to take it do not need to select another English course. The Advanced Placement English course in Literature and Composition will engage students in the careful reading and critical analysis of literature from various genres, concentrating on numerous works of recognized literary merit from the medieval times to the present, and focusing on in-depth study of several major works. Students will read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. In reading, students will consider various critical approaches, as well as literary elements, such as structure, style, theme, figurative language, symbolism, and tone; careful attention to both textual detail and historical context will provide a foundation for interpretation. Writing will be an integral part of the course and will focus on the critical analysis and understanding of literature, including expository, analytical, and argumentative essays, as well as creative assignments; some of these writings will be timed, to prepare students for future college work and the AP test itself. Failure to submit major projects may result in automatic failure of the course. Specific strategies for taking the Advanced Placement English exams will be incorporated throughout the course; students taking the course will be well prepared to take the ETS Advanced Placement Literature and Composition exam.

HONORS WORLD WRITERS - Block #0143/#0146

ACCELERATED WORLD WRITERS - Block #0145/#0147

This course is excellent preparation for college and presents contemporary and classical literature that is representative of various parts of the world. Universal themes form the basis for units of study that include many well-known writers who compose in English and others whose works are read in translation. All forms of literature may be included: novels, plays, short stories, poems, and nonfiction.

Students who select Accelerated World Writers should have advanced reading skills.

HONORS CRITICAL WRITING* - Block #0146

ACCELERATED CRITICAL WRITING* - Block #0147

taken with World Writers

This composition course will help you in your first year of college and in real life. You will learn to write different styles of essays for different areas of study. Students will start with a personal essay designed to help with the college application process and move through various modes of writing including, but not limited to, the following: process essays, division and classification, comparison and contrast, cause and effect, and reviews. Students should be prepared to write every day and produce a substantial portfolio of essays. Advanced readings will be used as models for the various styles. Above-average mastery of writing mechanics is expected.

HONORS CREATIVE WRITING* - Block #0143

ACCELERATED CREATIVE WRITING* -Block #0143

taken with World Writers

This semester-long course is a workshop in a variety of creative genres, which may include personal narrative and essay, poetry, fiction, screenwriting, and drama. A love of writing is imperative, since most of this course consists of active writing in a class constructed as an interactive writing laboratory. Students are required to write daily and to complete a variety of reading and writing exercises outside of class; students who elect Challenge Level 1 will be expected to complete substantial drafting and revision outside of class and also to have an above-average mastery of writing mechanics. Each unit will culminate in a major piece (personal essay, short story, poetry collection, screenplay/play).

***SCHEDULING NOTE:**

Every effort will be made to accommodate senior writing course preferences. **Schedule construction dictates course availability, and these courses are considered automatic alternates.** Any students who wish to take a semester English course as an elective should contact their counselors or Dr. Sweeney so that the request can be entered.

COLLEGE PREP THEMES IN READING - Block #0144

taken with CP Critical Writing

This course consists of reading novels, short stories, plays, and nonfiction. Major units alternate between core readings selected by the teacher and student self-selected readings. Core readings will be chosen from among *The Catcher in the Rye*, *The Crucible*, *Death of a Salesman*, and *The Things they Carried*. Each unit incorporates a variety of types of response, including journal writing, study guides, and major written responses, which may take expository or fictional forms. Group work and teacher/student conferences constitute important learning activities as well. The course will aim to prepare students to be successful in reading assignments at the college level.

COLLEGE PREP CRITICAL WRITING - Block #0144

taken with Themes in Reading

This composition course is designed to help you learn to write very pragmatic essays. You will learn different styles of writing for different areas of study and life. Students will start with a personal essay designed to help with the college application process and move in various modes of writing including the following: process essays, division and classification, comparison and contrast, cause and effect, and reviews. Students should be prepared to write every day and produce a portfolio of essays. Reading will be used as models for the various styles. We will do work on mechanics as needed.

BLENDED COURSE OPTIONS

Penncrest High School now offers various courses in the blended learning format. Blended learning is the combination of active, engaged learning online with active, engaged learning offline to provide students with more control over the time, place, pace, and path of their learning. These classes meet synchronously and asynchronously, as determined by the teacher of record. The blended learning format fosters many soft skills, like time management, self-regulation, goal setting, and accountability. All coursework will be delivered through Schoology, our learning management system.

Students will have the option to take the following English courses as a Blended course in 2023-2024.

Interested students should select the Blended option during course selection:

**ACCELERATED COMPOSITION BLENDED
with ACCELERATED AMERICAN WRITERS
Course # 0173/Block #0175**

**COLLEGE PREP COMPOSITION BLENDED
with FORMS OF LITERATURE
Course # 0174/Block #0176**

ENGLISH ELECTIVES

COMMUNICATION STUDIES

Course #0128

The goal of this course is to help students develop and strengthen their existing (or newly forming) presentation skills. The course gives students the opportunity to study and gain a working knowledge of the theory and psychology involved in both verbal and nonverbal communications. At the heart of the course is speaking, writing and listening. Students will speak often so they can practice and refine their delivery style and develop more confidence in presenting before others. This practice is accomplished through a variety of in-class exercises and role plays and through more formal assigned speeches. The course will help students improve their mechanics (articulation, vocal tone and volume, delivery style) and work on techniques to help reduce nervousness/stage fright. Students will gain experience in writing and delivering several different types of speeches, including: impromptu/extemporaneous; informative; critique, and persuasive. The course also includes a unit on writing and delivering material for debate.

This elective course is open to Accelerated grade 10 students; however, priority will be given to students in grades 11 and 12

EVERY VOICE: MULTICULTURAL LITERATURE **Course #0150 (SEMESTER)**

Every Voice: Multicultural Literature is a dynamic, semesterized elective offering students an opportunity to sample literature from culturally-diverse authors. We will read a variety of work from around the world in a low-pressure educational environment. Homework will be kept at a minimum, and grades will be based on in-class writing assignments and class discussions. With literature as the springboard, we will explore ways in which diverse artistic expression can help enrich our experience, as well as help us understand what it means to be human.

HUMANITIES

Course #0134

In this elective course, students explore literature and its historical frame. Beginning with the ancient Greeks and ending in modern America, we study literature and the art, architecture, music, and values of the period surrounding it. We read, look at, and listen to what different ages and cultures considered beautiful and meaningful.

Humanities is a challenging course. Reading the text and the classic works of literature makes up much of the nightly homework. Each student is expected to write a variety of papers during the year, some personal, some creative, and some informational. Essays are a part of every test. A research project is required to pass the course.

SAT BOOT CAMP (.25 English/.25 Math) Course Block **#0131**

This one-semester elective course will help ninth, tenth, and eleventh grade students perform more successfully on both math and English portions of the SAT and ACT. Students will improve test-taking skills, improve grammar and writing skills, increase math fluency, improve data interpretation from tables and graphs, develop problem solving strategies, expand their knowledge on the use of the graphing calculator to improve scores, and improve reading strategies and skills. Sample tests and drill and practice will be the focus of the course. Students must have successfully completed Algebra 1 to take this course.

THEATER LAB (SEMESTER)

Course #0130

Theatre Lab provides a structured laboratory for exploration of all aspects of theater—performance, direction, and writing. The initial units concentrate on performance theory, with emphasis on the Stanislavski Method. Later units include Directors' Lab, and Playwrights' Lab. Students will participate in classroom exercises which will enhance a variety of performance and stagecraft skills. This course is open to Accelerated Grade 10 students; however, priority will be given to students in Grades 11 and 12.

Requirements for Theater Lab include several monologue presentations, dramaturgy, two scene studies and presentations, and one play writing assignment. Written work includes character analyses, process and homework reactions, critiques of student scenes, self-evaluations, and performance project research. Class work includes a variety of improvisations and theater exercises, as well as project construction and presentation rehearsal.

TV PRODUCTION I

Course #0136

In this course, students learn how television programs are produced and participate in hands-on projects to develop skills in the following areas: Pre-production planning, writing, basic scriptwriting, storyboarding, basic editing techniques, basic studio camera techniques, studio operations, and control room operations. A variety of film, video, and television production processes will be examined. Areas of study will include but not be limited to: broadcast journalism, public service announcements, advertising, short films, and studio productions. Students will complete six service requirement projects for our district cable channel.

Students will be expected to produce a variety of items using software and hardware applications. You'll use industry-related software (Final Cut Pro X, DaVinci Resolve) to gain creative experience in post-production. This course is recommended for students who are interested in learning more about occupations in and around the video/film industry.

TV PRODUCTION II

Course #0137

In this course, students produce video segments and learn elements of journalistic style and standards. Students function as writers, talent, producers, videographers, and editors. They will acquire skills in the following areas: field camera operation, broadcast writing style and format, on-air presence, interviewing techniques, effective storytelling techniques, production techniques both in the field and in the studio, news judgment, news ethics, and professional journalistic standards and responsibilities. This course is open to students who have successfully completed TV Production I.

WOMEN IN LITERATURE (SEMESTER)

Course #0149

This course will examine the role of women in society from a historical and modern perspective and how this cultural experience affects the development of literature created by women artists/ authors.

This reading intensive course will explore novels, short stories, essays, poetry, and plays written by women from diverse cultures. Grades will be primarily based on class discussion and written responses/reflections to critical thinking prompts.

Homework will consist mostly of reading assignments.

AP CAPSTONE

Certificate and Diploma Program

AP SEMINAR Course #0170

AP Seminar is a skills-based English or elective course that teaches students analysis, inquiry, evaluation, and research. Students will work together and with their instructor to synthesize information about their world and develop sophisticated written and oral presentations of their findings.

This Advanced Placement course is part of the AP Capstone Diploma Program. It is designed for highly-motivated and independent learners.

For more information about the AP Capstone Program, see page 10 of this Guide. Please note:

- Students interested in AP Capstone should learn about the program. **The Capstone Certificate and Diploma Program** is a big commitment, and we want you to make an informed decision.
- Students who wish to select AP Seminar should be very good English students.
- AP Capstone is a two-year program. AP Seminar is the first course, and AP Research is the second. We would like students who register for Seminar to commit to both years of the Certificate Program.
- AP Seminar can count toward an English credit in 10th or 11th grade.
- Enrollment preference for AP Seminar will be given to students entering grade 10.

AP RESEARCH Course #0171

In the second course of the AP Capstone Diploma Program, you'll complete an independent research project on a topic of interest to you. For example, you can:

- Dig deeper into a topic you studied in an AP course.
- Work across academic areas on an interdisciplinary topic.
- Study a new area of interest, perhaps one you'd like to study in college.

At the end of the research project, you'll submit an academic thesis paper of about 5,000 words, present your findings, and orally defend your work. Your AP Research score will be based on your paper, the presentation, and the oral defense, using the 1–5 AP scoring scale.

AP Research can count toward an English credit in 11th or 12th grade.

Students who complete two years of AP Capstone will need two years of literature study. Students who take AP Seminar and Research in grades 10 and 11 should register for American Writers and World Writers OR AP Literature during their senior year.

ENGLISH LANGUAGE DEVELOPMENT

At a Glance

Ms. Jeannie Richer (610-627-6259)

OVERVIEW OF ENGLISH FOR SPEAKERS OF OTHER LANGUAGES COURSE SELECTION

The ELD Program at Penncrest High School is committed to welcoming speakers of other languages to our school community and nurturing them in their acquisition of the English language and adjustment to American culture. The program is mandatory for any student who tests as non-proficient in the English language in any or all of the following areas: Reading, writing, speaking, and/or listening.

ELD I (INTRODUCTORY ELD) Course #0151

This content-based course is mandatory for any student who has tested at a pre-English level proficiency in the English language. The focus of this course is the development of basic interpersonal communication skills in the English language. Students will also learn about various aspects of American culture.

ELD II (BEGINNING ELD) Course #0152

This content-based course is mandatory for any student who has tested at a beginning level proficiency in the English language and is also designed to meet the needs of students who have successfully completed ELD I. ELD II will focus on the expansion of basic interpersonal communication skills and the development of academic language skills in English. Students will also learn about various aspects of American culture.

ELD III A (INTERMEDIATE ELD) Course #0154

This content-based course is mandatory for any student who has tested at a low intermediate level proficiency in the English language and is also designed to meet the needs of students who have successfully completed ELD II. ELD III A will focus on the expansion of academic language skills in English. Students will also learn about various aspects of American culture.

ELD III B (INTERMEDIATE ELD) Course #0156

This content-based course is mandatory for any student who has tested at a high intermediate level proficiency in the English language and is also designed to meet the needs of students who have successfully completed ELD III A. ELD III B will focus on the expansion of academic language skills in English. Students will also learn about various aspects of American culture.

ELD IV (ADVANCED ELD) Course #0158

This content-based course is mandatory for any student who has tested at an advanced level proficiency in the English language and is also designed to meet the needs of students who have successfully completed ELD III. ELD IV will focus on the mastery of academic language skills in English. Students will also learn various aspects of American culture.

FAMILY AND CONSUMER SCIENCES COURSES

At a Glance

Building Coordinator: Mrs. Jessica Anderson (610-627-6223)

Graduation Requirements: Students enroll in Family and Consumer Sciences courses to fulfill graduation requirements for Electives.

| Grade Level | Course Title | Length |
|-------------|--|--|
| 11, 12 | Advanced Food and Nutrition I Advanced Food and Nutrition II Child Development | Semester (fall) Semester (spring) Year |

CHILD DEVELOPMENT

Course #0704

How many of us go through life without having contact with children? In order to work with children successfully, you must have knowledge, skills, and a feeling of confidence. With this knowledge you will facilitate each child's learning and development naturally and spontaneously. This course was developed to enable the student to understand the step-by-step development of children according to similar and predictable patterns, but also to recognize that each child progresses at an individual rate. Major theorists and their contributions to the field of child psychology will be covered.

In the second semester of the course, students will gain hands-on experience by working with children from the community. Each student will work with a preschool child and be evaluated on his or her interaction with the child and the child's parents. Student achievement will be evaluated by performance on tests, quizzes, worksheets, selected reports, assignments and class participation.

ADVANCED CHILD DEVELOPMENT

Course #0708

This course is open to seniors who have excelled in Child Development and who wish to make an extensive commitment to further study.

See the instructor for course parameters and approval to register.

ADVANCED FOOD AND NUTRITION I

Course #0705

Students in this course will understand the importance of proper nutrition by identifying nutrients' functions, chemical make-up, and food sources. Students will gain a basic understanding of cooking terms, utensils, equipment, and procedures. Two or three days a week will be spent in the cooking lab. Some of the units to be covered are Kitchen Safety and Sanitation, Basic Nutrition, Cookies, Breads, and Poultry.

Student achievement will be evaluated by performance on tests, quizzes, labs, and class participation. Students must score 70% or above on the Safety and Sanitation tests before working in the foods lab.

*If enrollment in this course exceeds capacity, preference in scheduling will be granted on the basis of seniority and other criteria established by the instructor.

ADVANCED FOOD AND NUTRITION II

Course #0706

This is an advanced food course emphasizing preparation techniques. Students will understand the functions and interactions between ingredients and explain techniques necessary to prepare quality products. Some of the units to be covered are Cakes, Chocolate, Fruits, Vegetables, Milk, Cheese, Meat, and Garnishing.

Student achievement will be evaluated by performance on tests, quizzes, labs, projects, and class participation. Students must score 70% or above on the Safety and Sanitation test in order to work in the foods lab.

*If enrollment in this course exceeds capacity, preference in scheduling will be granted on the basis of seniority and other criteria established by the instructor.

Prerequisite: Successful completion of Advanced Food and Nutrition I

MATHEMATICS COURSES

At a Glance

Building Coordinator: Ms. Dana Martinsen (610-627-6387)

Graduation Requirements: All students must take at least three math courses.

