

PATHS

TO PURPOSE



WHERE WILL YOUR SPARK TAKE YOU?

2016-17

**AVON GROVE HIGH SCHOOL
Curriculum Planning Guide
FOR STUDENTS & FAMILIES**

AVON GROVE HIGH SCHOOL

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P.A.T.H.S. to Purpose: Where will your spark take you?

"Education is not the filling of a pail, but the lighting of a fire."
- William Butler Yeats

The Avon Grove School District believes that every child has a unique passion, also known as a "spark."* For some students, it is music, or art; for others it is helping others. For some students, it is taking things apart and figuring out how to put them back together; for others it is reading a book by a really great author, be it Suzanne Collins or Jane Austen. Our goal is to help each child identify and ignite this spark, as well as to find ways to celebrate and nurture those sparks throughout this academic and career experiences, both in school and in the greater community. Why are sparks so important? When nurtured and supported, sparks can become career paths, college majors, and lifelong hobbies. Fueling the spark can help students find their purpose, their direction, the answer to who they are, and what they would like to accomplish in life.

Think back to when you were a child. You were taking in the world around you, and constantly asking "Why?" "Why is the sky blue?" Too often, we hear students say "Why do we have to do this?" with varying degrees of dismay. In our role as educators, we want to help students find the answer to the question of "Why?" because the underlying request is a search for meaning and purpose. We want to help students make the connections between the classroom and the future, and generate enthusiasm for learning. "A purpose is...the final answer to the question Why? Why are you doing this? Why does it matter to you? Why is it important? A purpose is a deeper reason for the immediate goals and motives that drive most daily behavior."¹

Our mission is to support our students as they follow the path to find their purpose and find their place in the world. We aim to offer the **p**reparation necessary for the real world of employment and adulthood, and help students stay optimistic and have a positive **a**ttitude towards their present and future. We want to instill and model the **t**raits that will strengthen their character, nurture lifelong good **h**abits, and build and enhance the **s**kills necessary to lead happy and fulfilled lives.

So...where will your spark take you?

* Inspired by Peter Benson of the Search Institute

¹ Damon, William. *The Path to Purpose*. New York: Free Press, 2008. 22. Print.

P.A.T.H.S. To Purpose

P →

Preparation

Develop a Meaningful Plan
Seek Out Opportunities

A →

Attitude

Respect Yourself and Others
Stay Positive

T →

Traits

Be Responsible
Have The Courage To Do The Right Thing

H →

Habits

Begin With The End In Mind
Have High Standards But Set Attainable Goals

S →

Skills

AGHS Top Ten Skills!



AGHS TOP 10 SKILLS

Ten Ways AGHS Prepares You for the World of Work and Life

The purpose of the Avon Grove School District is to foster a learning environment for all students to be exceptionally well-prepared to succeed and lead full and meaningful lives. We want to provide our students with a solid academic foundation and the career skills needed to succeed in the future, whatever path they choose.

Understanding how our classes provide not only educational content but also the opportunity to build skills valued in the work force is critical because the state of our economy has created fierce competition for spots in post-secondary schools and programs, as well as for jobs.

Although the professional environment may seem far away, the time to prepare is now. School is full of opportunities to develop the qualities most important to employers.



The following contains input and examples provided by Avon Grove High School students:

Attention to Detail

Paying attention to detail may seem tedious and time-consuming; however, it is well worth the effort. When you are double-checking your calculations for a math problem, carefully citing sources for a research paper, or making sure you meet all of the requirements on a rubric for an assignment, you are paying close attention to detail. Avon Grove examples include: double-checking your answers on a test, reading the directions carefully before beginning an assignment, being aware of due dates for projects and planning accordingly, and reading the AGHS Student/Parent Handbook to familiarize yourself with policies and procedures such as the test policy.

Paying attention to detail will come in handy in any workplace, whether you maintain a database, keep a log of the hours you spend with clients, or simply write emails. An engineer working on building a bridge will need to make sure all measurements are accurate, a hair dresser needs to make sure hair is cut evenly, postal workers need to make sure mail gets to the appropriate address, and a daycare worker needs to be aware of any food allergies that a child in their class may have to avoid potential exposure.

Calm Under Pressure

Staying calm in a pressure-filled situation is a skill everyone needs. Figuring out how to act when spontaneously faced with a difficult situation can give even the calmest person anxiety. Learning how to deal with these situations as early on as possible is the key to staying calm under pressure and overcoming these obstacles. Avon Grove examples include: trying out/performing at the Holiday Holla, getting called on in class when you did not have your hand raised and do not know the answer, trying out for a sports team that is already established, forgetting to complete an assignment and/or study for an exam, and taking any test that is timed (such as the dreaded SAT).