PA Chapter 4 requires completion of coursework in Algebra I

| Fulfill the PA Requirement with These Courses | Computer Classes meet the graduation requirements for Mathematics | Explore COLLEGE-LEVEL MATH Concepts With These Courses |
|---|---|--|
| High School Algebra I and/or Geometry (@SLMS) | Intro to Coding | College Prep Functions, Statistics and Trigonometry |
| Algebra I/Honors Algebra I | AP Computer Science Principles | Honors/Accelerated/AP Pre-Calculus |
| College Prep/Honors/Accelerated Geometry | AP Computer Science | AP/Accelerated Statistics |
| | | AP Calculus/Accelerated Calculus |
| | | Honors Statistics/Honors Calculus (semesters) |
| | | Accelerated Linear Algebra |

Dual-Enrollment credits count toward the core sequence and/or elective credit for students in grades 10 through 12. Each one-semester course (three credits) equals one high school credit. Counselor consultation required.

| COMMON PROGRESSIONS IN MATH* | | | | | | |
|------------------------------|--|---|---|--|---|--|
| 9 (Class of 2026) | Accelerated Algebra II, Intro to Coding | Accelerated Geometry, Intro to Coding | Accelerated Algebra I | Honors Algebra I | Honors Geometry | College prep Algebra I Foundations moves to Algebra I |
| 10 | AP Statistics and/ or AP/Accelerated Pre-Calculus, AP Computer Science | Accelerated Algebra II, Intro to Coding | Accelerated Geometry | Honors Geometry | Honors Algebra II, Intro to Coding | Geometry |
| 11 | Accelerated or AP Pre- Calculus or AP Calculus AB or BC | Accelerated or AP Pre-Calculus and/ or AP Statistics, AP Computer Science | Accelerated Algebra II, Intro to Coding | Honors Algebra II, Intro to Coding | Honors Pre-Calculus | Algebra II |
| 12 | AP Calculus AB or BC or Linear Algebra | Accelerated Calculus or AP Calculus AB or BC and/or AP Statistics | Accelerated Pre-Calculus, AP Computer Science A, AP Computer Science Principles | Honors Pre-Calculus, AP Computer Science A, AP Computer Science Principles | Honors Calculus, Honors Statistics, AP Computer Science A, AP Computer Science Principles | Functions, Statistics, and Trig |

*While these are common progressions, there are other possibilities, depending on the needs of the individual student.

| What To Expect in your Math Placement | | | | |
|---|---|--|---|--|
| | <i>College Prep</i> | <i>Honors</i> | <i>Accelerated</i> | <i>Advanced Placement</i> |
| <i>Class of 2027</i> | Becomes part of Class of 2027 standard course instruction | Class of 2027 standard course | Class of 2027 Honors | |
| <i>Focus</i> | --Skills reinforcement | --A basic study of mathematics including applications. | --In-depth study of mathematics, including applications | College-level study of mathematics, including the rigor expected of high-level mathematics |
| <i>Skills and expectations</i> | --Basic arithmetic skills without the use of a calculator | --Approaching mastery of subject standards --Prepared to extend basic skills | --Mastery of subject standards, willing to delve deep into mathematical topics --Exceptional mathematical skills both with and without the use of a calculator --Ability to actively engage in subject matter | --Exceptional mathematical skills both with and without the use of a calculator --Exceptional analysis skills --Ability to actively engage in subject matter |
| <i>Assessments</i> | --Frequent homework practice --Quizzes --Occasional larger assessments (tests that cover more sections, projects) | --Frequent homework practice (Math IXL, Math XL, WebAssign for certain courses) --Quizzes, Tests, Exams --Occasional larger assessments (tests that cover multiple sections, projects) | --Frequent homework practice --Quizzes, Tests, Exams, Quarterly Exams --Math XL or WebAssign (for certain courses) | --Frequent homework practice --Quizzes, Tests, Exams, Quarterly Exams --WebAssign All AP students are expected to take the AP exam in May. |
| <i>Pace</i> | --Daily goals towards meeting state standards | --Moderate pace --Mastery of previous-grade state literacy standards assumed | --Fast pace --Mastery of grade-level math standards for the previous course assumed | --College-level |
| <i>Independent Work (outside of class)</i> | --Approximately 30 minutes a week outside of class | --Approximately 1 hour to 2 hours a week outside of class | --Approximately 2-3 hours a week outside of class | --Approximately 3-4 hours a week outside of class |
| <i>Supports</i> | --Frequent classroom assistance --Scaffolded assignments -- I/E --After-school help --Peer tutoring | --Classroom supports as needed -- I/E --After-school help --Peer tutoring | -- I/E --After-school help --Peer tutoring | -- I/E --After-school help --Peer tutoring |

FOUNDATIONS OF ALGEBRA

Course #2800

Foundations of Algebra is a comprehensive math course that develops the foundational skills necessary for entry into algebra. Using a dual-topic approach, Foundations improves math skills for students by emphasizing fewer topics in greater depth. Foundations benefits students who require immediate support in building the fundamental skills necessary for successful entry into algebra. Content includes the tools of algebra, solving equations and inequalities, proportions, graphs and functions, and systems of equations and inequalities.

ALGEBRA I

(formerly Honors/College Prep Algebra I) **Course #2801**

Algebra is a language used to extend the ideas of mathematics and to solve problems that would be difficult to solve using arithmetic alone. Variables (letters) are used to represent numbers, and these variables are combined according to the rules of arithmetic. Students learn to simplify expressions with variables, to solve and graph linear equations and inequalities. Other topics include addition, subtraction, multiplication and division of polynomials, and operations with radicals.

Homework will be checked on a regular basis and will include IXLs. Quizzes and tests are part of the course requirements. Students will be required to take the PA Keystone Exam in May. Math summer packets will be distributed in the Spring by current math teacher but can also be found on the [Math Department Website](#).

A graphing calculator is required. The teacher will be using the TI-84+ or TI84+CE in class.

HONORS ALGEBRA I

(formerly Accelerated Algebra I) **Course #2802**

In this honors-level course, Algebra is a language used to extend the ideas of arithmetic. Variables (letters) are used to represent numbers, and these variables are combined according to the rules of arithmetic. Students learn to simplify expressions with variables, to solve and graph linear equations and inequalities, and to solve systems of equations and inequalities. Other topics include: addition, subtraction, multiplication, and division of polynomials along with square roots and the solution of quadratic equations. A primary goal of algebra is the use of mathematical ideas in solving a wide variety of word problems.

Homework will be checked on a regular basis and will include IXL's, quizzes, and tests are part of the course requirements. All students are required to complete a summer packet due by the first day of class. Students will be required to take the PA Keystone Exam in May.

Math summer packets will be distributed in the Spring by current math teacher but can also be found on the [Math Department Website](#).

A graphing calculator is required. The teacher will be using the TI-84+ or TI84+CE in class.

ACCELERATED GEOMETRY

HONORS GEOMETRY (Class of 2027) **Course #0801** **(Class of 2027 Honors Course #2806)**

In this advanced course, the student will study deductive reasoning and its application through the study of plane and spatial figures. The student will expand his knowledge of mathematical terms and ideas and will utilize his algebraic skills. Topics of study include: parallel lines, perpendicular lines, circles, congruent and similar figures, (triangles, quadrilaterals, and other closed figures), transformations, areas, volumes, and constructions.

Homework will be assigned nearly every day and will be checked on a regular basis. Special projects may be assigned periodically. Assessments may include but not limited to quizzes, tests, and/or projects. All students are required to complete a summer packet due by the first day of class.

Math summer packets will be distributed in the Spring by current math teacher but can also be found on the [Math Department Website](#).

Prerequisite: Successful completion of Algebra I

HONORS GEOMETRY

Course #0807

In this honors level course students will study plane and spatial figures. Students will expand their knowledge of mathematical terms and ideas as well as utilize their algebraic skills. Topics include parallel lines, perpendicular lines, circles, congruent and similar figures (triangles, quadrilaterals, and other closed figures), and basic construction skills. Students will also develop problem solving skills by using length, perimeter, area, circumference, surface area, and volume to solve real-world problems.

Homework will be checked on a regular basis, Quizzes and tests are part of the course requirements. All students are required to have a TI 83+ or TI84+ graphing calculator.

Math summer packets will be distributed in the Spring by current math teacher but can also be found on the [Math Department Website](#).

Prerequisite: Successful completion of Algebra I

COLLEGE PREP GEOMETRY

Course #0808

In this college-preparatory course, students will develop reasoning and problem-solving skills as they study topics such as congruence and similarity, and apply properties of lines, triangles, quadrilaterals, and circles. Students will also develop problem solving skills by using length, perimeter, area, circumference, surface area, and volume to solve real-world problems.

Tests and quizzes will be given for each unit. All students are required to have a scientific calculator.

Math summer packets will be distributed in the Spring by current math teacher but can also be found on the [Math Department Website](#).

Prerequisite: Successful completion of Algebra I

ACCELERATED ALGEBRA II

Course #0809 (2027 Honors Course #2809)

This advanced course includes the study of linear equations and inequalities, systems of linear open sentences (algebraic and graphic solutions), linear functions, and relations, product and factors of polynomials, rational expressions, irrational and complex numbers, quadratic equations and functions, variation and polynomials equations, matrices, sequences, series, selected probability and statistics topics, and conic sections.

Instruction will be provided using the graph calculator. A TI-83 or TI-84 is required for this course. Students can expect to do 35 - 40 minutes of homework each night. Tests and quizzes will be given for each unit.

Math summer packets will be distributed in the Spring by current math teacher but can also be found on the [Math Department Website](#). Students should have successfully completed Algebra I and Geometry (Students may elect to take this course concurrently with Geometry).

HONORS ALGEBRA II

Course #0810

This honors-level course includes the study of linear equations and inequalities, systems of linear open sentences (algebraic and graphic solutions), linear functions and relations, product and factors of polynomials, rational expressions, irrational and complex numbers, quadratic equations and functions, variation and polynomial equations, matrices, sequences, series, and selected probability and statistics topics.

Students can expect to do about 30 minutes of homework each night. Tests and quizzes will be given for each unit. All students are required to have a TI-83 or TI-84 graphing calculator.

Math summer packets will be distributed in the Spring by current math teacher but can also be found on the [Math Department Website](#). Students should have successfully completed Algebra I and Geometry (Students may elect to take this course concurrently with Geometry).

COLLEGE PREP ALGEBRA II

Course #0811

This college-preparatory course includes the study of linear equations and inequalities, systems of linear open sentences (algebraic and graphic solutions), linear functions and relations, product and factors of polynomials, irrational numbers, quadratics equations and functions, variation and polynomial equations, matrices, and selected probability and statistic topics. Homework will be checked regularly. Quizzes and tests are required assessments. A graphing calculator is required.

Students should have successfully completed Algebra I and Geometry (Students may elect to take this course concurrently with Geometry).

AP PRECALCULUS

Course #0815

This Advanced Placement course will allow students to explore everyday situations using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world.

AP Precalculus prepares students for other higher-level mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

A graphing calculator is required. Students may elect to take the ETS Pre-Calculus Advanced Placement Exam. Various assessments may include quizzes, tests, various assessments and quarterly exams. All students are required to complete a summer packet due by the first day of class. Math summer packets will various be distributed in the Spring by current math teacher but can also be found on the Math Department Website.

Prerequisite: Successful completion of Algebra II

Students in this course are expected to take the AP exam.

ACCELERATED PRECALCULUS WITH TRIGONOMETRY

Course #0812

This advanced-level course will include the study of linear relations and functions, polynomial and rational functions, exponential and logarithmic functions, trigonometric functions, analytic trigonometry, polars and parametrics, and topics in analytical geometry. The course concludes with an introduction to Calculus, which includes the concept of limits.

Quizzes, tests, and quarterly exams are all required assessments. All students are required to complete a summer packet due by the first day of class. Math summer packets will be distributed in the Spring by current math teacher but can also be found on the [Math Department Website](#).

Prerequisite: Successful completion of Algebra II

HONORS PRECALCULUS WITH TRIGONOMETRY

Course #0814

In this honors-level course the students will study linear relations and functions, polynomial and rational functions, exponential and logarithmic functions, trigonometric functions, analytic trigonometry, topics in analytic geometry, and an introduction to Calculus, which includes the concepts of limits.

Homework is assigned daily and will be checked on a regular basis. Various assessments may include quizzes and tests. All students are required to complete a summer packet due by the first day of class. Math summer packets will be distributed in the Spring by current math teacher but can also be found on the [Math Department Website](#).

A graphing calculator is required to complete most tests and assignments.

Prerequisite: Successful completion of Algebra II

HONORS STATISTICS/HONORS CALCULUS

Course Block #0824

(Course #0816 and Course #0817)

Honors Statistics is a one-semester honors course that will include the basic concepts of descriptive and inferential statistics will be explored. Topics covered will include organizing and describing data, a descriptive study of bivariate data, and a study of normal distributions. Students will also use the graphing calculator to make scatter plots, to determine lines of regression, to find measures of central tendency, etc. A brief introduction to the methodology of inferential statistics and/or probability distribution will be developed as time allows. Basic assessments will include, but not limited to homework, tests, quizzes, and projects.

Honors Calculus is a one-semester honors course that will include the operations of differentiation and integration as applied to algebraic and trigonometric functions will be developed. A brief introduction to integration will be developed as time allows.

The course tends to unify previous mathematics disciplines into a whole - as opposed to segmented parts - resulting in showing algebra, geometry, and trigonometry as basic tools of calculus. Basic assessments will include, but not limited to homework, tests, quizzes, and projects.

All students are required to complete a summer packet due by the first day of class. Math summer packets will be distributed in the Spring by current math teacher but can also be found on the [Math Department Website](#).

Prerequisite: Successful completion of Pre-Calculus with Trig

COLLEGE PREP FUNCTIONS, STATISTICS, AND TRIGONOMETRY

Course #0822

This college-prep course extends student knowledge of linear, quadratic, exponential, and trigonometric functions taught in

previous courses. This course also includes an overview of statistical data analysis. Students will develop problem solving strategies through the use of real-world applications. A graphing calculator will be used to promote visualization of functions, to explore relationships between functions and their graphs, and to generalize and analyze data.

Quizzes and tests are part of the course requirements. All students are required to have TI 83+ or TI 84+ graphing calculators.

Prerequisite: Successful completion of Algebra II

AP STATISTICS

Course #0820

This Advanced Placement course is a full-year course that will develop the concepts of descriptive and inferential statistics. The purpose of the AP course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad themes: an exploration in describing patterns in data, planning and conducting a study through sampling and experimentation, exploring random phenomena including using probability, simulation and statistical inference (estimating population parameters and testing hypotheses). Course content is aligned with the curriculum recommended by the Education Testing Service, and students may choose to take the AP Statistics exam administered in May by ETS. Students will be required to complete daily homework assignments.

Prerequisite: Successful completion of Algebra II. Students will be required to have a TI-84+ calculator for this course.

Students in this course are expected to take the AP exam. Students who elect not to take the AP exam must take the course final at the end of the year.

ACCELERATED STATISTICS

Course #0826

In this advanced-level course, the content and intent are the same as the AP Statistics course, except that students will follow a less rigid discipline of study and a few topics are optional. A TI-84+ calculator is required.

Various assessments may include quizzes, tests and quarterly exams.

Prerequisite: Successful completion of Algebra II

AP CALCULUS AB

Course #0818

This Advanced Placement course will include the study of two fundamental problems of Calculus: 1) finding the slope of the tangent to a curve which is determined by the derivative, and 2) finding the area of a region under a curve, or the volume within a curved surface of revolution, which is determined by the definite integral. The focus of study will include strategies for differentiation and integration of various functions (algebraic, trigonometric, and transcendental). Optimization techniques will be used to determine the maximum and minimum values of a data set and/or rate of change for a given data set. In the process, elements of algebra, geometry, trigonometry, and pre-calculus will provide the basic mathematical tools for understanding advanced mathematics. A graphing calculator is required. Students may elect to take the ETS Calculus AB Advanced Placement Exam. All students are strongly advised to elect this course in their senior year to ensure continuity into the college level sequence of Calculus courses.

Students in this course are expected to take the AP exam.

AP CALCULUS BC

Course #0821

The content of this course includes the study of two fundamental problems of Calculus: 1) finding the slope of the tangent to a curve which is determined by the derivative, and 2) finding the area of a region under a curve, or the volume within a curved surface of revolution, which is determined by the definite integral. The focus of study will include strategies for differentiation and integration of various functions (algebraic, trigonometric, and transcendental). Optimization techniques will be used to determine the maximum and minimum values of a data set and/or the rate of change for a given data set. In the process, various elements of algebra, geometry, trigonometry, and pre-calculus will provide the basic mathematical tools for understanding advanced mathematics. The AP Calculus BC course is more rigorous and covers additional topics as compared to the AP Calculus AB course. Various assessments may include quizzes, tests, various assessments and quarterly exams. All students are required to complete a summer packet due by the first day of class. Math summer packets will be distributed in the Spring by current math teacher but can also be found on the [Math Department Website](#).

A graphing calculator will be required to complete some tests and homework assignments. Students in this course are expected to take the AP exam.

ACCELERATED CALCULUS

Course #0819

In this advanced-level course, the content and intent are the same as the AP Calculus AB course, except that students will follow a less rigid discipline of study and a few topics are optional. A graphing calculator is required.