Every job has the potential to put an employee in a pressure-filled situation. Journalists work with tight deadlines on a regular basis, surgeons need to make life and death decisions in seconds, a waiter may have to deal with a dissatisfied/angry customer, and if you are the boss of a company you may need to make the tough decision to lay off an employee during the holiday season.

Honesty

Such a simple word, yet at times it can be a challenge to be honest. Students are presented with the opportunity to demonstrate this skill on a daily basis. If you make a mistake or choose to behave badly, do you take responsibility for your actions? If you know you can get away with something, such as cheating, do you do it or not? Avon Grove examples include: your best friend wants to copy your homework, which is a violation of the Avon Grove Academic Honor Code; you do not know the response on a test question, but you can clearly see the answer on the paper of the student who sits next to you; the cafeteria staff asks "Who threw that grape?" and you know who did it, or it was you, but you deny it; and you want to break up with your girlfriend/boyfriend, but you do not want to hurt his/her feelings.

Potential employers need to know that they can trust you with everything from credit cards to trade secrets. If you want to be a counselor, your clients will need to trust you with their personal situations. If you work in the banking or accounting industries, there may be the temptation to steal and the opportunity to get away with it. If you work in retail and someone forgets his/her credit card or walks away without his/her change, will you try to return it?

Initiative

In the classroom environment, there are many opportunities to take initiative. Every time you are the first one to offer your help or a solution to a problem, volunteer to lead a discussion or take on a leadership role, or volunteer to demonstrate a new concept, you are taking initiative. Taking initiative is important because it allows you to develop self-advocacy skills, as well as communication skills. Avon Grove examples include: offering to take a lead role in a group project (such as being a presenter), starting up a new club or activity, communicating ahead of time with your teachers for missed work prior to a planned absence, asking for help with course material, and volunteering to demonstrate a new skill in gym class.

Employers value a confident, can-do attitude, as well as employees who come up with new ideas and chart their own progress throughout projects. In many sales jobs, employees are required to call businesses in order to obtain new clients and/or sell a product. As an aspiring chef you may have new ideas for the menu, and need to take the initiative to present your ideas to the head chef. If you are starting a landscaping business, you will need to build your client base by knocking on doors and creating flyers.

Problem-Solving Skills

No matter how carefully you plan, it is inevitable that you will be faced with a problem. The sooner you build skills and learn strategies, the more likely you will be able to identify and resolve problems quickly and effectively, and the less likely you will fall victim to the same problem again. Every interaction you have in both your professional and personal lives is an opportunity to weigh all possible outcomes carefully and decide on your actions. Avon Grove examples include: how to handle it when your team member does not do his/her part, what to do if you are struggling in a class, and how you react when you hear that someone is spreading rumors about you or a friend.

As a working professional, you will keep solving problems, whether they are computer programming bugs or budget shortfalls. Even as you leave high school behind, you will encounter similar situations and similar conflicts. In the world of advertising, someone may try to take credit for your idea, if you work in public relations your celebrity/athlete client may routinely embarrass him/herself, technology may fail you right before an important deadline. Unfortunately, some things are out of your control. What you *can* control is your response, and that will determine your success.

Rise to the Challenge

Learning to work through challenges will lead to much success in life. Perseverance, never giving up, is a quality that is valued in the world of work because then employers know that they can count on you to get the job done. There may be times in life when you have to let go, but the decision should come once all other avenues and resources have been exhausted. Avon Grove examples include: sticking with a class and seeking help instead of dropping either the course or the level, resolving conflict with a peer rather than giving up the relationship, and practicing harder rather than quitting the team.

Last but not least, learning to rise to the challenge will see you through the initial weeks of a new job. It will also serve you well as you advance in your working life, taking on new projects, building expertise, and branching into new areas of interest. While your grandparents may have worked for the same company their entire lives, today's workforce is mobile, with most people changing careers, not just jobs, throughout their lifetime.

Speaking Skills

Public speaking as well as appropriate tone and language are other forms of communication skills that are highly desirable across professions. It is important to “know your audience,” and use formal language appropriate to the situation. Avon Grove examples include: addressing staff by first name or by last name without Mr./Ms./Mrs., answering “what?!” when an adult in the building asks a question (and be mindful of your tone), using foul language or derogatory terms without regard for your surroundings, and having to present “Reading Minutes” in front of your entire English class beginning freshman year.

Nothing seems to raise anxiety more than an assignment that includes a presentation to the class. Avoidance may be your instinct, but in reality, the more you practice this skill, the more comfortable you will become speaking in front of others. This is a skill that will serve you well no matter what path you may follow. For example, in the business world, you will likely have to pitch your ideas to your coworkers in a group setting, as well as to potential clients. Future teachers will stand in front of a class every day. Future doctors will present case studies to a variety of audiences. In the world of cosmetology, effective communication skills are the key to build and maintain your client base, as well as your tip jar!

Teamwork Skills

Even if you are not wearing a jersey, you will have to work as part of a team in the majority of occupations. Teamwork skills transcend the work environment, impacting your relationships both professional and personal. By the time you leave high school, you can be an expert in teamwork, an increasingly important skill in today's workplace. Avon Grove examples include: doing your fair share of the work and doing it well, showing up on the day that your group is supposed to present, allowing each member of the group to have a voice, recognizing that everyone can make a valuable contribution to the task at hand.

In addition to voicing your opinions, the most important aspects of teamwork are listening, responding to others, and reaching compromises. In a team setting, every member is integral to the success of the group, whether you are working in person with your team or online using a Google Document. There really is no “I” in team!

Time Management

High school students can feel pulled in many directions between school, sports/activities, a job, and family responsibilities. Sometimes it can feel as though there is never enough time in the day to get everything done. Learning how to manage your time is an important skill because as you go through life, the type of demands on your time may change but you will still need to balance/prioritize your responsibilities. Avon Grove examples include: breaking down a long-term project into smaller chunks, attending practice and preparing for an exam while making time for a friend who needs to talk, and making sure you meet deadlines for your postsecondary applications.

Learning to juggle the many demands on your time may seem overwhelming at times, but this skill is ultimately valuable since most jobs require multitasking. In the sales field, you will need to take care of current clients while attracting new ones, future teachers will have to respond to emails and phone calls and develop lesson plans for the week while teaching four classes in a row, and if you manage a restaurant, you will need to order tomorrow's produce while planning next week's menu.

Writing Skills

In a recent survey of employers, communication topped the list of skills they look for the most. Employers have also expressed concern that with the popularity of social media and texting, the quality of written communication skills has declined. Avon Grove examples include: writing "IDK" on a quiz when you do not know the answer, writing the letter "u" for "you," using "their" for "there," and other grammatical and spelling errors.

By doing your best on every research paper and lab report you write, you are building and reinforcing those skills as well as preparing yourself for a career. Before you even get the chance to interview, you will need to represent yourself in cover letters and resumes. For example, health professionals keep patient charts, researchers and artists depend on the money they collect by writing grant applications, software engineers write technical specifications, and nearly everyone writes emails to people inside and outside of their organization.

(Adapted from Collegeboard.com)

Please note: All course descriptions in this guide contain the top three skills students will learn/use in that particular course. Thank you to our teachers for the time and effort with this project.

AGHS Top Ten Skills Course Planning Sheet

AGHS Top Ten Skills	Questions To Think About	Building the Skill...	Courses I Am Considering
Attention to Detail	<ul style="list-style-type: none"> • How aware am I of the things happening around me? • Are there certain things I am more in tune with than other? • Do I think it is important to be observant? 	<ul style="list-style-type: none"> • Start paying attention and taking mental notes • Look around you, not just straight ahead • Use all five senses – sight, hearing, taste, smell, and touch 	
Calm Under Pressure	<ul style="list-style-type: none"> • Do I know more people who are patient or more who are impatient? • Do I find it difficult to be patient? • How do I show when I am impatient? 	<ul style="list-style-type: none"> • Practice – patience actually takes a long time to develop • Take a moment and breathe • Stay focused on the goal 	
Honesty	<ul style="list-style-type: none"> • Am I an honest person? • Do other people consider me to be honest? • Under what circumstances do I lie or distort the truth? 	<ul style="list-style-type: none"> • No lying, no cheating, no stealing • If your honesty may hurt someone's feelings, be sure to speak with kindness • Being honest does not mean you need to bare your souls – it is okay to maintain privacy 	
Initiative	<ul style="list-style-type: none"> • What qualities do I need to be a good leader? • How can I be assertive without being bossy? • In what ways can I be more assertive? 	<ul style="list-style-type: none"> • Leadership requires good work habits and a strong character • Always speak calmly and clearly • Be open to ideas other than yours if they help you achieve your goal 	
Problem Solving	<ul style="list-style-type: none"> • Do I think it is important to be resourceful? • In what situations have I had to be resourceful? • Are any of my friends resourceful people? 	<ul style="list-style-type: none"> • Pinpoint the specific problem, not just the result of the problem • Try working through the problem backwards by identifying your goals first • Trial and error is sometimes the best approach 	
Rising to the Challenge	<ul style="list-style-type: none"> • Why is it important that I face new challenges? • Have I ever had to overcome an obstacle? • How can overcoming obstacles help me achieve my goals? 	<ul style="list-style-type: none"> • Do not run away from a challenge, figure out a solution • Try new things even if it scares you • Do not take the easy way out 	
Speaking Skills	<ul style="list-style-type: none"> • What are some of the ways people share information with me? • What are some of the ways I share information with others? • How will improving my communication skills help me get ahead? 	<ul style="list-style-type: none"> • Make eye contact • Be aware of your body language when talking to others • Realize that listening is as important as speaking 	
Teamwork	<ul style="list-style-type: none"> • What are some ways I have cooperated with my teachers? • Are there ways I can cooperate more with my family? • How can I improve my ability to cooperate? 	<ul style="list-style-type: none"> • Have an open mind when opinions differ from yours • Focus on ideas rather than on personalities • Keep your eye on the goal, regardless of the path the team takes to get there 	
Time Management	<ul style="list-style-type: none"> • Is it easy or hard for me to focus on the task at hand? • What kinds of things cause me to lose focus? • How will being focused help me in life? 	<ul style="list-style-type: none"> • Plan ahead, so you know what you need to do and when you need to do it • Turn off the distractions when you need to get something done • Try meditation 	
Writing Skills	<ul style="list-style-type: none"> • Do I enjoy writing? • Am I able to express myself better through writing? • Do I know the rules of grammar? 	<ul style="list-style-type: none"> • Ask for feedback from teachers on written assignments • Pay attention to how and what you are writing, whether it is formal or informal • Do not depend on spell check 	