Various assessments may include quizzes, tests and quarterly exams. All students are required to complete a summer packet due by the first day of class. Math summer packets will be distributed in the Spring by current math teacher but can also be found on the [Math Department Website](#).

ACCELERATED LINEAR ALGEBRA

Course #0825

This college level course is designed to prepare the student for eventual courses in multivariable calculus and modern algebra. Students will study systems of equations, vectors and vector spaces, linear transformations and matrix representations, determinants, eigenvectors, and eigenvalues and a variety of applications. Linear algebra is used in abstract algebra, functional analysis and has extensive applications to both natural sciences and social sciences. This course is intended for the highly motivated math student and is designed to challenge the most mathematically capable students. The courses will involve rigorous pacing and workload with teacher expectations intended to challenge the student.

Co-Requisite: May be taken concurrently with ACC or AP Precalculus. Must have successfully completed ACC Algebra II

COMPUTER COURSES

INTRODUCTION TO CODING

Course #0829

The Intro to Coding course is a year-long course designed to help students master the basics of Java. The course utilizes a blended classroom approach. The content is fully web-based, with students writing and running code in the browser. Teachers utilize tools and resources provided by Code HS to leverage time in the classroom and give focused 1-on-1 attention to students. Each unit of the course is broken down into lessons. Lessons consist of video tutorials, short quizzes, example programs to explore, and written programming exercises, adding up to over 100 hours of hands-on programming practice in total. Several units have free response questions that have students consider the applications of programming and incorporate examples from their own lives. At the end of each unit, students take a summative multiple choice unit quiz that assesses their knowledge of the Java concepts covered in the unit. Included in each lesson is a formative short multiple-choice quiz.

Prerequisites: Students have successfully completed Algebra 1 or have Computer Science Department approval.

AP COMPUTER SCIENCE PRINCIPLES

Course #0832

This course introduces students to the foundational concepts of computer science and explores the impact computing and technology have on our society. With a unique focus on creative problem solving and real-world applications, the AP Computer Science Principles course gives students the opportunity to explore several important topics of computing using their own ideas and creativity, use the power of computing to create artifacts of personal value, and develop an interest in computer science that will foster further endeavors in the field. At the end of most units, students take a summative multiple choice unit quiz in the style of the AP Exam that assesses their knowledge of the concepts covered in the unit. The course also provides an AP Test Practice unit with a cumulative AP Practice Multiple Choice Test. Students enrolled in this course are expected to take the AP exam through the College Board.

Prerequisites: Students have successfully completed the Intro to Coding course or have Computer Science Department approval.

AP COMPUTER SCIENCE A

Course #0830

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. The AP Computer Science A course is a year-long course designed to help students master the basics of Java and equip them to successfully pass the College Board AP Computer Science A Exam at the end of the school year. Students enrolled in this course are expected to take the AP exam through the College Board.

Prerequisites: Students have successfully completed both the Intro to Coding and the AP Computer Science Principles courses, or have Computer Science Department approval

ACC/ADVANCED COMPUTER SCIENCE

Course #0831

This course extends the concepts covered in our AP Computer Science courses. Students should have completed AP Computer Science with a grade of B or better. It emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development. It includes the study of one- and two-dimensional arrays, object-oriented design, and advanced data structures such as trees, linked lists, sets, and maps.

Pre-Requisites: Students should have successfully completed Computer Science A.

SAT BOOT CAMP (.25 English/.25 Math)

Course Block #English 0131

This one-semester elective course will help ninth, tenth, and eleventh grade students perform more successfully on both math and English portions of the SAT and ACT.

Students will improve test-taking skills, improve grammar and writing skills, increase math fluency, improve data interpretation from tables and graphs, develop problem solving strategies, expand their knowledge on the use of the graphing calculator to improve scores, and improve reading strategies and skills. Sample tests and drill and practice will be the focus of the course. Students must have successfully completed Algebra 1 to take this course.

BLENDED COURSES

Penncrest High School now offers various courses in the blended learning format. Blended learning is the combination of active, engaged learning online with active, engaged learning offline to provide students with more control over the time, place, pace, and path of their learning. These classes meet synchronously and asynchronously, as determined by the teacher of record. The blended learning format fosters many soft skills, like time management, self-regulation, goal setting, and accountability. All coursework will be delivered through Schoology, our learning management system.

Students will have the option to take the following Social Studies course as a Blended course in 2023-2024. Interested students should select the Blended option during course selection:

BLENDED COLLEGE PREP FUNCTIONS, STATISTICS, AND TRIGONOMETRY

Course #0823

MUSIC COURSES

At a Glance

Building Coordinator: Mr. Craig Snyder (610-627-6325)

Graduation Requirements: Students may use Music courses to fulfill graduation requirements for Electives.

| Grade Level | Course Offerings | Length |
|---------------|---|--|
| 9, 10, 11, 12 | Concert Choir Concert Band String Ensemble Decibelles Piano A, B, C, D Music Tech A Music Tech B Singers and Songwriters | Full Year Full Year Full Year Full Year Semester Semester Semester Semester |
| 10, 11, 12 | Ambassador Choir Chamber Strings Music Tech C Wind Ensemble Advanced Placement Music Theory | Full Year Full Year Full Year Full Year Full Year |

Music courses at Penncrest fall into two categories:

PERFORMANCE-BASED and
NON-PERFORMANCE- BASED

PERFORMANCE BASED: Concert Band, Wind Ensemble, String Ensemble, Chamber Ensemble, Concert Choir, Decibelles, and Ambassador Choir

Performance-based classes are co-curricular offerings, provide performance opportunities, and have required activities outside of the school day.

Students enrolled in performing ensembles attend sectionals as part of their course requirements.

Small group and individual instruction and assessment is administered during these rehearsals.

Sectionals are scheduled as part of the student's lunch period approximately once a week and do not impact the academic schedule.

CONCERT BAND

Course #0902

The mission of the Band program is to teach comprehensive musicianship through performance.

Comprehensive musicianship encompasses the attitudes and behaviors that are promoted by participation in band, the development of technical skills needed to play an instrument in both an individual and an ensemble setting, and the fostering of knowledge that enables one to appreciate and understand music as an art form. The application of comprehensive musicianship takes place in the daily rehearsal of the ensemble and culminates in concert performances of the music being rehearsed.

Some performances take place during the school day, while others are held on weeknights and weekends. Students should be aware that other classes will occasionally be missed for Band activities. All activities are mandatory for all members.

All members of the Concert Band are also members of the Roaring Lions Marching Band. The Marching Band performs at various parades and community events throughout the year, as well as all football games. These activities are mandatory, as is summer band camp and after school rehearsals. Band members are responsible for purchasing certain items related to the uniform. A complete Band Handbook describes all band requirements in further detail.

A successful audition and interview with the Band Director are required for membership in any of the Penncrest Bands.

WIND ENSEMBLE

Course #0903

The Wind Ensemble is open to 10th, 11th and 12th grade musicians who successfully complete an audition with the Director. Ensemble size is limited, and enrollment is based on the instrumentation and balance of the ensemble. With the addition of the performance of more advanced literature, the description for Concert Band can also be used for Wind Ensemble. This includes mandatory participation in the Roaring Lions Marching Band as described above.

Recommendation: Prior instrumental training and experience, private lessons instruction, and ownership of a professional quality instrument.

STRING ENSEMBLE

Course #0906

This group meets every day for the full school year. As a member of the String Ensemble, a student will demonstrate proficiency in scales, technique studies, and sight reading. Repertoire includes standard and contemporary orchestral literature. Special study units include basic conducting, transposition and scoring, acoustics, tuning and intonation, fundamentals of music, common musical terms, instrument care and maintenance. Attendance and participation in String Ensemble sectionals, performances, and concerts are mandatory for all members.

Recommendation: Two or more years of orchestral experience.

CHAMBER STRINGS

Course #0905

Students who select the advanced version of String Ensemble will fulfill additional requirements which may include, but are not limited to: creative projects, research, preparation of more advanced literature, additional performances, or special projects related to the course curriculum.

A successful audition and interview with the Orchestra Director are required for admission into the Chamber Ensemble.

CONCERT CHOIR

Course #0908

Concert Choir provides performance opportunities for SATB and SSAATB choir through a broad, mixed repertoire of unison and part works, both accompanied and a cappella. Musical skills are developed through vocal technique, introduction to theory and ear training, sight singing, and ensemble performances. Students interested in Concert Choir should have previous choral experience and demonstrate a proficient ability to: match pitch with the piano in an appropriate vocal range, maintain accurate pitch while singing along or with others, read and sight sing music, demonstrate characteristic vocal quality.

Students who wish to enroll in Concert Choir must complete an audition for placement in the following year. Ensemble size is limited due to the balance of SATB voice parts. Attendance and participation in choir sectionals, rehearsals, and performances is mandatory.

AMBASSADOR CHOIR

Course #0910

Ambassador Choir is open to 10th, 11th and 12th grade singers who successfully complete an audition with the Choral Director. Ensemble size is limited, and enrollment is based on the vocal balance of the SATB choir. The repertoire performed in Ambassador Choir is more advanced and can include chamber music, vocal jazz, and musical theater selections. Aside from the difference in repertoire, the course description for Concert Choir can also be used for Ambassador Choir.

DECIBELLES

Course #0909

Decibelles is a treble choir that provides performance opportunities for SSA and SSAA choir through a broad, mixed repertoire of unison and part works, both accompanied and a cappella. Students learn correct singing techniques while experiencing a wide variety of four- part Soprano/Alto music. Decibelles is offered to all Soprano and Alto voice parts without audition. Musical skills are developed through vocal technique, introduction to theory and ear training, sight reading, and ensemble activities. Choral singing is a skill and is performance-oriented; therefore, each student is expected to complete all required assignments, to participate in all class activities, to attend sectional rehearsals regularly, and to attend all performances.

Participants in any of the choral programs should be aware that other classes may occasionally be missed for special performances.

NON-PERFORMANCE-BASED MUSIC COURSES:

Singers and Songwriters, Music Theory and Composition, Music Tech A, B, and C. Non-Performance-based classes are curricular offerings, do not provide performance opportunities, and do not have requirements outside of the school day.

SINGERS AND SONGWRITERS

Course #0940

A one-semester course, Singers and Songwriters will enable students to write music in both personal and collaborative ways. The class will utilize creative writing skills as well as musical instruction to achieve this. Students will also conduct research of composition in a broader historical sense. Students will have opportunities to perform their works, or have others perform their works, in class as well as in a public setting.

MUSIC THEORY AND COMPOSITION (not offered 2023-2024)

Course # 0912

The goal of this course is the development of comprehensive musicianship through the theoretical study and analysis of the elements, structure, and design of music. Students will read, write, listen to, and perform music of various styles and time periods. Through such study, students may deepen their understanding, enjoyment, and appreciation of music as an art form. Grades are based on the student's achievement in daily drill and practice, ear training, keyboard skills, and sight singing. In addition, written work and two major projects will

AP MUSIC THEORY

Course #0913

The goal of AP Music Theory is to provide greater understanding of the music that we hear around us. We will consider how music is put together, what musical elements are in play, and why music sounds the way it does. We will study music terminology and notation, scale and chord construction, sight-reading and sight-singing of music, and form. These skills will enable students to develop their compositional, improvisation, and performance abilities. The course utilizes written and aural exercises extensively and allows the opportunity for students to compose and perform their own music digitally.

Upon completion of the course, students will be qualified to take the ETS Advanced Placement test in Music Theory.

MUSIC TECH

The advent of computer technology had, and continues to have, a significant impact on the creation and performance of music and the music industry. These semester long courses will utilize modern software and recording equipment as they explore the application of such technology to music. Students will learn the basics of sound production, sequencing and editing, and create original music using available resources. No prior experience in music is necessary. The course is sequential, beginning with Music Tech A, progressing to music Tech B, both semester courses, and culminating with Music Tech C which is a yearlong course offered at rank level one. All coursework is contained in the time-frame of the classroom: there is no homework requirement, tests, or quizzes

MUSIC TECH A

Course #0932

This one-semester course introduces the student to current music recording, sequencing and editing tools and techniques. Topics to be explored are: Arranging and Editing, Basic Mixing, Programming Drum Machines and Sequencers, Use of Effects, Live Recording, Use of MIDI Controllers, Use of Loop Players, and writing original songs.

MUSIC TECH B

Course #0933

Picks up where Music Tech A left off and explores more of the theoretical side of writing music. Topics include: Using Traditional Notation, Creation and Application of MIDI Files, Scale and Chord Relationships, Chord Progressions, Importing and Exporting, Basic Synth Programming, and advanced original song writing.

MUSIC TECH C

Course #0931

This year-long course offered at rank level one develops concepts explored in the A and B classes. It may prepare the student for college or studio work in the topics explored which include: Gating and Sidechaining, Advanced Mixing and Filter Effects, Advanced Drum Programming, Advanced Synthesizing and Sampling, working with Vocals, Producing a Remix, and Sound Distortion and Destruction. Ample time is given to work on independently created projects in addition to self-guided research. A *B* average in Music Tech A and B is required for admission to Music Tech C.

PIANO LAB A

Course #0934

Piano Lab A is an introductory course that teaches students basic keyboarding skills and music theory. The course will run each semester, simultaneously with Piano Lab B. Students will dabble in songwriting, learn scales and chords, and begin to play standard works of piano music. No prior music theory or piano knowledge is required.

PIANO LAB B

Course #0935

Piano Lab B is an extension of Piano Lab A and will be run simultaneously with the A class. Piano Lab B expands upon the skills and knowledge presented in Lab A, with greater emphasis on keyboarding technique and chord theory. Piano Lab B can be taken without the prerequisite A class if the student tests with the teacher before the closing of the course registration period. Students may continue to Piano C.

PIANO LAB C

Course #0935

Piano Lab B is an extension of Piano Lab A and B classes. Piano Lab C is an independent study course that allows students to practice music they choose themselves, are working with a private lessons teacher outside of class, or that is selected for them at an individual level. Students are eligible for Piano Lab C either if they test with the teacher before the closing of the course registration period, or if they have achieved a passing grade in both Piano Lab A and B previously. Because it is an independent study in which the repertoire and skill level are directed by the student, Piano Lab C may be taken multiple years in a row if students continue to wish to take a Piano Lab class.

PHYSICAL EDUCATION & HEALTH COURSES

At a Glance

Building Coordinator: Mr. Brian Saviski (610-627-6231)

Graduation Requirements: All students must take two semesters of Physical Education and one semester of Health.

| Grade Level | Course Title | Length |
|-------------|--|---|
| 9 | Physical Education 9 | Year (.5 credit/alternates with study hall and special programs) |
| 10 | Health* Physical Education 2* | Semester Semester |
| 11/12 | Physical Education 2* Electives: Adulting 101 Basketball Introduction to Dance Net Games and Lifetime Activities Personal Fitness Strength Training and Conditioning for Athletes Team Games Wellness Yoga, Pilates, and Meditation | Semester Electives |

* Students may choose to delay scheduling these required courses. Health should be taken by the end of 11th grade; PE 10 should be taken by the end of 12th grade. Please consult your counselor about when you plan to take these courses. DCTS students will complete these courses as part of their scheduled program.

MINIMUM REQUIREMENTS - PE 9 and PE 2

In addition to the expectations listed for PE 9 and PE II, the following minimum requirements apply to all Physical Education classes:

- Students are required to participate in the fitness program.
- Students will complete all Physical Fitness tests.
- Students are required to run the mile.
- Uniforms are required for all Physical Education classes.
- If a student has a written excuse from their parents, it will be accepted, and the student will not be made to change into his or her gym uniform. A parent's note will be accepted for only one week's excusal, after which a doctor's note is required. If students require a program adaptation, they must have their doctor complete a form to that effect. Such students may be required to complete written assignments in lieu of physical activities.

PHYSICAL EDUCATION - GRADE 9

Course #0302

The ninth grade Physical Education program provides the student with knowledge, attitudes, appreciation, and skills in a variety of physical activities. The major emphasis in the ninth-grade program is on physical fitness. Activities include: soccer, hockey, basketball, volleyball, lacrosse, track and field, and softball. Other activities, such as Fitness testing and Yoga and Pilates, are part of the program. Each activity includes skill development and skill teaching. All students will receive skill tests and written examinations in most of the activities that are taught. In addition, a reading assignment may be required during the course.

DCTS Students will take DCTS Physical Education and Health.