P.A.T.H.S. to Purpose: Focus on Preparation

*"You achieve big things not with one big step but with many small steps."
- Rick Mastracchio, NASA Astronaut*

Using Research to Understand the Needs of the Workforce

In our mission statement, we talk about our goal "to offer the Preparation necessary for the real world of employment and adulthood," and in this section we would like to offer you some resources, information and tips. We believe that in order to develop a meaningful plan that is likely to come to fruition, it is important to understand the needs of the workforce.

Let's start with understanding the needs of the workforce, and how to find information to help you to develop your plan. Please view the video "Success in the New Economy," by Kevin Fleming:

<https://www.youtube.com/watch?v=AcNSpKX8kVs>

What do you see as the message(s) in this video?

Does this information inspire you to shape/adjust your plan? If so, in what way(s), and if not, why not?

Are Avon Grove Students Choosing the Right Majors?

AG's Most Popular Majors

(2015 Senior Survey Results)

Engineering 14%

Business 13%

Nursing 9.9%

Education 9.6%

Undecided 8%

Arts 8%

Other Sciences 7%

Sports/Exercise Science/Kinesiology 5.7%

Psychology/Social Work & Welfare 4.8%

Criminal Justice 4.8%

VS.

Best Majors for a Lucrative Career

(Kiplinger September 2015)

Nursing

Actuarial Mathematics

Civil Engineering

Statistics

Physics

Finance

Economics

Software Engineering

Management Information Systems

Computer Science

The Importance of Research

Now consider the following article about the “10 Worst College Majors for Your Career” from Kiplinger.com:

<http://www.kiplinger.com/slideshow/college/T012-S001-worst-college-majors-for-your-career-2015-2016/index.html>

Did you notice that many of our AG most popular majors are represented in this list?

What is helpful is that this article includes alternate majors that are related to your field of choice, but offer more opportunities and increased income potential. For example, instead of Graphic Design, the author suggests “Multimedia and Web Design” instead.

A wonderful site for research is <http://www.bls.gov/ooh/a-z-index.htm>, on which you can research virtually all careers. Summaries include detailed information about each career, such as job description, work environment, pay, the type of post-secondary education/training to attain the career, similar occupations, and the extremely important job outlook, which will show you the projected growth for the profession.

Also on the site you can find articles such as “Careers for Creative People,” <http://www.bls.gov/careeroutlook/2015/article/creative-careers.htm>, which may offer some insight for our students who are interested in pursuing artistic careers/majors, as well as “Occupational employment projections to 2020.”

Consider this:

Overall employment is projected to increase about 14 percent during the 2010–2020 decade with more than half a million new jobs expected for each of four occupations—registered nurses, retail salespersons, home health aides, and personal care aides; occupations that typically need postsecondary education for entry are projected to grow faster than average, but occupations that typically need a high school diploma or less will continue to represent more than half of all jobs.

From bls.com, Occupational Employment Projections to 2020

P.A.T.H.S. to Purpose: AGHS Career Pathways

"The decisions you make about your work life are especially important, since most people spend more of their waking lives working than doing anything else. Your choices will affect not only yourself and those closest to you, but in some way the whole world."

—Laurence G. Boldt

P.A.T.H.S to Purpose:

Why Connecting Your Career Pathway to Your Future is Important

Begin With the End in Mind!

The “begin with the end in mind” approach, along with having high standards while setting attainable goals, will ultimately allow our students to be more successful after high school. We provide information and resources to help our students identify their Career Pathway as well as what steps they need to take in order to achieve their goals. These opportunities will help students to confirm their post-secondary plans whether they intend to go into the workforce, attain an apprenticeship, join the military, attend a technical school, or attend a two-year or four-year college.

Research shows the following: students who have the opportunity to explore coursework that relates to their future career path, as well as the chance to build and enhance their skills set during high school will be better prepared and more qualified for their post-secondary plans.

Consider the Following Post-secondary Trends

According to the New York Times, “At Penn State, 80 percent of freshmen — even those who have declared a major — say they are uncertain about their major, and half will change their minds after they declare, sometimes more than once.” The “undeclared” major may lead to extra time spent in school and extra money spent on tuition.

According to the National Center for Public Policy and Higher Education, the state of Pennsylvania ranks 5th in the nation for sending high school students to college, and ranks 45th in the nation for graduating those same students.

According to the Review Journal, 48% of college graduates in 2010 are working in a job that requires only a high school diploma

How We Are Helping Our Students

In order to provide a framework for students, Avon Grove High School has developed five Career Pathway options for students to explore and consider. The Career Pathways are:

- Arts, A/V Technology, and Communications
- Business Management and Administration
- Health Sciences
- Human Services
- Science, Technology, Engineering, and Math

These five pathways have been designed to give students a frame of reference as they select courses and explore their post high school options. Most occupations can be found within one of these five pathways, which are further broken down into 17 career clusters. Using Career Pathways as a guide, students will have the ability to focus their individual classes around a concentrated area. Students will be able to navigate our Curriculum Planning Guide to find and select courses that make sense for the pathway they would like to pursue.

Frequently Asked Questions

Q. What are Career Pathways?

A. Each pathway is a broad grouping of careers that share similar characteristics and whose employment requirements call for many common interests, strengths, and competencies. A pathway provides a focus for elective courses to help prepare for a specific goal area.

Q. How is Avon Grove School District helping students choose an appropriate pathway and career cluster?

A. As students enter the high school, they will have already experienced a variety of developmentally appropriate activities at each building level. These activities build as students progress through each grade, so that by the time the students begin 9th grade they will have developed the self/spark knowledge and career awareness to use as a foundation upon which to build at the high school level. Each year, the guidance counselors meet with students individually and conduct presentations in classrooms to discuss future plans and to make connections to the pathways and clusters. Counselors and students may use results from testing (PSATs, SATs) or other online resources, such as collegeboard.org, mynextmove.org, pacareerzone.org, etc., to guide students towards a suitable pathway or career cluster. These sites and others are included on the resource list in this guide.

Q. Can a student change their mind about their pathway or career cluster?

A. Yes, the PATHS to Purpose model is designed to be flexible and to accommodate changes that a student may make while progressing through high school.

Q. Are there “core courses” that all students have to take?

A. Yes. This curriculum planning guide outlines which courses are required for graduation. During each year, students will have an opportunity to take elective courses that are appropriate for their chosen pathway and cluster. These elective opportunities become more numerous as students progress through high school.

Q. This program sounds good, but really, how many students at age 18 know, or even think they know, what they want to do for the rest of their lives?