HEALTH - TENTH GRADE

Course #0351 (Course Block with PE 2--#0354)

Health is required of all students, and a passing grade must be obtained to meet graduation requirements. Health meets five days a week for one semester and is graded on an *A-to-E* scale. It is a comprehensive program that provides an appreciation of the development of decision-making, social well-being, and mental and physical efficiency. This course is presented through a variety of techniques, including resource speakers, class lectures, note taking, discussion, and audio-visual materials. The course directs its focus towards dealing with some of the major health issues confronting adolescents. There will also be enrichment units in First Aid, Nutrition, Cardiovascular Fitness, Body Systems, Mental Health, Conception and Development, Human Sexuality, Substance Abuse, Aging, and Consumer Health. The student is expected to play an active and positive part in class discussions.

PHYSICAL EDUCATION 2

Course #0304 (Course Block with 10 HEALTH Course #0354)

This basic course in Physical Education meets every day for one semester. It provides the foundations for the student's later skill development. The emphasis is on physical fitness and movement education during this important period of physical development. The curriculum includes weight-training, soccer, wrestling, volleyball, combatives, basketball, lacrosse, yoga, pilates, and aerobics. Each activity includes skill development and skill teaching. All students will receive skill tests and written examinations in most of the activities that are taught. In addition, a reading assignment may be required during the course.

ELECTIVES

ADULTING 101

Course #0333

This semester-long course will cover many of the skills needed for successful life after high school. Topics such as personal finance, taxes, mortgages, housing, buying/leasing cars, health insurance, meal planning, grocery shopping, resume building, and job interviews will be covered. Students taking this course will be expected to complete daily assignments and projects tailored towards real life experiences.

BASKETBALL

Course #0334

This course is designed to give students the opportunity to learn and develop fundamental and advanced skills and strategies for basketball, as well as fitness concepts and conditioning techniques used for achieving and maintaining optimal physical fitness. Students will benefit from comprehensive team activities and individual games. Students will learn fundamentals and advanced techniques of a team activity/activities, and overall fitness training and conditioning. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in team activities, aerobic fitness, wellness, and movement activity for a lifetime.

INTRODUCTION TO DANCE

Course #0311

For anyone who has a limited-to-no background in the world of dance, this course is designed to allow students to understand the art form through history, movement, exploration, rhythm, and choreography.

We will explore fundamentals in several styles of dance by learning specific techniques in a hands-on fashion.

Students will develop an understanding of dance concepts from centuries ago until today. They will be expected to participate in all choreography sessions as well as lectures and group work.

The course will culminate in a student-run dance project.

NET GAMES AND LIFETIME ACTIVITIES

Course #0335

This course is designed to give students the opportunity to learn and develop fundamental and advanced skills and strategies for net games with a focus on tennis, volleyball, badminton, and pickleball. Students will also learn skills and strategies for performing lifetime activities such as golf, frisbee, bocce, and many more. The activities covered in this class can be enjoyed well into adulthood due to the lower impact nature of the games. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in team activities, wellness, and movement activity for a lifetime.

PERSONAL FITNESS

Course #0309

This course is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness.

Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the fundamentals of strength training, aerobic training, and overall fitness training and conditioning.

Students will learn how to perform safely and with proper form exercises for using free weights, powerlifting, Olympic lifting, body weight exercises and Nautilus machines. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

STRENGTH TRAINING AND CONDITIONING FOR ATHLETES

FALL: Course #0336

SPRING: Course #0339

This course is designed for **current Penncrest athletes** who are following their team's training program. The course gives students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the fundamentals of strength training, aerobic training, and overall fitness training and conditioning. Students will have the opportunity to follow their programs designed by their current coaches and trainers. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

TEAM GAMES

Course #0337

This course is designed to give students the opportunity to learn and develop fundamental and advanced skills and strategies for a variety of team games. Students will improve their communication skills and ability to work in groups as they engage in team-oriented activities. Games such as basketball, floor hockey, soccer, handball, softball, football, frisbee, and many more will be played in this semester course. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in team activities, wellness, and movement activity for a lifetime.

WELLNESS

Course #0338

This introductory wellness course is designed to empower students to be healthy, safe, and active. We integrate fitness activities with instruction about physical, personal, and social development, exploring the various aspects of well-being, including mental, physical, emotional, social, and intellectual health. Goals include increasing students' capacity for self-care, compassion, and empathy through the activities of power walking, meditation, active stretching, yoga, and TRX.

YOGA, PILATES, AND MEDITATION

Course #0312

This semester-long elective course will help students interested in creating their own personal fitness routine using Yoga, Pilates, and Meditation/Stress relieving activities.

Students will lead and engage in Yoga, Pilates, and Meditation techniques and practices and they will learn the benefits of exercise. Students will also learn how to incorporate all fitness components into their instructed Yoga, Pilates, and Meditation fitness routines. This class will develop and strengthen communication and behavior management skills. Students will learn tools for safely improving athletic performance.

Successful completion of this course may help students with their own personal fitness.

SCIENCE COURSES

At a Glance

Building Coordinator: Mr. Gregory Jacobs (610-627-6240)

Graduation Requirements: All students must take at least three science courses.

PA Chapter 4 requires completion of coursework in Biology.

| Grade Level | Course Offerings |
|-------------|--|
| 9 | Environmental Science Honors Environmental Science |
| 10 | Biology (ACC, H, CP) AP Biology (combined scheduling option) As electives, with prerequisites met: Chemistry I (ACC, H) Chemistry: Theory and Application (H) Physics I (H) AP Environmental Science* AP Physics I* |
| 11, 12 | Anatomy and Physiology (ACC, H) Chemistry I (ACC, H) Chemistry: Theory and Application (H) Integrated Science (CP) Physics I (H) Science and Technology in Society (H, CP) AP Biology* (typical schedule) AP Chemistry* (typical schedule) AP Chemistry* (combined schedule) AP Environmental Science* AP Physics I* AP Physics C: Mechanics* AP Physics C: Electricity and Magnetism* |

Any student may take more than one science course in one year if course prerequisites have been met.

***Advanced Placement students are expected to take the course Advanced Placement exam. Students who elect not to take the exam must take the course final at the end of the year.**

Dual-Enrollment credits count toward the core sequence and/or elective credit for students in grades 10 through 12. Each one-semester course (three credits) equals one high school credit. Counselor consultation required.

The Penncrest Science Department sponsors a variety of opportunities for students to extend their studies outside of the classroom. Competition teams include Envirothon, Physics Olympics, and Science Olympiad. The Medical Scholars Club offers research and experience opportunities for students interested in pursuing professions in the medical field. The department also regularly sponsors field trips to activities and events of interest to the student scientist. Students should see their teachers about how to become involved in our extracurricular science programs.

| What To Expect in your Science Placement | | | | |
|---|---|---|--|--|
| | <i>College Prep</i> | <i>Honors</i> | <i>Accelerated</i> | <i>Advanced Placement</i> |
| <i>Class of 2027</i> | Becomes part of Class of 2027 standard course instruction | Class of 2027 standard course | Class of 2027 Honors | |
| <i>Focus</i> | --Scientific Method skills reinforcement, development of scientific inquiry and literacy | --Scientific method and inquiry skills extension, development of critical thinking and problem-solving skills. | --Deep study of scientific content and application of critical thinking skills | --College-level study of content, vocabulary, and application of problem-solving skills --Extensive focus on scientific literature |
| <i>Skills and expectations</i> | --Reading and writing at grade level --Development of basic scientific application skills | --Approaching mastery of subject standards --Prepared to extend basic skills in science --Practical applications of mathematics and problem-solving | --Mastery of subject standards, willing to stretch scientific problem-solving ability --Ability to actively engage in subject matter --Extension of scientific inquiry | --Exceptional scientific literacy skills --Exceptional analytical skills --Exceptional problem-solving skills --Deep understanding of scientific content and its applications --Ability to actively engage in subject matter |
| <i>Assessments</i> | --Frequent, small assessments --Occasional larger tests and/or projects | --Frequent homework practice --Occasional larger assessments (tests, projects) | --Frequent homework practice --Tests --Oral presentation and response | --Frequent homework practice --Frequent quizzes --Exams --Frequent laboratory work and subsequent assignments --Oral presentation and response --All AP students are expected to take the AP exam in May. |
| <i>Pace</i> | --Daily goals towards meeting state standards | --Moderate pace --Mastery of previous-grade state science literacy standards assumed | --Fast pace --Mastery of grade-level math standards for previous course assumed | --College-level |
| <i>Independent Work (outside of class)</i> | --Approximately 30 minutes a week outside of class | --Approximately 1 hour to 90 minutes a week outside of class | --Approximately 2-3 hours a week outside of class | --Approximately 3-4 hours a week outside of class |
| <i>Supports</i> | --Frequent classroom assistance --Scaffolded assignments -- I/E --After-school help --Peer tutoring | --Classroom supports as needed -- I/E --After-school help --Peer tutoring | -- I/E --After-school help --Peer tutoring | -- I/E --After-school help --Peer tutoring |

ENVIRONMENTAL SCIENCE

Course #2000

This is a full-year course covering topics in environmental science, ecology, meteorology, geology, and other environmental topics and issues. The course will consist of readings from the text, lectures, class discussions, laboratory investigations, films, and homework assignments based on the text. The course will include a field study in early October based on ecological, environmental, and other course related topics.

Students should expect several tests and quizzes each two or more hours of homework a week. Multiple laboratory investigations will be completed during the year. A well-organized notebook and assignment book must be maintained throughout the course.

HONORS ENVIRONMENTAL SCIENCE

Course #2001

In the Honors course, students are expected to spend a minimum of four hours per week on course homework (study and written work). Student achievement will be evaluated in terms of at least two to three major tests, several quizzes, and appropriate laboratory reports each marking period. A test will follow each of the major units of study. In addition, tests and/or reports will be required following the major laboratory and independent research topics each semester.

AP ENVIRONMENTAL SCIENCE

Course #1020

Laboratory and field investigations are emphasized as students explore the abiotic environment, the biota and the complex interactions between them that characterized living systems. Students analyze environmental problems, evaluate risks, and investigate ways to prevent and/or solve environmental problems. Topics investigated include earth systems (atmosphere, lithosphere, and hydrosphere); human impact on earth systems; populations, communities, ecosystems and biomes; biodiversity; energy flow and materials' cycling; evolution and geological history; human history and influences; location, quantity and extraction of natural resources; natural and anthropogenic environmental changes; environmental economics and policy, and choices for the future.

Mathematical and computer modeling of various processes augment student understanding of the concepts. Analysis and comparison of articles from the professional literature expand and test students' comprehension of the concepts. Formal scientific writing and presentation develop students' abilities to communicate the concepts.

Recommendation: The College Board recommends completion of two lab sciences as well as an earth science course as course prerequisites.

Any tenth-grade student who elects AP Environmental Science must also take Biology I as required.

ALL BIOLOGY I COURSES

Biochemistry, genetics, evolution, cells, taxonomy, and ecology are investigated by students using laboratory explorations and class discussions to consider the "how and what" of living things as they interact with each other and their environments. Three levels of instruction are provided.

COLLEGE PREP BIOLOGY I

Course #1007

This course will cover units on the characteristics of life, biochemistry, DNA and protein synthesis, cellular reproduction, genetics, evolution, cells, cellular respiration, photosynthesis, and ecology. Quizzes will be given every other week. Students are given guided notes. Several laboratory investigations will be carried out each chapter, and some marking periods may feature a project as well. Students will prepare to take the Keystone Exam in Biology given in May.

HONORS BIOLOGY I

Course #1006

This course will cover units on the characteristics of life, biochemistry, DNA and protein synthesis, cellular reproduction, genetics, evolution, cells, cellular respiration, photosynthesis, and ecology. Tests are given in multiple choice and essay format, mirroring the format on the Keystone Exam. Quizzes can be expected biweekly. Homework may be assigned nightly and consist of written work, reading, and/or study. Students should expect one project per marking period relating to the current topic of study. Students will complete laboratory investigations throughout the year as well. Students will prepare to take the Keystone Exam in Biology given in May.

ACCELERATED BIOLOGY I

Course #1005

This course will cover units on the characteristics of life, biochemistry, DNA and protein synthesis, cellular reproduction, genetics, evolution, cells, cellular respiration, photosynthesis, and ecology. For each major unit of study, students must prepare an approved form of study material to aid in preparing for the Keystone Exam in Biology given in May. Tests are given in multiple choice and essay format, mirroring the format on the Keystone Exam. Students can expect 1-2 major lab reports each marking period in addition to several other labs. Some marking periods may also involve a project. Students should expect some form of homework nightly.

AP BIOLOGY (typical schedule) Course #1016

This course is open to juniors and seniors who have completed Biology I and who wish to take the AP Exam in Biology. The course covers the concepts and labs set forth in the AP curriculum determined by ETS. This course is comparable to 2 semesters of Intro to Biology in college.

Successful completion of Biology I is required. (Note: The College Board recommends prerequisite completion of both Biology and Chemistry).

AP BIOLOGY (combined schedule) Course #1024

Students may combine Biology and Advanced Placement Biology in this fast-paced schedule model. Classes will meet twice a day during the first semester; classes will meet once a day plus one I/E period during the second semester. Students will be responsible for a summer work packet/unit and will complete independent projects throughout the year. Students undertaking this challenging model should be highly-organized, motivated, and able to work independently.

This course will include all of the elements outlined in the Biology I AND AP Biology course descriptions. This course will prepare students to take the Keystone Biology Exam and the Advanced Placement Biology Exam

HONORS HUMAN ANATOMY AND PHYSIOLOGY

Course #1015

Honors Human Anatomy and Physiology will elaborate on basic concepts of the Biology I course work using Human Anatomy and Physiology as the unifying theme. The course sequence will include a study of the human body, from the molecular level to the organismal level. Emphasis will be placed upon human anatomy and functions of the systems of the body. This second year Biology class will use a college level textbook.

Student grading will include assigned readings with outlines, section quizzes, multiple dissections, and heavily weighted tests. Students should expect a minimum of three to four hours per week outside of class to complete assigned work.

ACCELERATED HUMAN ANATOMY AND PHYSIOLOGY

Course #1021

Human Anatomy and Physiology is a course that focuses on the organization and function of the eleven organ systems. The purpose of the course is to elaborate systems theory as it applies to human physiology, healthy practices, and pathophysiology. Students will rely on case studies for each system to integrate central concepts of physiology. In the classes' laboratory activities there will be an emphasis on laboratory skills central to anatomical studies and human health that will promote problem solving, refine procedure, and strengthen reading, writing and math skills. Another component of the laboratory studies will include the following dissections: muscle, tendon bone, heart, brain, kidneys, eyes and fetal pig. Students will do research, generate research papers, and present to the class on a variety of topics including cancer, genetic diseases, disease of the various organ systems, healthy behaviors, and open-ended topics. Students in this course will be involved in extracurricular studies and will be encouraged and rewarded for the exploration of personal avenues of interest in science. Students interested in educational or professional paths in the Allied Health Sciences, (medicine, bioresearch, medical technology, kinesiology, veterinary medicine...etc.) would also benefit by joining the Medical Scholars Club.

ALL PHYSICS COURSES

With the exception of AP Physics C – Electricity & Magnetism, physics courses deal with classical Newtonian mechanics. Content includes kinematics, two dimensional vectors, Newton's Laws, Work and energy, Impulse and momentum, rotational dynamics, and oscillations. Exams come after each major unit and can be expected every four weeks (roughly). Homework is administered largely through the WebAssign platform and Edpuzzle. WebAssign accounts will be provided for all physics students. Experiments are a significant portion of the course. Physics is highly sequential, such that each unit builds upon the ones before it. Electronic and physical notes will be provided. A well-ordered binder or folder for returned materials is advised.

HONORS PHYSICS I

Course #1010

This is a comprehensive course for college preparatory physics. Topics include kinematics, two dimensional vectors, Newton's Laws, Work and energy, Impulse and momentum, torque and equilibrium, and simple harmonic motion. It is strongly suggested that students should have completed Algebra II prior to taking this course. This course will be extremely beneficial for students considering engineering, science of any kind, nursing, or technology programs in college.