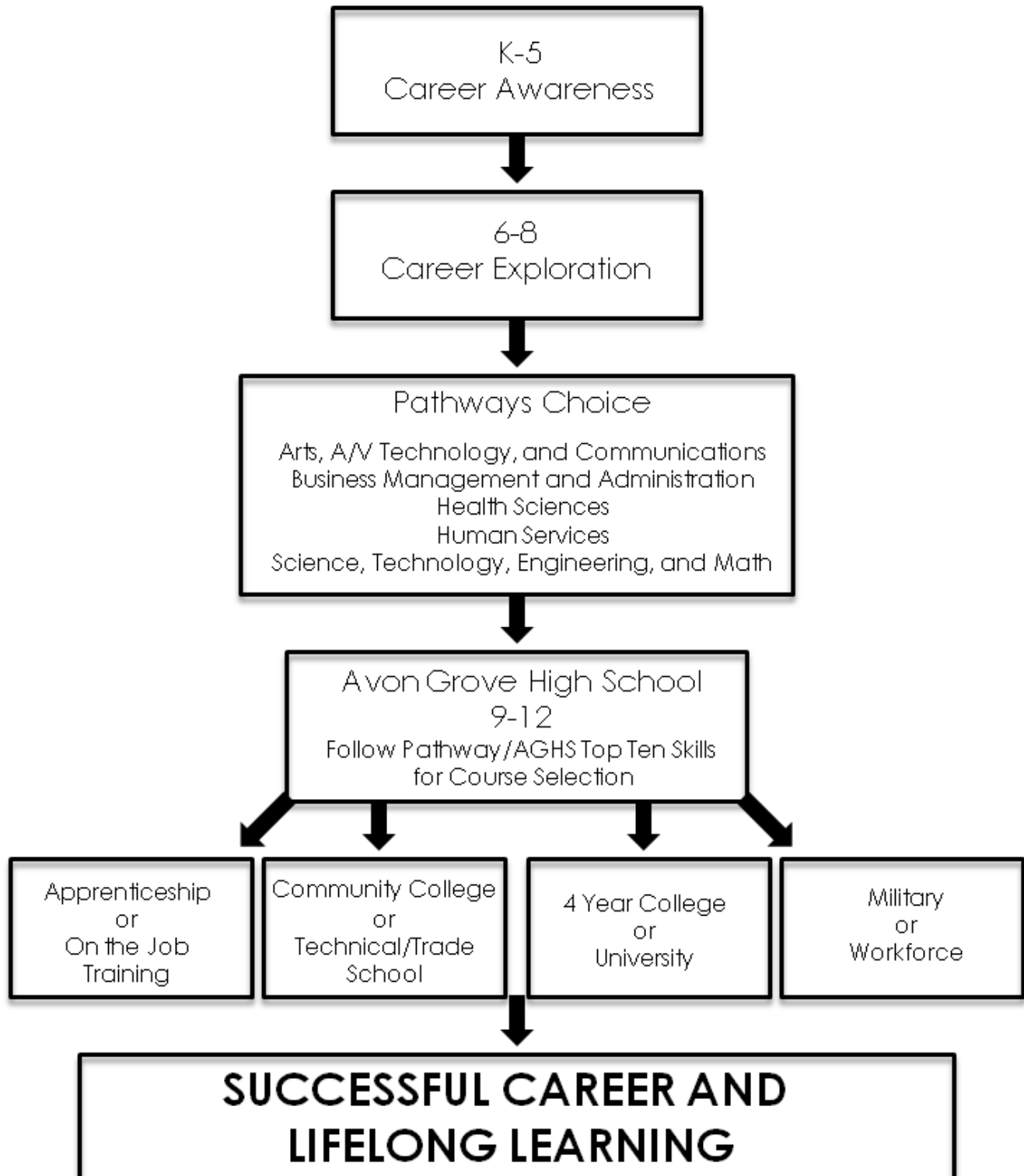
A. Good point! There are no guarantees that a student who has a career plan, chooses courses based on the AGHS Career Pathways, and then declares a major will stick to that major. However, there are “tried and proven” tools that students can use to gain a detailed assessment of their interests, values, skills and personality. These types of assessments point students toward a career (or perhaps several potential careers). The career points towards a major, which points to potential colleges for further exploration. (Adapted from a column by Tom Bottorf, Ocean City Register.)

Q. What is a more important consideration, the AGHS Top Ten Skills or the Career Pathway when students choose classes?

A. This is a tough question. The AGHS Top Ten skills are valued by employers regardless of what field or career students pursue. Courses related to the Career Pathways give students the chance to take classes that directly correspond to their area of interest. This allows them to refine their career choices based upon their ability to grasp the material and do well in the course, as well as continued interest in the subject or lack of interest. Ultimately, what students choose to take, and how to prioritize those choices, is up to them, but we want students to be able to make informed decisions about their postsecondary plans and career goals based upon self-assessment and exploration.

P.A.T.H.S. To Purpose

Avon Grove School District



THE FIVE PATHWAY OPTIONS

ARTS, A/V TECHNOLOGY, AND COMMUNICATIONS

This pathway is designed to cultivate students' awareness, interpretation, application, and production of visual, verbal, and written work.

Cluster Areas:

- Performing Arts (PA)
- Visual Arts (VA)
- Communication Arts (CA)

BUSINESS MANAGEMENT AND ADMINISTRATION

This pathway is designed to prepare students for careers in the world of business, finance, and information services.

Cluster Areas:

- Marketing, Sales, and Service (MS)
- Finance (F)
- Business Management (BM)

HEALTH SCIENCES

This pathway is designed to cultivate students' interests in the life, physical and behavioral sciences, as well as the planning, managing, and providing of therapeutic services, diagnostic services, health information, and biochemistry research development.

Cluster Areas:

- Science and Health (SH)
- Agriculture, Food, and Natural Resources (AFN)

HUMAN SERVICES

This pathway is designed to cultivate students' interests, skills, and experience for employment in careers related to family and human needs.

Cluster Areas:

- Counseling and Personal Care (CPC)
- Education (E)
- Law, Public Safety, and Government (PU)
- Hospitality and Tourism (HT)

SCIENCE, TECHNOLOGY, ENGINEERING AND MATH

This pathway is designed to cultivate students' interests, awareness, and application to areas related to technologies necessary to design, develop, install, or maintain physical systems.

Cluster Areas:

- Construction and Architecture (CAT)
- Information Technology (IT)
- Manufacturing (M)
- Engineering and Engineering Technology (ET)
- Transportation, Distribution, and Logistics (TDL)

ARTS, A/V TECHNOLOGY, AND COMMUNICATIONS PATHWAY

This pathway is designed to cultivate students' awareness, interpretation, application, and production of visual, verbal, and written work.

Pathway Cluster Area		
<i>Are you interested in . . .</i>	<i>Can you . . .</i>	<i>Do you enjoy. . .</i>
<ul style="list-style-type: none"> • News Reporting and Writing • Interviewing and Reviewing • Multi-Media Productions • Acting • Radio, TV, Film, Video • Performing in a Band/Chorus • Attending Concerts • Drawing/Painting Creative Artwork • Art History • Fashion Design • Food Presentation 	<ul style="list-style-type: none"> • Sing • Play an instrument • Be creative • Act • Articulate clearly • Write and conduct interviews • Meet deadlines • Sell • Draw, paint, design, sculpt • Tell a story • Design creative clothing • Decorate a room 	<ul style="list-style-type: none"> • Writing • Making videos • Working with film props • Seeking creative ideas • Working with sound effects • Performing in front of a live audience • Working with computers

If you answered, "yes" to most of these questions, you might consider a future in one of the sample occupations listed below based on their level of postsecondary training.

Sample Careers

♦ Performing Arts (PA) ♦ Visual Arts (VA) ♦ Communication Arts (CA)

<i>Entry (On Job Training)</i>	<i>Technical/Skilled (1-3 years)</i>	<i>Professional (4 or more years)</i>
<ul style="list-style-type: none"> • Model (PA) • Radio Operator (PA) • Stage Hand (PA) • Stunt Performer (PA) • Announcer (PA) • Dancer (PA) • Film Loader (VA) • Photographer (VA) • Floral Designer (VA) • Florist (VA) • Sound Technician (VA) • TV, Video, and Motion Picture Operator (VA) • Desktop Publisher (CA) • Circulation (CA) • Copy Person (CA) • Newsroom Worker (CA) 	<ul style="list-style-type: none"> • Actor (PA) • Book Illustrator (PA) • Choreographer (PA) • Dancer (PA) • Disc Jockey (PA) • Musician (PA) • Talent Agent (PA) • Animator (VA) • Artist (VA) • Broadcast Technician (VA) • Chef (VA) • Computer Graphic Artist (VA, PA) • Fashion Designer (VA) • Interior Designer (VA) • Make-up Artist (VA) • Pastry Chef (VA) • Photo Journalist (VA, CA) • Photographer (VA, CA) • Recording Engineer (VA) • Video Manager (VA) • Illustrator (CA) • Typographer (CA) • Web Designer (CA) 	<ul style="list-style-type: none"> • Art or Music Teacher (PA) • Cinematographer (PA) • Composer (PA) • Film Editor (PA) • Multi-Media Artist (PA) • Music Director (PA) • News Broadcaster (PA) • Producer and Director (PA) • Advertising Creator (VA) • Art Director (VA) • Curator (VA) • Fashion Designer (VA) • Interior Designer (VA) • Copy Writer (CA) • Film/Video Director (CA) • News Writer (PU) • Telecommunications (CA) • Writer (CA)

BUSINESS MANAGEMENT AND ADMINISTRATION PATHWAY

This pathway is designed to prepare students for careers in the world of business, finance, and information services.

Pathway Cluster Area		
<i>Are you interested in . . .</i>	<i>Can you . . .</i>	<i>Do you enjoy. . .</i>
<ul style="list-style-type: none"> • A Business Environment • Office Management • Sales • Computers and Technology • Presentations To Groups • Telecommunications • Advertising • Different Work Sites • Insurance • Record Keeping 	<ul style="list-style-type: none"> • Work easily with others • Organize your time efficiently • Work with statistics • Use computers and other technology • Pay attention to details • Solve problems • Work independently • Show initiative • Work on a team • Train others 	<ul style="list-style-type: none"> • Meeting with groups • Making budgets • Organizing a project • Planning an event • Working with technology • Selling products and services • Processing numbers and figures • Preparing financial reports • Following directions • Learning new software programs

If you answered, “yes” to most of these questions, you might consider a future in one of the sample occupations listed below based on their level of post-secondary training.