AP PHYSICS I

Course #1009

This course follows the AP Physics 1 course outline as published by the College Board. It is strongly encouraged that students complete Algebra II prior to taking this course. Content includes kinematics, two dimensional vectors, Newton's Laws, Work and energy, Impulse and momentum, rotational dynamics, and oscillations. Exams model the AP exam and will be conducted over a two-day period (one day for multiple choice and one day for free response). Exams take place at the end of each unit, roughly every four or five weeks. Homework is administered through the WebAssign platform and Edpuzzle. Edpuzzle assignments are to be completed before the class lesson on the subject takes place. Laboratory experiments feature prominently, conducted in class and written up as homework. Exams count for 40% of the grade and everything else counts for the remaining 60%. This course can result in college credit (depending on the AP exam score and the program and university). This course will prepare students for University Physics 1 and/or the AP Physics C course in mechanics.

AP PHYSICS C—MECHANICS

Course #1011

This course follows the AP Physics C – Mechanics course outline as published by the College Board. AP Physics 1 OR H Physics 1 is a prerequisite. Content includes kinematics, two- and three-dimensional vectors, Newton's Laws, Work and energy, Impulse and momentum, rotational dynamics, gravitation, and oscillations. Calculus concepts feature prominently, and it is strongly encouraged that students complete the Trigonometry/Pre-Calculus course prior to taking it. Exams model the AP exam and will be conducted over a two-day period (one day for multiple choice and one day for free response). Exams take place at the end of each unit, roughly every four or five weeks.

Homework is administered through the WebAssign platform and Edpuzzle. Edpuzzle assignments are to be completed before the class lesson on the subject takes place. Weekly WebAssign assignments are rigorous. Laboratory experiments feature prominently, conducted in class and written up as homework. Exams count for 40% of the grade, quizzes 20%, and everything else counts for the remaining 40%.

AP PHYSICS C—ELECTRICITY AND MAGNETISM

Course #1022

This independent study course follows the AP Physics C – Electricity and Magnetism course outline as published by the College Board. AP Physics C – Mechanics is a prerequisite.

Content includes Electrostatics, DC circuits, capacitance, electromagnetism, and Maxwell's equations. Calculus concepts feature prominently, and it is strongly encouraged that students complete the Trigonometry/Pre-Calculus course prior to taking it.

This course is independent study and will be administered through WebAssign. The course is pass/fail and does not contribute to the GPA.

ALL CHEMISTRY I COURSES

Chemistry is the study of matter and all changes it undergoes. All Chemistry courses will cover the fundamental topics of atomic structure, chemical formulas and equations, gas laws, stoichiometry, thermochemistry, electronic structure and the periodic table, chemical solutions, bonding, and intermolecular attractions. In addition, theoretical and descriptive material which shows the relationship between the structure and properties of matter will be covered. Written lab reports, completed outside of class as homework, are a component of all chemistry coursework.

HONORS CHEMISTRY: THEORY & APPLICATION

Course #1023

Honors Chemistry: Theory and Application will explore the basic concepts of chemistry including (but not limited to) atomic structure and bonding, nuclear chemistry, matter and its phases, chemical formulas, equations and reactions, solutions, energy and thermodynamics, acid-base chemistry, biochemistry, organic chemistry and environmental chemistry (pollution). By learning chemistry and understanding the underlying connections between chemistry and society students learn to make reasoned judgments and informed decisions about relevant scientific issues in their daily lives. This course would include a curriculum that is less math-intense and more focused on practical chemistry knowledge and understanding.

Student achievement and progress are measured through a minimum of 2 major tests each marking period; quizzes will be given approximately once per week. Laboratory investigations will be completed during the course, and there will be reports required for several labs each marking period.

It is strongly recommended that students have passed the Algebra Keystone Exam prior to taking Chemistry. Math performance strongly correlates to success in Chemistry.

HONORS CHEMISTRY I

Course #1013

Honors Chemistry will explore the basic concepts of Chemistry, with a focus on the daily applications of Chemistry in modern society. A good comprehension of basic Algebra is necessary for the successful completion of this course. There is extensive use of drill and practice sheets to reinforce learning.

Student achievement and progress are measured through a minimum of 2 major tests each marking period; quizzes will be given approximately once per week. Laboratory investigations will be completed during the course, and there will be reports required for several labs each marking period.

Students should have successfully completed Algebra II. Students attempting to take Algebra II concurrently should have excelled in Algebra I.

It is strongly recommended that students have passed the Algebra Keystone exam prior to taking Chemistry.

Math performance strongly correlates to success in Chemistry.

ACCELERATED CHEMISTRY I

Course #1012

Accelerated Chemistry will explore the topics in extensive detail, with a focus on the theoretical basis underlying the relationship between atomic structure and the behavior of matter. Emphasis will also be placed on both modern applications of Chemistry and the mathematical relationships in

Chemistry. Students should be proficient in Algebra for the successful completion of this course.

Student achievement and progress are measured through a minimum of 3 major tests each marking period; quizzes will be given approximately once per week. Laboratory investigations will be completed during the course, and formal written lab reports will be required at least once per marking period for each; in addition, several informal reports of laboratory work will be required per marking period.

This course is the recommended course as the prerequisite for AP Chemistry.

Students should have successfully completed Algebra II. Students attempting to take Algebra II concurrently should have excelled in Algebra I. It is strongly recommended that students have passed the Algebra Keystone exam prior to taking Chemistry. Math performance strongly correlates to success in Chemistry.

AP CHEMISTRY (typical schedule option)

Course #1014

This course is a continuation of Accelerated Chemistry I.

A college-level chemistry textbook will serve as the basic reference for this course. The following topics will be studied: atomic structure, chemical formulas and equations, the gaseous state and the gas laws, chemical reactions and stoichiometry, thermochemistry, electronic structure and the periodic table, the chemical bonds, solutions and colloids, oxidation reduction and electrochemistry, chemical kinetics, and chemical equilibrium. There will be two major exams a quarter, regular rigorous homework, and 25% or more class time in the lab.

This course is intended for the serious student who desires a strong foundation in chemistry. Students who select this course should count on studying the above topics at a level which is comparable in content and difficulty to other Advanced Placement courses. Students taking this course will be encouraged to take the ETS Advanced Placement Exam in May.

Homework problems and questions will be assigned daily. Laboratory work is performed weekly and written reports are required.

Successful completion of Accelerated Chemistry I is required. The College Board recommends prerequisite completion of both a high school Chemistry course and Algebra II.

AP CHEMISTRY (combined scheduling option) Course #1025

Students may combine Chemistry I and Advanced Placement Chemistry in this fast-paced schedule model. Classes will meet twice a day during the first semester; classes will meet once a day plus one CE period during the second semester. Students will be responsible for a summer work packet/unit and will complete independent projects throughout the year. Students undertaking this challenging model should be highly organized, motivated, and able to work independently.

This course will include all of the elements outlined in the Chemistry I AND AP Chemistry course descriptions.

COLLEGE PREP INTEGRATED SCIENCE

Course #1019

This course is designed for 11th or 12th-grade students who excel in hands-on classrooms. The course is project and lab-driven but does include formal assessments throughout the year. Topics will be presented briefly in lecture form, and then several labs/activities will take place during most weeks to reinforce the information. Students will be learning about chemistry, physics and experimental design.

Student participation and presence in class is essential to course completion. Weekly assessments are given; 2 exams are given per quarter as well as a midterm and a final. These grades are balanced by several lab grades, homework assignments, and projects.

COLLEGE PREP SCIENCE AND TECHNOLOGY IN SOCIETY

Course #1017

As humans, technology affects our everyday lives. Through this course, students will discover the impact of technological advancements related to Newton's Laws of Motion (rocketry), astronomy, engineering, and aeronautics. CP STS is available to 11th and 12th grade students. Each unit will include multiple short- and long-term hands-on projects. Consistent attendance is critical for success. There will also be multiple quizzes and a test at the end of each unit.

HONORS SCIENCE AND TECHNOLOGY IN SOCIETY

Course #1026

As humans, technology affects our everyday lives. Through this course, students will discover the impact of technological advancements related to Newton's Laws of Motion (rocketry), astronomy, engineering, and aeronautics. H STS is available to 11th and 12th grade students. Each unit will include multiple short- and long-term hands-on projects.

Consistent attendance is critical for success. There will also be multiple quizzes and a test at the end of each unit.

BLENDED COURSES

Penncrest High School now offers various courses in the blended learning format. Blended learning is the combination of active, engaged learning online with active, engaged learning offline to provide students with more control over the time, place, pace, and path of their learning. These classes meet synchronously and asynchronously, as determined by the teacher of record. The blended learning format fosters many soft skills, like time management, self-regulation, goal setting, and accountability. All coursework will be delivered through Schoology, our learning management system.

Students will have the option to take the following Science course as a Blended course in 2023-2024. Interested students should select the Blended option during course selection:

BLENDED ACCELERATED HUMAN ANATOMY AND PHYSIOLOGY

Course #1027

SOCIAL STUDIES COURSES

At a Glance

Building Coordinator: Mr. Benjamin Danson (610-627-6243)

Graduation Requirements: All students must take 3.5 Social Studies credits.
.PA Chapter 4 requires completion of coursework in United States History and Civics and Government.

| Grade Level | Core Sequence | Electives |
|-------------|---|---|
| 9 | Global Studies Honors Global Studies | |
| 10 | AP European History* Accelerated Western Civilization Honors Western Civilization College Prep Western Civilization | |
| 11 | AP United States History* Accelerated United States History Honors United States History College Prep United States History | AP Economics* AP Psychology* Economics (semester) International Relations (semester) Modern Intellectual History (semester) Sociology (semester) |
| 12 | AP Government and Politics* (YR) Accelerated Government (semester) Honors Government (semester) College Prep Government (semester) | AP Economics* AP Psychology* Economics (semester) International Relations (semester) Modern Intellectual History (semester) Sociology (semester) |

***Advanced Placement students are expected to take the course Advanced Placement exam. Students who elect not to take the exam must take the course final at the end of the year.**

Dual-Enrollment credits count toward the core sequence and/or elective credit for students in grades 10 through 12. Each one-semester course (three credits) equals one high school credit. Counselor consultation required.

The Penncrest Social Studies Department sponsors a variety of opportunities for students to extend their studies outside of the classroom.

Extracurricular opportunities include Model U.N. and History Day. Members of Rho Kappa, the Social Studies Honor Society, design engagement activities for our student body throughout the year. The department also regularly sponsors field trips to activities and events of interest. Students should see their teachers about how to become involved in our extracurricular Social Studies programs.

| What To Expect in your Social Studies Placement | | | | |
|--|--|--|--|---|
| | <i>College Prep</i> | <i>Honors</i> | <i>Accelerated</i> | <i>Advanced Placement</i> |
| <i>Class of 2027</i> | Becomes part of Class of 2027 standard course instruction | Class of 2027 standard course | Class of 2027 Honors | |
| <i>Focus</i> | --Analysis and study skills reinforcement | --Analysis and study skills extensions | --Deep study of content and analytical thinking | --College-level study of content and analytical thinking |
| <i>Skills and expectations</i> | --Reading and writing at grade level | --Reading and writing at grade level --Prepared to extend basic skills | --Mastery of grade-level literacy skills --Ability to actively engage in subject matter --Independent learning | --Exceptional literacy skills --Exceptional analysis skills --Ability to actively engage in subject matter --Independent learning |
| <i>Assessments</i> | --Frequent, small assessments --Focus on skills application and practice --Occasional large tests, projects, and/or essays | --Frequent small assessments --Regularly assigned quizzes --Unit Tests, projects and/or essays | --Frequent major written assessments --Frequent tests --Oral presentation and response | --Major written assessments --College Board- style Exams --Oral presentation and response --All AP students are expected to take the AP exam in May. |
| <i>Pace</i> | --Daily goals, organized weekly | --Moderate | --Fast | --College-level |
| <i>Independent Work (outside of class)</i> | --Approximately 30 minutes a week outside of class | --Approximately 1 hour to 90 minutes a week outside of class | --Approximately 2 hours a week outside of class | --Approximately 3 to 4 hours a week outside of class |
| <i>Supports</i> | --Frequent classroom assistance --Scaffolded assignments -- I/E --After-school help --Peer tutoring | --Classroom supports as needed -- I/E --After-school help --Peer tutoring | -- I/E --After-school help --Peer tutoring | -- I/E --After-school help --Peer tutoring |

9th GRADE SOCIAL STUDIES

GLOBAL STUDIES 9, Course #2200

HONORS GLOBAL STUDIES 9, Course #2201

The freshman course examines five cultures of the world: Latin America, Sub-Saharan Africa, the Middle East, India, and China. Each culture will include topics such as geography, history, social structure, economics, religion, and government. The course will also provide a foundation of core concepts and help students to develop stronger reading, social studies, and critical thinking skills. A variety of materials will be used including: readings, novels, videos, computer presentations, and cultural objects. All course levels will study the same fundamental content and skills with varying reading levels, classroom support, and expectations for independent work.

10th GRADE SOCIAL STUDIES

AP EUROPEAN HISTORY

Course #0232

AP European History is designed to provide students with a survey of the cultural, diplomatic, economic, intellectual, political, and social history of Europe from the High Renaissance to the recent past. The goals of the course are to develop an understanding of the principal themes in modern European history, an ability to analyze historical evidence, and an ability to analyze and express historical understanding in writing. Primary sources will be studied and analyzed. Test questions will model the AP format in multiple choice and interpretive essay questions. Students electing AP European History should possess advanced reading and writing skills, a willingness to complete assigned work faithfully, and intellectual curiosity. Skills required to succeed on the AP Exam will be emphasized throughout the year.

Students electing AP European History should expect rigorous daily written homework. Students must realize that a regimen of regular study and advanced reading and writing skills are required in order to achieve success at this level.

ACCELERATED WESTERN CIVILIZATION

Course #0216

This year-long course will examine events in European History from Ancient Greece through World War II in order to provide students with an understanding of the history of Western civilization and its influence on American culture and society. In addition to the textbook, a variety of enrichment readings – both fiction and non-fiction – will be offered.

In addition, this course will focus on building essential Social Studies skills, such as critical reading, essay writing, and note-taking through a variety of teaching strategies and student activities. Students must realize that a regimen of regular study and advanced reading and writing skills are required in order to achieve success at this level.

HONORS WESTERN CIVILIZATION, Course #0218

This year-long course will examine events in European History from Ancient Greece through World War II in order to provide students with an understanding of the history of Western civilization and its influence on American culture and society. In addition to the textbook, a variety of enrichment readings – both fiction and non-fiction – will be offered.

In addition, this course will focus on building essential Social Studies skills, such as critical reading, essay writing, and note-taking through a variety of teaching strategies and student activities. Students must realize that a regimen of regular study and above average reading and writing skills are required in order to achieve success at this level.

COLLEGE PREP WESTERN CIVILIZATION

Course # 0220

This year-long course will examine events in European History from Ancient Greece through World War II in order to provide students with an understanding of the history of Western civilization and its influence on American culture and society. In addition to the textbook, a variety of enrichment readings – both fiction and non-fiction – will be offered. In addition, this course will focus on building essential Social Studies skills, such as critical reading, writing, and note-taking through a variety of teaching strategies and student activities. Students must realize that a regimen of regular study and average reading and writing skills are required in order to achieve success at this level.

11th GRADE SOCIAL STUDIES

AP UNITED STATES HISTORY

Course # 0231

AP US History is designed to provide students with a comprehensive survey of the events constituting the history of the United States from colonization to the turn of the 21st century. The course will trace social, political, economic and demographic developments in a chronological approach.

AP US History will be taught in a college format. Students who elect AP US History should possess advanced reading and writing skills, a willingness to complete assigned work faithfully, and an eagerness to explore the heritage of their country.

Students will be strongly encouraged to take the Advanced Placement exam in US History as a natural culmination of the course, and the skills required to succeed on that exam will be emphasized throughout the year.

ACCELERATED US HISTORY

Course #0238

The Accelerated offering in United States History will follow a similar chronology to that of the Honors and College Prep versions of the course. An additional emphasis will be placed on the examination of American history from a multi-faceted approach. Course content will include outside readings to complement the textbook. Students will develop a variety of skills used by historians, including analysis, research, synthesis, and organization. There will be more independent work required for the Accelerated course. The course will emphasize close, careful reading of both primary and secondary sources and will feature a variety of writing assignments.

Students must realize that a regimen of regular study and advanced reading and writing skills are required in order to achieve success at this level.

HONORS US HISTORY

Course #0239

This year-long honors course will study U.S. History from a variety of perspectives. Geographic, economic, political, social, and demographic trends will be traced chronologically in order to provide students with an understanding of how American society developed from its origins to becoming the world leader it is today. Beginning with an examination of the Revolutionary Period, the course examines changes to American society up to the present.

In addition to the textbook, a variety of enrichment readings—both fiction and non-fiction—will be offered. Students must realize that a regimen of regular study and above average ability in reading and writing skills are required in order to achieve success at this level.

COLLEGE PREP US HISTORY**Course #0240**

This year-long college preparatory course will study U.S. History from a variety of perspectives. Geographic, economic, political, social, and demographic trends will be traced chronologically in order to provide students with an understanding of how American society developed from its origins to becoming the world leader it is today. The course will cover events ranging from the Revolutionary Period to current times.

In addition to the textbook, a variety of enrichment readings, both fiction and non-fiction, will be assigned. Students must realize that a regimen of regular study and average ability in reading and writing skills are required in order to achieve success at this level.

12th GRADE SOCIAL STUDIES**AP GOVERNMENT AND POLITICS****Course #0233**

The AP course in US Government and Politics will give students an analytical perspective on government and politics in the United States through a political science approach. The course includes both the study of general concepts used to interpret US politics and the analysis of specific examples of these concepts in current affairs. It also develops familiarity with the various institutions, groups, beliefs, and values that constitute the US political system. Students will become acquainted with a variety of theoretical perspectives and explanations for various behaviors and outcomes. Students successfully completing this course will know important facts, concepts, and theories pertaining to US government and politics; understand typical patterns of political processes and behaviors and their consequences; and be able to analyze and interpret data relevant to US government and politics. The course covers the following five units:

1. Foundations of American Democracy; 2. Interactions Among Branches of Government; 3. Civil Liberties and Civil Rights; 4. American Political Ideologies and Beliefs; 5. Political Participation.

As a natural outcome of the course, students will be prepared to perform well on the Advanced Placement exam in US Government and Politics, and it is expected that students will opt to sit for the exam when it is offered. There is a summer reading requirement for students electing AP US Government and Politics.

ACCELERATED GOVERNMENT, Course #0227**HONORS GOVERNMENT, Course #0226**

Through the study of American Government, students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. Students will need a practical understanding of the system of government that affects their lives. This course is designed to provide such a framework. Students will develop an understanding of the basic tenets of American democracy, the practices of American government as established by the United States Constitution, and basic concepts of politics and American citizenship.

The course will include class discussions highlighting current social issues. Mastery of this course will ensure that students are prepared to participate in our political process as informed citizens. Students who select Accelerated Government should expect:

1. Substantial additional independent reading as an outgrowth of their study of various units, and 2. An additional project each semester.

COLLEGE PREP GOVERNMENT**Course #0225**

College Prep Government is a semester-long, college preparatory course. Students will learn about the American government. They will study the fundamental principles of the US Constitution; will learn about the branches of government and their interaction through the system of checks and balances; will analyze the relationship between federal, state, and local governments; will gain an understanding of the two-party system; and will learn about the legislative process. As a result, students will be prepared to be effective citizens and informed voters.

Students must realize that a regimen of regular study and average ability in reading and writing skills are required in order to achieve success at this level.

SOCIAL STUDIES ELECTIVES**ECONOMICS****Course #0224**

Economics is a one-semester elective course that offers the following units of study: Supply and Demand, Comparative Economic Systems, Taxation, Monetary Policy, Fiscal Policy, the Federal Reserve System, Proprietorships, Partnerships, Corporations, the Stock Market, Economic Theorists, and International Economics. Students must realize that a regimen of regular study and above average ability in reading and writing skills are required in order to achieve success in this course.

This course is open to students in grades 11 and 12; enrollment preference will be given to 12th-grade students.

INTERNATIONAL RELATIONS**Course #0223**

International Relations is the study of relationships between countries, including the role of international organizations such as the United Nations. A particular area of study within international relations is foreign policy. Students will learn how American foreign policy affects the international system and how these policies are created. This course focuses on the central concerns of international relations-diplomacy, nuclear proliferation, terrorism and global development. Students must realize that a regimen of regular study and above average ability in reading and synthesizing skills are required in order to achieve success in this course.

This course is open to students in grades 11 and 12; enrollment preference will be given to 12th-grade students.

MODERN INTELLECTUAL HISTORY**Course #0221**

Modern Intellectual History is a semester-long honors course designed to provide a general exposure to various areas of intellectual history. Students will examine modern intellectual history both theoretically and chronologically, with a focus on those areas most commonly covered in college courses. Class discussions based on assigned readings will be the primary activity during this course, with several short papers and examinations assigned throughout the semester. Materials include excerpts from Wolff's *About Philosophy* and the novel *Sophie's World*.

Students must realize that a regimen of regular study and above average ability in reading and writing skills are required in order to achieve success in this course.

This course is open to students in grades 11 and 12; enrollment preference will be given to 12th-grade students.

SOCIOLOGY

Course #0230

Sociology is the study of social life, social change, and the social causes and consequences of human behavior. In this one semester elective course, students will examine such topics as conformity, deviance, culture, education, adolescent socialization, and gender inequality. Class discussions based on assigned readings will be the primary activity during this course, with several group projects and examinations assigned throughout the semester.

Students must realize that a regimen of regular study and above average ability in reading and synthesizing skills are required in order to achieve success in this course.

This course is open to students in grades 11 and 12; enrollment preference will be given to 12th-grade students.

AP ECONOMICS

Course Block #0241

AP ECONOMICS - MICRO -- Course # 0234

**** AP ECONOMICS - MACRO-- Course # 0235 ****

The purpose of the AP course in Microeconomics is to give students a thorough understanding of those principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

The purpose of the AP course in Macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course will place particular emphasis on the study of national income and price-level determination, and also develop students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.

These two courses, offered as a full year sequence, are designed to simulate a college level economics course. Coursework and examinations will be developed with the goal of preparing students for AP exams in Microeconomics and Macroeconomics.

AP PSYCHOLOGY

Course #0236

This rigorous full-year course is open to juniors and seniors who wish to take the AP Exam in Psychology. Students enrolled in this course will be introduced to the scientific study of behavior and mental processes. The course covers concepts set forth in the AP curriculum determined by ETS. Some of the units covered will be Biological Basis of Behavior, Sensation and Perception, Learning, and Cognition and Personality. Students will learn about the ethics and methods used by psychologists. AP Psychology is comparable to an Intro to Psychology course in college.

Students electing AP Psychology will be responsible for written homework assignments 4 to 5 nights per week.

This course is open to students in grades 11 and 12; enrollment preference will be given to 12th-grade students.

BLENDED COURSES

Penncrest High School now offers various courses in the blended learning format. Blended learning is the combination of active, engaged learning online with active, engaged learning offline to provide students with more control over the time, place, pace, and path of their learning. These classes meet synchronously and asynchronously, as determined by the teacher of record. The blended learning format fosters many soft skills, like time management, self-regulation, goal setting, and accountability. All coursework will be delivered through Schoology, our learning management system.

Students will have the option to take the following Social Studies course as a Blended course in 2023-2024. Interested students should select the Blended option during course selection:

BLENDED HONORS AMERICAN GOVERNMENT

Course #0228

SPECIAL EDUCATION COURSES

At a Glance

Building Coordinator: Ms. Kirsten Curry (610-627-6254)

OVERVIEW OF SPECIAL EDUCATION COURSE SELECTION

Penncrest students who are receiving special education services should select courses like all other students, indicating required courses and electives according to the counselor's instructions. After a student has completed the course selection process, the courses will be reviewed by the student's counselor and the student's special education case manager. The case manager may assign a student to an Academic Support class (see page 16). If they feel that the student would benefit from the substitution of a modified special education course, they will make this recommendation to the student's parents. If the recommendation is approved by the student's parents, the student will be scheduled for the modified special education course. Each special education course is worth one credit. An IEP meeting may also be requested by school staff or the student's parents to discuss the student's schedule and/or program.

ADAPTED CONTENT SPECIAL EDUCATION COURSES

Special education classes are available in English and mathematics at each grade level. These courses reflect the content of regular education classes whenever possible but provide small groups and specialized materials and instructional strategies to meet the needs of the students assigned to these classes. Students are scheduled for these classes based on IEP team recommendations.

READING I, II, III & IV

Course #1131, 1132, 1133, 1134

Students participating in the reading course are instructed through the use of a research-based program with proven results in raising student reading achievement. The program uses cutting-edge technology to deliver individualized reading instruction, provide valuable skills practice, and motivate students to become confident readers. In the reading class students will work to build essential literacy skills for college and career readiness, bring his or her reading proficiency up to grade level, develop multi-paragraph writing skills, and learn to apply reading and writing strategies to other subjects such as social studies, science, and math. Course placement is based upon recommendations of the IEP team.

WILSON READING

Course #1130

Based on IEP team recommendations, a special education student may participate in the Wilson Reading Systems elective course. This course uses highly specialized materials and strategies to assist the student in improving his general reading skills. Priority is given to students having difficulty with the reading process.

EMOTIONAL SUPPORT RESOURCE ROOM

Course #1150

Emotional Support Resource Room support is available for Emotional Support special education students instead of a study hall. A special education teacher provides support with organizational skills, study skills, and monitoring of work completion in this setting.

EMOTIONAL SUPPORT ACHIEVEMENT CENTER 9, 10, 11 & 12 - Course # 1152, 1153, 1155, 1156

The Emotional Support Achievement Center course is designed to assist selected students who have a significant need for daily support in academic areas and/or in organization and study skills. Each class will include both whole-group instruction in certain skill areas; and individualized instruction and/or support in the various academic areas in accordance with each students' IEP needs and goals. Students will receive a grade based on their class performance on whole-group lessons, individual work, and classroom participation. The class will meet daily for credit as an unranked course. In order to be eligible, students must be recommended by their special education case manager.

SCANS

Course #1117

This program, based on IEP team recommendations, provides special education students with elective credit for successful work experience. Job performance is reviewed at least once each marking period. The student's employer must be willing to participate in this program by maintaining contact with the student's case manager and completing work checklists for the student.

LINKING LEARNING TO LIFE APARTMENT LIVING PROGRAM

Students will learn skills to promote their independence such as doing the laundry, maintaining a clean home environment, preparing a meal, and making minor repairs. Lessons will also include: soft skills for employment, budgeting, travel training, purchasing groceries, planning social gatherings, protecting personal identity, etc. Students will practice skills such as safely navigating public transportation, making change, self-advocating, ordering food, socializing with friends, and proper etiquette at the table during community-based learning experiences. Placement in this program is based on IEP team recommendations.

LINKING LEARNING TO LIFE CAREER COACHING

This program is part of the Special Education Transition Program and is designed to teach students the skills needed for successful employment such as social skills, problem solving skills, work skills and more. The program begins with the students learning basic occupational skills during in-house modules. The students then transfer the skills they learned through the modules as they work at local businesses as unpaid interns under the supervision of a job coach. The job coach provides individual instructional support to each student, with the goal of fading support over time. Placement in this program is based on IEP team recommendations.

TECHNOLOGY & ENGINEERING EDUCATION

At a Glance

Building Coordinator: Ms. Sandra Starkey (610-627-6321)

Graduation Requirements: Students may use Technology & Engineering Education courses to fulfill graduation requirements for Electives.

| Grade Level | Course Offerings |
|---------------|---|
| 9, 10, 11, 12 | Foundations of S.T.E.M. Webpage Design (<i>with Business Education</i>) |
| 10, 11, 12 | Architectural Design and Residential Construction Engineering Design and Manufacturing I or II Transportation, Robotics, and Aviation |
| 11, 12 | Yearbook Publication and Photography I Yearbook Publications and Photography II |
| 12 | Advanced Studies in Technology & Engineering Education (YR) |

FOUNDATIONS OF S.T.E.M.

Course #1260

This course is designed to serve as the introductory course in the Technology and Engineering program. Students in this course will study manufacturing, construction, electronics, visual communications, and energy/power technologies. This course will focus on the engineering design loop. Students will gain an understanding of the history of technology, modern uses of technology, and gain an insight into the future of technology. Students will gain experience using hand tools, machine tools, CAD programs, 3D printing, and more to help develop an understanding of engineering design.

WEB PAGE DESIGN Course #0516

(Offered with Business Education)

This semester-long course will allow our students to design, create, and post their own website. Students are not required to have any prior web design experience. Our students will use tools available with Adobe CS6 to incorporate animation, photos, and video to the web. Students will be required to post individual and group projects. Projects will include websites for students, community organizations, teachers, and/or other entities of the Rose Tree Media School District.

ARCHITECTURAL DESIGN AND RESIDENTIAL CONSTRUCTION Course #1262

This course is intended to serve as an introduction to the current practices in residential construction and also as a platform for investigating future trends in the construction field. Students in this course will be introduced to the various materials and techniques used both historically and currently to build structures. Instruction will focus equally on the design and fabrication elements of the industry. Emphasis will be placed on using architectural drawing and estimation software tools to produce the construction documentation that is required in the trade. The incorporation of architectural design, green building technologies and the environmental impacts of home design and construction will be investigated.

ENGINEERING DESIGN AND MANUFACTURING I

Course #1264

This course is open to 10th, 11th, and 12th graders as an exploratory course in engineering and design, as well as manufacturing processes and procedures. Students will develop skills in freehand drawing, geometric construction, isometric, multi-view drafting, and dimensioning of drawings. Students will be utilizing a three-dimensional drawing package to produce working drawings and plans. Students designing or reverse engineering an object or product, to create and modify the product or tool. Students will create plans, schedules, assembly drawing, testing the physical properties and dynamics of the object or part. Students will also go through the designing process of objects that run on mechanical properties from springs, cams, gears, pneumatics, hydraulics and weights to move an object. Emphasis will be placed on the design and redesign of mechanisms or objects.

ENGINEERING DESIGN AND MANUFACTURING II

Course #1276

This course is open to 11th and 12th graders who have completed Foundations of Technology course plus Engineering Design and Manufacturing I. Engineering Design and Manufacturing II is a course offering broad experiences in a variety of design areas expanding on Engineering Design and Manufacturing I course. The course will appeal to students who are interested in engineering and design, plus the manufacturing processes and procedures that go into these products. Students will continue developing skills in freehand drawing, geometric construction, isometric, multi-view drafting, and dimensioning of drawings. Students will be utilizing a three-dimensional drawing package that will be used to produce working drawings and plans. This package of SolidWorks is a

professional drawing tool used today in Engineering Colleges plus many companies worldwide. Students will go through the process designing or reverse engineering of an object or product, to create and modify the product or tool. Students will create plans, schedules, assembly drawing, testing the physical properties and dynamics of the object or part. Students will also go through the designing process of objects that run on mechanical properties from springs, cams, gears, pneumatics, hydraulics and weights to move an object. Emphasis will be placed on the design and redesign of mechanisms or objects.

TRANSPORTATION, ROBOTICS, AND AVIATION

Course #1270

This course undertakes an exploration of the role technology plays in the complex networks of interconnected subsystems that comprise the three core areas of study.

Students will examine various transportation system components and the roles of these components in the overall functional process of the system. An analysis will also take place of the improvements and the impacts of transportation technologies on the environment, society, and culture. Students will design and create a transportation vehicle based upon their experiences, interests and research during the unit.

In the robotics segment, students will work in teams to solve technical problems by designing and constructing tethered robots, autonomous robots, and automated sorting machines using cardboard as the primary building material. Students will use a variety of methods and applications within the design model to produce their robots using recycled materials.

Aviation is an exciting, complex combination of various systems, technologies and concepts all designed to challenge the student from an interdisciplinary perspective. Students will explore aerodynamic principles, aircraft systems, flight planning, weather basics and other topics necessary to pilot an airplane. The opportunity to take an introductory flight lesson will be made available to students at the end of the school year.

YEARBOOK PUBLICATION

AND PHOTOGRAPHY I

Course #1251

This course is primarily for students who wish to be involved in producing the Penncrest yearbook (The Crest). The secondary focus of the course is photography and the concepts and techniques used to take high quality photographs. Students will study principles of good design and layout of the yearbook as well as working to develop strong photographic skills. Students should be highly motivated, possess strong organizational skills and be willing to work as a member of a team to produce The Crest. The yearbook is created using an online design program which students will be required to learn. Other software applications, including Microsoft Word, Adobe Creative Suite (InDesign, Illustrator and Photoshop), will be used to aid in the creation of the book and photographic assignments. Students wishing to take Yearbook must complete an application and have instructor approval. Students should also be aware that this course requires after school and evening time in recording events for the year.

ADVANCED STUDIES IN TECHNOLOGY & ENGINEERING EDUCATION

Course #1271--Architecture Concentration

Course #1272--Engineering Concentration

Course #1273--Visual Design Concentration

Advanced Studies in Technology and Engineering Education is an independent STEM exploration and is the capstone course in the Technology Education & Engineering program and is specifically designed for students who have demonstrated an aptitude for and a keen interest in STEM education. Building upon a student's previous experiences in their Technology and Engineering Education courses, EBD provides students an opportunity to do in-depth study within a STEM related topic. The EBD course is designed to provide a platform for an area of study or research necessitating a high level of self-directed learning. This learning may require students to read, conduct research, complete written examinations, produce reports, develop projects, compose research papers, prepare portfolios, or engage in similar assignments that are designed to measure competency in the educational objectives stated at the onset of the coursework.

WORLD LANGUAGES COURSES

At a Glance

Building Coordinator: Mrs. Kimberly Riviere (610-627-6294)

Graduation Requirements: All students must successfully complete coursework through the second year of a language (at least one year at the high school level).

| Grades | Course Offerings | Length | Level |
|---------------|--|---|--|
| 9, 10, 11, 12 | Chinese I French I-A Beginner Latin I Spanish I-A Beginner Gods Monsters, and Heroes: Classical Mythology (unweighted elective) | Full Year Semester Full Year Full Year Semester | Standard/Honors or Honors/Accelerated Unweighted |
| 9, 10, 11, 12 | French I-B Spanish I-B | Semester Full Year | Standard/Honors or Honors/Accelerated |
| 9, 10, 11, 12 | Chinese II French II Latin II Spanish II El Cine Hispanohablante (after Sp. 1-B or II) | Full Year Full Year Full Year Full Year Full Year | Standard/Honors or Honors/Accelerated Unweighted |
| 10, 11, 12 | French III Spanish III El Cine Hispanohablante (after Sp. 1-B or II) El Mundo Hispanohablante (after Sp. III or IV) Le Monde Francophone | Full Year Full Year Full Year Semester (s) Semester (s) | Accelerated or Honors Unweighted Unweighted Unweighted |
| 11, 12 | Chinese III French III Latin III Spanish III | Full Year Full Year Full Year Full Year | Accelerated or Honors |
| | Chinese IV French IV Latin IV Spanish IV | Full Year Full Year Full Year Full Year | Accelerated |
| 12 | Chinese Language AP/IV French Language AP/V Spanish Language AP/V | Full Year Full Year Full Year | Advanced Placement |

PSMLA* GLOBAL SCHOLARS PROGRAM

The Global Scholars program is intended to encourage students to pursue coursework, activities, and service with a global focus, affording the opportunity for high school students to meaningfully select interdisciplinary studies and activities that will lead them to develop global awareness and better prepare themselves for personal and professional success in an increasingly global society.

In order to earn the Global Scholar distinction, Penncrest students must:

- complete 4 years of the same World Language with a *B* or better
- successfully complete, with a *B* or better, 4 additional credits of courses with a global focus
- participate in at least 4 extracurricular activities with a global focus
- complete 20 hours or more of service with a global focus
- complete 8 media / literature reviews

Successful completion of the program will be determined by the Global Scholars advisor. Students interested in participating should contact Mrs. Donna Montich, Global Scholars advisor, or Mrs. Kimberly Riviere, World Language coordinator.

**Pennsylvania State Modern Language Association*

| What To Expect in your World Language Placement | | | |
|--|---|---|---|
| <i>CLASS OF 2027</i> | <i>Honors (2027 standard level)</i> | <i>Accelerated (2027 Honors)</i> | <i>Advanced Placement</i> |
| <i>Focus</i> | --Extension/refining of the five competencies: reading, listening, speaking, writing and culture | --Extension/refining of the five competencies: reading, listening, speaking, writing and culture | --Extension/refining of the five competencies: reading, listening, speaking, writing and culture exclusively in the target language --Preparation for the AP Exam |
| <i>Skills and expectations</i> | --Student demonstrates willingness to read/write/ speak/listen in target language. --Student demonstrates willingness to complete work outside of class. --Student demonstrates ability to self-advocate when extra help is needed. | --Student has well-established, strong academic habits. --Student is a self-starter with natural curiosity and interest in the target language/culture. --Year II and above: Student is able to produce spontaneous language in all modes of communication (speaking, writing). | --Exceptional language skills in all four areas: reading, writing, speaking, and listening ----Ability to actively engage in the target language and culture --Students actively seek opportunities to use the target language outside of academic settings |
| <i>Assessments</i> | --Modified performance- based assessments which include all four linguistic skills: reading, writing, speaking, listening | --Performance-based assessments which include all four linguistic skills: reading, writing, speaking, listening | --Frequent major written and oral assessments, many of which are modeled on AP Exam tasks All AP students are expected to take the AP exam in May. |
| <i>Pace</i> | --Pace is designed for students to reach the next level of the target language fully prepared to be successful. | --Pace is designed for students to reach the next level of the target language fully prepared to be successful. | --College-level |
| <i>Independent Work (outside of class)</i> | --Approximately 1 hour to 90 minutes a week outside of class | --Approximately 1 hour to 90 minutes a week outside of class | --Approximately 2-4 hours a week outside of class |
| <i>Supports</i> | --Frequent classroom assistance --Scaffolded assignments -- I/E --After-school help --Peer tutoring | --Classroom supports as needed -- I/E --After-school help --Peer tutoring | -- I/E --After-school help --Peer tutoring |

While the complexity of work increases within each of the sequences of World Language study, the basic course requirements remain fundamentally the same. These may include nightly homework, frequent quizzing, verb sheets, a notebook graded quarterly, a major test for each unit and/or grammar concept, and projects. In addition, the student will do oral and written reports commensurate with the course, as well as supplementary readings. The quantity and quality of composition work will be based on the student's progress — from the formation of sentences in the Beginner Levels (I-A, I-B), to the development of compositions in the Intermediate Levels (II, III), and to the writing of critiques in the Advanced Levels (IV, AP). Students are advised that, in cases where enrollments are insufficient to warrant the formation of a separate class, two levels of one language may have to be combined into one class.

FRENCH COURSES

HONORS FRENCH I-A BEGINNER

Course #0602 (2027 Standard Course #2601)

ACCELERATED FRENCH I-A BEGINNER

Course #0601 (2027 Honors Course #2602)

This semester course is a basic introduction to French, designed for students who are beginning their studies of the language for the first time. Students will develop skills in the four linguistic areas: listening, speaking, reading, and writing and will study formal and informal aspects of Francophone culture. A variety of teaching techniques are incorporated. Student participation and homework are integral components of the program.

Recommendation: Students should select French I-A if they have not studied French before or if they have not passed French at SLMS. The normal sequence of French study is French I-A, French I-B, French II.

Any student enrolled in the Honors/Accelerated course will earn complete additional coursework as determined by the department. This course is designed for serious students who work well independently and are prepared to be challenged in their course work and evaluations.

HONORS FRENCH I-B

Course #0603 (Class of 2027 Standard Course #2603)

ACCELERATED FRENCH I-B

Course #0605 (Class of 2027 Honors course # 2604)

This semester course is designed to meet the needs of students who have successfully completed French I-A. Expanded vocabulary and structures will be presented to enhance students' proficiency in all four linguistic skill areas including: listening, speaking, reading, and writing. In addition, students will study the formal and informal aspects of Francophone culture. A variety of teaching techniques are incorporated. Student participation and homework are integral components of the program.

HONORS FRENCH II

Course #0609 (Class of 2027 Standard Course #2605)

ACCELERATED FRENCH II

Course #0604 (Class of 2027 Honors course # 2606)

This course is designed to meet the needs of students who successfully completed the middle school French program or French I-B. There is continued emphasis on the linguistic and cultural skills of French, advancing students' proficiency toward the intermediate level. A variety of teaching techniques and assessments are incorporated. Student participation, performance and homework are integral components of the course. Successful completion of this course satisfies the high school graduation requirement for World Language, although students are encouraged to continue their studies beyond this minimum.

HONORS FRENCH III--Course #0646

ACCELERATED FRENCH III--Course #0606

This course is a review and continuation of French II. Students have the opportunity to strengthen their conversational skills by learning how to communicate in typical daily life situations. Students will broaden their learning of grammatical structures with a special emphasis on verb tenses. Writing skills will be developed through guided compositions. Students in this course will be eligible to participate in the World Language Department-sponsored trip to France.

ACCELERATED FRENCH IV--Course #0607

Students are expected to master grammatical concepts, vocabulary, and idiomatic expressions associated with the text. Oral and writing skills are developed through conversation topics, oral presentations, class discussions, and compositions. An introduction to selected literary movements is given through the reading of excerpts from French classics and short stories. Students in this course will be eligible to participate in the World Languages Department-sponsored trip to France

AP FRENCH LANGUAGE (V)--Course #0608

This course is conducted in the form of a seminar. Students will continue their study of advanced grammar concepts, develop their vocabulary, and increase their repertoire of idiomatic expressions, in both oral and written activities. Students will be expected to participate in class discussions, practical conversation situations, lesson presentations, and a variety of written exercises. In addition, students will become familiar with contemporary French culture through viewing and discussion of videos that reflect current trends. The course prepares students to take the Advanced Placement exam in French Language. Students in this course are expected to take the AP exam. Students who elect not to take the AP exam must take the course final at the end of the year.

LE MONDE FRANCOPHONE:

CANADA --Course #0643

NORTHERN AFRICA --Course #0640

(Africa Sub-Saharan /Europe - not offered in 23-24)

These semester electives will examine a specific area of the Francophone world through its music, cuisine, sports, traditions, and current events. These project-based courses will be taught primarily in French. In addition to refined communication skills, the courses also aim to increase students' global awareness by consistently providing opportunities to compare cultural traditions in areas of the Francophone world with traditions in America.

Students should have successfully completed French III prior to taking this course.

LATIN COURSES

HONORS LATIN I

Course #0617 (Class of 2027 Standard Course #2620)

ACCELERATED LATIN I

Course #0616 (Class of 2027 Honors course # 2621)

Although the primary objective of Latin I is to be able to read and understand Latin as a classical language, the secondary objectives include the following: to increase word power and English vocabulary skills through study of Latin root words, to grasp a comprehensive knowledge of the English language based on Latin grammar, to illustrate the influences of the Roman world upon our own culture, and to lend a firm foundation to the study of other romance languages which are derived from Latin, i.e., French, Spanish, Italian. The reading lessons, heavily adapted texts, provide a good cultural basis for beginning students. These selections include historical legendary accounts of the founding of Rome and the Roman Empire.

By the end of Latin I, students are able to translate heavily-adapted Latin prose. This course is designed for serious students who work well independently and are prepared to be challenged in their course work and evaluation

HONORS LATIN II--Course #0619**ACCELERATED LATIN II--Course #0618**

A continuation of Latin I is provided through continued readings and various Latin reading selections. The learning of new vocabulary, idiomatic expressions, and the more refined points of grammar follow, along with a concentration on English vocabulary derived from Latin.

Students will be able to study and analyze the cultural aspects of Roman history and private life through the translation of original and adapted works from Caesar, Catullus, Livy, Pliny, Ovid, and other writers.

HONORS LATIN III--Course #0650**ACCELERATED LATIN III--Course #0620**

The Latin III student, through independent work and research, in Latin III, students will progress through heavily adapted texts to less adapted texts and will study, translate, and analyze the literature of Roman authors from the Ciceronian era through the Golden and Silver ages to post-classical authors. These include such as Caesar, Catullus, Augustus, Jerome, and even the authors of Renaissance Latin.

Through adapted texts and an extensive survey of Latin literature, students will also study the historical and cultural aspects that were evident during Rome's greatness and decline.

ACCELERATED LATIN IV--Course #0621

The Latin IV student, through independent work and research, will study, translate, and analyze the literature of Roman authors from the Ciceronian era through the Golden and Silver ages to post-classical authors such as Augustine and Jerome, and even the authors of Renaissance Latin. Through such an extensive survey of Latin literature, the student will also study the historical and cultural aspects that were evident during Rome's greatness and decline.

GODS, MONSTERS, AND HEROES: CLASSICAL MYTHOLOGY IN LITERATURE AND THE ARTS**Course #0661**

Do you have what it takes to be a hero? How do myths appear in your favorite books or music? In this globally-minded elective, you will examine these and other questions by studying the myths of ancient Greece and Rome. You will also analyze and critique the influences of myths on literature, art, music, movies, and urban legends both historically and today. This course is taught through storytelling, class discussions, and independent projects on topics of your own interest.

SPANISH COURSES**HONORS SPANISH I-A BEGINNER****Course #0623 (Class of 2027 Standard Course #2640)****ACCELERATED SPANISH I-A BEGINNER****Course #0622 (Class of 2027 Honors Course #2641)**

This course is a basic introduction to Spanish. Vocabulary and structure are presented by means of questions and answers of a conversational nature, reading selections on everyday occurrences of Spanish life, and written exercises for grammar practice. The development of the skills of listening, speaking, reading, and writing in Spanish is the goal of the course, as well as an appreciation of the similarities and differences between Spanish and American life.

Students who select Spanish I-A have not studied Spanish before or have not passed Spanish at SLMS. The normal sequence of Spanish study is Spanish I-A, Spanish I-B, and Spanish II.

Any student enrolled in the Honors/Accelerated course will complete additional coursework as determined by the department. This course is designed for serious students who work well independently and are prepared to be challenged in their course work and evaluations.

HONORS SPANISH I-B**Course #0624 (Class of 2027 Standard Course #2642)****ACCELERATED SPANISH I-B****Course #0626 (Class of 2027 SHonors Course #2643)**

This course is designed to meet the needs of students who have completed the Penncrest Spanish IA or Springton Lake 8th grade entry programs. Expanded vocabulary and structures will be presented to enhance students' proficiency in all four linguistic skill areas including: listening, speaking, reading, and writing. In addition, students will study the formal and informal aspects of Hispanic culture. A variety of teaching techniques are incorporated. Student participation and homework are integral components of the program.

Successful completion of this course may satisfy the high school graduation requirement for World Language, although students are encouraged to continue their studies beyond this minimum.

Any student enrolled in the Honors/Accelerated course will complete additional coursework as determined by the department. This course is designed for serious students who work well independently and are prepared to be challenged in their course work and evaluations.

HONORS SPANISH II**Course #0655 (Class of 2027 Standard Course #2645)****ACCELERATED SPANISH II****Course #0625 (Class of 2027 Standard Course #2646)**

This course is designed to meet the needs of students who successfully completed the middle school Spanish program or Spanish IB. There is continued emphasis on the linguistic and cultural skills of Spanish, advancing the students' proficiency toward the intermediate level. A variety of teaching techniques and assessments are incorporated. Student participation, performance, and homework are integral components of the course.

Successful completion of this course satisfies the high school graduation requirement for World Language, although students are encouraged to continue their studies beyond this minimum.

HONORS SPANISH III--Course #0656
ACCELERATED SPANISH III--Course #0627

A review and continuation of Spanish II, this course provides students with the opportunity to strengthen their conversational skills by learning how to communicate in typical daily-life situations. In the course of these and other activities, students will acquire a broader vocabulary and improve their command of grammatical structures.

ACCELERATED SPANISH IV--Course #0628

This course is a continuation of Spanish III, emphasizing proficiency in speaking and writing at a more advanced level, while continuing skill development in listening and reading. It includes the study of syntax, vocabulary, idioms, style, grammatical structures, and culture. Grammar and themed vocabulary and cultural topics will enable the student to prepare and present reports, conversations, and projects of greater length and more advanced quality than in the previous course. Students of this course will be eligible to participate in World Language Department exchange programs.

AP SPANISH LANGUAGE V--Course #0629

This course is designed to develop more advanced skills in listening, speaking, reading, and writing. Students will develop more advanced vocabulary and grammar as they study current topics such as global challenges, science and technology, contemporary life, public and private identities, family and communities and aesthetics and beauty. Students will also explore and examine important regional characteristics and challenges of Spain. Attention then shifts to other Spanish speaking countries whose culture and literature will be explored. All parts of the AP exam will be practiced during the year to prepare those students who take the exam. In addition, each student is required to participate in an oral "exit interview" to determine his or her level of proficiency based in the ACTFL guidelines.

Students in this course are expected to take the AP exam. Students who elect not to take the AP exam must take the course final at the end of the year.

EL CINE HISPANOABLANTE - Course #0663

In this course, students will have an opportunity to improve their Spanish Language skills while learning about cinema, genres, traditions, and culture through films from Spanish-speaking directors and filmmakers.

This course is open to students who have most recently completed Spanish I-B or Spanish II.

EL MUNDO HISPANOABLANTE:

SPAIN & CUBA--Course #0657

ARGENTINA & CHILE #0658

(Mexico & Peru--Course #0659/Costa Rica & The Dominican Republic--Course #0660 not Offered in 23-24)

Each semester, **EL MUNDO HISPANOABLANTE** will focus on the history, politics, arts, and culture of specific Spanish-speaking countries. Each marking period in a two-year cycle will focus on a different country.

Students may enroll for a semester or a year and may enroll in consecutive years. This course will be conducted in Spanish.

Students should have successfully completed Spanish III.

CHINESE COURSES

HONORS CHINESE I (Mandarin)

Course #0631 (Class of 2027 Standard Course #2660)

ACCELERATED CHINESE I (Mandarin)

Course #0630 (Class of 2027 Standard Course #2661)

This course is a basic introduction to Mandarin, designed for students who are beginning their studies of the language for the first time. Students will develop skills in the four linguistic areas: listening, speaking, reading, and writing and will learn about formal and informal aspects of Chinese culture. A variety of teaching techniques are incorporated. Student participation and homework are integral components of the program. Students should select Chinese IA if they have no or very little previous experience with the Chinese language. Students in this course will be eligible to participate in the bi-annual Chinese Culture and Language immersion trip to China. Students in grades 10, 11, and 12 will maintain current level label

Any student enrolled in the Accelerated course (Honors for 2027) will complete additional coursework as determined by the department. This course is designed for committed language students who work well independently and are prepared to be challenged in their coursework. Students in this course will be eligible to participate in the bi-annual Chinese Culture and Language immersion trip.

HONORS CHINESE II (Mandarin)--Course #0637

ACCELERATED CHINESE II (Mandarin)--Course #0632

In the second year of Mandarin, students will continue to develop their skills in the four linguistic areas: listening, speaking, reading, and writing as well as continuing their study of Chinese culture. Students in this course will be eligible to participate in the bi-annual Chinese Culture and Language immersion trip to China.

HONORS CHINESE III (Mandarin)--Course #0635

ACCELERATED CHINESE III (Mandarin)--Course #0633

A review and continuation of Chinese II, students will refine their skills in the four linguistic areas: listening, speaking, reading, and writing as well as continuing their study of Chinese culture. Students in this course will be eligible to participate in the bi-annual Chinese Culture and Language immersion trip to China.

ACCELERATED CHINESE IV (Mandarin)-Course #0634

This course will continue the rigorous nature of the program and bring students to an even more competitive position in pursuing scholarships in China, taking the SAT II Chinese, and gaining acceptance to top ranked universities. This course is a continuation of Intermediate Mandarin Chinese, emphasizing proficiency in speaking and writing at a more advanced level, while continuing skill development in listening and reading of Chinese culture. Students in this course will be eligible to take the college level HSK, the International Chinese Proficiency test for Chinese as a Second Language, and to pursue a full scholarship to study a semester or a year at a Chinese university.

AP CHINESE LANGUAGE AND CULTURE**Course #0638**

This course will prepare students for the rigorous AP Chinese Language and Culture exam. Students will learn about contemporary Chinese society and culture by examining Chinese products, practices and perspectives, including ethnic and regional diversity, values, travel and transportation, holidays and food, and current affairs. Students will acquire more advanced vocabulary and structures in addition to refining speaking and writing skills. Students are expected to exhibit their comprehension levels in utilizing sentence patterns, vocabulary, and idiomatic expressions associated with the text in all four linguistic areas: Listening, Speaking, Reading, and Writing. Oral and writing skills are developed through conversation topics, oral presentations, class discussions, and compositions. Authentic sources such as newspaper and magazine articles, websites, films, and Chinese literature will be used to increase reading proficiency skills and cultural knowledge. Students in this course will be eligible to take the college level HSK, the International Chinese Proficiency test for Chinese as a Second Language and pursue a full scholarship to study a semester or a year at a Chinese university.

BLENDED COURSES

Penncrest High School now offers various courses in the blended learning format. Blended learning is the combination of active, engaged learning online with active, engaged learning offline to provide students with more control over the time, place, pace, and path of their learning. These classes meet synchronously and asynchronously, as determined by the teacher of record. The blended learning format fosters many soft skills, like time management, self-regulation, goal setting, and accountability. All coursework will be delivered through Schoology, our learning management system.

Students will have the option to take the following World Language course as a Blended course in 2023-2024. Interested students should select the Blended option during course selection:

BLENDED AP SPANISH V**Course #0639**

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ACADEMIC INTEGRITY AT PENNCREST HIGH SCHOOL

Penncrest continues to emphasize the importance of respect. Respect includes understanding and appreciating the differences among people, as well as acting with integrity within the school and community. To help students and parents understand the school's expectations for integrity in academic life, the Penncrest faculty has produced the following set of principles and examples of violations. We hope you will find them helpful.

Principles of Academic Integrity

Penncrest High School is a community of learners dedicated to the pursuit of knowledge. Essential to this pursuit is the belief that authentic learning is a process marked by integrity, honesty, and collegiality.

The Penncrest community identifies an academically honorable student as one who:

- produces original work for each exercise, each assignment, and each course.
- conscientiously identifies sources.
- facilitates an atmosphere of support for academic integrity.

The honorable student:

- completes homework assignments independently according to the instructor's guidelines.
- submits work once.
- provides an accurate report of research.
- properly cites borrowed sources, ideas, and information.
- places borrowed words in quotation marks.
- reports breaches of integrity (test security, individual or group behavior, etc.).
- consults with the instructor to clarify questions of academic integrity.
- accepts personal responsibility for all aspects essential to completing a given assignment

Violations of Academic Integrity*: The following is a list of the various types of violations of academic integrity that most commonly occur. Violations are "those activities that have the effect or intention of interfering with education, pursuit of knowledge, or fair evaluation of a student's performance." Students should be aware that they are NOT to engage in any of these practices:

Cheating: These violations are pretty obvious. Using a cheat-sheet, unauthorized use of an electronic device, copying answers from another student, or changing answers on an exam are all forms of cheating.

Plagiarism: Taking credit for the work (research, words, or ideas) of others constitutes plagiarism. This includes copying a classmate's or brother's paper as much as copying from a published source. Even using someone's ideas without citation is a violation. In other words, if someone at your lunch table has a great analysis of the book you're reading for English class, you shouldn't use her ideas in your paper.

Fabrication: Handing in a lab report with falsified results, citing a book that you didn't really read, making up statistics that "conveniently" support your thesis—all bad! Padding a bibliography may seem trivial, but it's another example of academic fraud—bottom line remains, don't do it.

Multiple Submission: This means turning in a paper more than once. You shouldn't turn in an English paper from 10th grade to your 11th grade Humanities teacher. If you intend to do this, you must receive permission first. It may be worth asking, but chances are you'll be asked to write another essay.

Misrepresentation of Academic Records: Altering grades (on a computer, in a teacher's roll book, or on a paper report card or transcript) is incredibly dishonest. So is claiming to have participated in a particular sport or activity on your college application if you didn't do so. It just isn't worth it: no future school or employer will want someone who is known to engage in this sort of record tampering.

Facilitating Academic Dishonesty: This means don't help your friends to cheat. Allowing someone to copy from your test or homework assignment is cheating. If they get caught, you're both going to get punished. "Friends don't let friends copy homework."

Unfair Advantage: This category of malfeasance includes: obtaining a copy of an exam before it's given; obtaining information about what is included on an exam before it has been given to your particular class, or to you; sabotaging another student's work; and obtaining extra time for a paper or exam with a fictional excuse. Refrain from any of these ideas, please.

** These terms and definitions are largely taken from the University of Pennsylvania's "Guide to Academic Integrity," produced by Penn's University Honor Council. We gratefully acknowledge our debt to Penn for this list.*

GUIDELINES FOR HOMEWORK IN ROSE TREE MEDIA

Philosophy Behind Homework:

The mission of the Rose Tree Media School District is to provide an educational setting through which “all students reach their intellectual, emotional, social and physical potential.” Homework is a key means of helping students reach their full potential. Research demonstrates a significant and positive relationship between achievement and the amount of time spent on homework, and most teachers, parents, and students themselves consider homework an important component in the process of teaching and learning. In general, homework promotes learning outside the classroom and provides opportunities for students to develop positive work habits, time management and study skills, and personal responsibility.

Purposes of Homework:

Homework serves a number of specific purposes in the academic program:

Practice: Students need to reach mastery of key skills, and meaningful homework can increase speed and accuracy.

Study: Students need to acquire or construct new knowledge, and meaningful homework helps them acquire information, understand concepts, and move content into long-term memory.

Preparation: Prior experiences of knowledge or content, such as what is gained by reading a chapter in advance, help students be ready for subsequent learning and enable classes to move at an optimal pace.

Elaboration/Extension/Enrichment: Students need to demonstrate their mastery of knowledge and skills in a variety of ways, such as by conducting research, designing a graphic organizer, or writing a journal entry or essay.

With these purposes in mind, teachers will design and assign meaningful homework assignments that extend the classroom and support learning outside of school.

Appropriate Amount of Homework:

Homework assignments are an integral part of each student’s educational program and will be assigned on a regular basis. In terms of the amount of homework students should receive on a daily basis, national parent and teacher organizations, as well as the U. S. Department of Education, suggest the “10-minute rule,” whereby a student should average 10 minutes of homework for every year in school. For example, a 7th grader should average 70 minutes per day and a 10th grader should average 100 minutes per day. However, this is a general guideline and will vary by school and by subject area, especially as students move into middle and high school. Reviewing material, studying for tests, or completing independent reading for school all count as part of a student’s homework. Also, most older students will have homework projects, such as research papers and oral reports, that may have deadlines weeks away, for which they may need help organizing assignments and planning work times to make sure homework is ready to turn in on time. Students taking advanced or accelerated courses will likely need more time to complete the assignments. If a parent observes a student consistently requiring time beyond or below these parameters, s/he should contact the child’s teachers or counselor to discuss placement issues.

Information/Communication About Homework:

Homework assignments are generally available on a daily basis in a number of locations: posted in the classroom, written by students in planners or on their Chromebooks, or listed on teachers’ Schoology calendars. Teachers will announce to students and parents where to access course homework.

Role of Homework in Grading:

Homework completion will contribute to a student’s grade. Students are expected to complete and submit all homework on time. Students who are absent are responsible for having completed their assignments consistent with the expectations for the course.

Religious Conflicts:

The Rose Tree Media School District respects the rights of students to participate in the religion of their choice. Whenever students’ religious obligations are found to be in conflict with their schoolwork and homework, students are encouraged to speak with their teachers, counselors, or principal. Every effort will be made to find a satisfactory accommodation.

GUIDELINES FOR HOMEWORK IN ROSE TREE MEDIA (cont'd)

Teacher Responsibilities for Homework:

Assign daily, weekly, and/or long-term homework assignments that are meaningful and useful to support students' development of skills and construction of knowledge.

- o Monitor homework completion.
- o Review homework and provide timely feedback on the quality of their work.
- o Communicate with parents if a student's homework is not being submitted or completed satisfactorily.

Student Responsibilities for Homework:

- o Make sure to understand the assignments, associated due dates, and expectations prior to leaving school.
 - o Use the resources available (e.g., Schoology) to be aware of all assignments, whether you are in school or not that day.
- o Take advantage of time available within the school day (I/E) to complete assignments.
- o Take home all necessary materials.
- o Have an organized means of keeping and carrying homework to and from school.
- o Do homework with a minimum of parental help.
- o Do homework as carefully and as neatly as work done in school.
- o Complete homework on time.
- o Manage time well and budget time for long-term projects.
 - o Make up all work as soon as possible after an absence, and, in the case of a scheduled absence, ask for assignments in advance.

Parent Responsibilities for Homework:

Demonstrate the importance of homework to your child by . . .

- o Setting a regular time for homework.
- o Providing a regular, conducive place for homework.
- o Helping him or her develop an organized means to get work to and from school.
- o Removing distractions.
- o Providing needed supplies and resources.
- o Setting a good example.

Monitor homework by . . .

- o Knowing the school's guidelines for homework.
- o Making yourself available to your child.
- o Looking over completed assignments and signing off, if requested.
- o Monitoring time spent viewing TV and playing video games.
- o Routinely checking your child's assignments and/or progress using HAC or teachers' web pages.

Provide guidance by . . .

- o Helping your child get organized.
- o Encouraging good study habits (e.g., time management, getting started early on big assignments, avoiding last-minute cramming, helping with practice, talking about how to take tests).
- o Talking with your child about the assignments.
- o Setting limits on co-curricular activities that interfere with studying time.
- o Giving praise to your child for work done at home.
- o Talk with teachers about concerns related to homework

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EXCELLENCE
TODAY
FOR TOMORROW

William Dougherty, Acting Superintendent

Penncrest High School
134 Barren Road
Media, Pennsylvania 19063
Telephone 610.627.6200
www.rtsd.org
Ed Roth, Principal

Independent Study Approval Request Form

All Independent Study applications must be evaluated by a counselor and pre-approved.

Independent Study credits may include:

- formal, accredited coursework (earning a credit or certificate, does not include dual enrollment);
- internships;
- extensive non-certificated study or training under the supervision of an approved outside resource;
- faculty-sponsored Independent Study.

Independent Study credits are transcribed as elective credits and do not replace core-area graduation requirements or specific Penncrest courses. Please see the *Guide to Academic Programs* and your counselor for more information.

Student's Name (Printed) _____ **Grade in 2023-2024 school year** _____

- ☐ Student is taking a course not offered at Penncrest. Transcripts or certificates should be submitted to the counselor.
- ☐ Student is taking a sequential course to begin a more advanced course in September. Transcripts or certificates should be submitted to the counselor prior to the start of the next course.
- ☐ Student is taking an approved internship or supervised study. A log of hours/activities, a student learning reflection, and a letter from the supervisor indicating successful completion must be provided to the counselor.
- ☐ Student is designing a course of study with a faculty sponsor.

Current Requested Course(s) Title or Plan: _____

Course Provider(s) or Plan Sponsor: _____

Pre-Approval Signatures: To apply for approval to take the course(s) or enter into study program listed above, students must obtain the following signatures:

Student's Signature _____

Date _____

Parent/Guardian's Signature _____

Date _____

Sponsor (if applicable) _____

Date _____

Principal's Signature for Final Approval:

☐ Request Denied ☐ Request Approved, with the following conditions (check all that apply):

- ☐ Requested course is a sequential course; student may take the next course in the sequence at PHS.
- ☐ Grade from a completed course will be transcribed exactly as it appears on the official transcript from the course provider and will count towards your unweighted GPA.
- ☐ Internship, certificate, and/or sponsored studies will be transcribed as Pass/Fail upon completion. Documentation must be submitted to the counselor.
- ☐ Faculty-sponsored Independent Study will be transcribed as Pass/Fail upon completion.

Signature: _____

Date _____

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COURSE SELECTION PLANNING WORKSHEET

CORE COURSES (see *Guide for course titles*):

English _____
(4 years required)

Math _____
(3 years required)

Social Studies _____
(3.5 years required)

Science _____
(3 years)

World Language _____
(required to complete year two [II] in one language)

ELECTIVES:

Be sure to select enough credits when you choose semester courses!

ALTERNATES:

*****You MUST select elective alternates. If you do not list alternates, we may need to select courses for you in order to fill your schedule.*****

All 9th grade students take PE. PE 2 and Health are typically taken in 10th grade.

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Penncrest Counseling Department

| | | | | |
|--------------------------------|--------------|------------------------|--------------|---------------------|
| Grade 9 | A-Z | Mrs. Eaton | 610-627-6207 | REaton@rtmsd.org |
| Grades 10-12 | A-B | Mr. Harple | 610-627-6208 | DHarple@rtmsd.org |
| Grades 10-12 | D-K | Mrs. Rice-Spring | 610-627-6211 | LRice@rtmsd.org |
| Grades 10-12 | L-Q Ca-Ck | Ms. Kerr | 610-627-6388 | KKerr@rtmsd.org |
| Grades 10-12 | R-Z Cl-Cz | Mrs. Douglass-Garrett. | 610-627-6209 | HDouglass@rtmsd.org |
| Counseling Office Secretary | | Ms. Jennifer Craft | 610-627-6210 | JCraft@rtmsd.org |

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Superintendent of Schools

Board of School Directors

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Jackie Gusic
Susan Henderson-Utis
Shelly Hunt
Robert Kelly
Susan Layne
Theresa Napson-Williams
Kelly Schaffer