Sample Careers

♦ Marketing, Sales, and Service (MS) ♦ Finance (F)

♦ Business Management (BM)

<i>Entry (On Job Training)</i>	<i>Technical/Skilled (1-3 years)</i>	<i>Professional (4 or more years)</i>
<ul style="list-style-type: none"> • Customer Service Representative (MS) • Shipping and Receiving Clerk (MS) • Telemarketer (MS) • Advertising Sales Agent (MS) • Bank Teller (F) • Cashier (F) • Payroll Clerk (F) • Title Searcher (F) • Accounts Payable Office Manager (BM) • Administrative Assistant (BM) • Data Entry (BM) • Retail Sales Clerk (BM) • School Secretary (BM) • Account Executive (BM) 	<ul style="list-style-type: none"> • Computer Salesperson (MS) • Graphic Designer (MS) • Retail Tech (MS) • Bank Collection Officer (F) • Claims Adjuster (F) • Legal Secretary (F) • Tax Preparer (F) • Paralegal (F) • Desktop Publisher (MS) • Medical Secretary (BM) • Real Estate Agent (BM, MS) • Restaurant Manager (BM, MS) • Sales Representative (BM, MS) 	<ul style="list-style-type: none"> • Marketing Manager (MS) • Advertising Sales Executive (MS) • Certified Public Accountant (F) • Economist (F) • Financial Manager (F) • Securities Sales Rep. (F) • Hospital Administrator (BM) • Human Resources Manager (BM) • Chief Executive Officer (BM) • Manufacturing Sales Representative (BM, MS) • Business Analyst (BM) • Project Manager (BM) • Sports and Entertainment Agent (BM)

HEALTH SCIENCES PATHWAY

This pathway is designed to cultivate students' interests in life, physical, and behavioral sciences, as well as the planning, managing, and providing of therapeutic services, diagnostic services, health information, and biochemistry research and development.

Pathway Cluster Area		
Are you interested in . . .	Can you . . .	Do you enjoy. . .
<ul style="list-style-type: none"> • Health Care Environment • Science and Medicine • Medical Research • Food Production • Environment & Conservation • Pharmacy • Physical Therapy • Sports/Fitness • Information Systems • Conservation • Radiology • Horticulture • Animal Science 	<ul style="list-style-type: none"> • Pay attention to detail • Use a computer and technology • Work in a lab setting or medical facility • Apply a scientific theory to real life problems • Work outdoors around animals and plants • Collect and analyze data from experiments • Work with people in need • Work with science and math theories 	<ul style="list-style-type: none"> • Diagnosing and caring for sick animals • Work outdoors with wildlife • Solving problems • Working on cutting edge scientific research • Working on a team • Medical lab research • Making a contribution to society • Working with numbers • Developing conclusions from a database

If you answered, “yes” to most of these questions, you might consider a future in one of the sample occupations listed below based on their level of post-secondary training.

Sample Careers

♦ Science and Health (SH) ♦ Agriculture, Food, and Natural Resources (AFN)

Entry (On Job Training)	Technical/Skilled (1-3 years)	Professional (4 or more years)
<ul style="list-style-type: none"> • Animal Caretaker (AFN) • Breeder (AFN) • Extension Service Worker (AFN) • Food Conservation Worker (AFN) • Wildlife Reserve Worker (AFN) • Dialysis Technician (SH) • EEG Technician (SH) • Home Health Aide (SH) • Hospital Worker (SH) • Nurse's Aide, Orderlies (SH) • Patient Care Technician (SH) • Pharmacy Technicians (SH) • Physical Therapy Aide (SH) 	<ul style="list-style-type: none"> • Fish & Game Worker (AFN) • Forest Conservationist (AFN) • GPS Technician (AFN) • Surveyor (AFN) • Veterinary Technician (AFN) • Certified Nursing Assistant (HS) • Dental Lab Technician (SH, STM) • Dental Hygienist (SH) • Emergency Medical Tech (SH) • Licensed Practical Nurse (SH) • Medical Lab Technician (SH) • Personal Trainer (SH) • Radiological Technician (SH) • Respiratory Therapist (SH) 	<ul style="list-style-type: none"> • Agronomist (AFN) • Geologist (AFN) • Marine Biologist (AFN) • Soil Conservationist (AFN) • Veterinarian (AFN) • Athletic Trainer (SH) • Speech/Language Pathologist (SH) • Dietitian (SH) • Physician Assistant (SH) • Medical Examiner (SH) • Pharmacist (SH) • Physician (SH) • Physical Therapist (SH) • Registered Nurse (SH)

HUMAN SERVICES PATHWAY

This pathway is designed to cultivate students' interests, skills, and experience for employment in careers related to family and human needs.

Pathway Cluster Area		
<i>Are you interested in . . .</i>	<i>Can you . . .</i>	<i>Do you enjoy . . .</i>
<ul style="list-style-type: none"> Working with People Owning Your Own Business Aging Adults Child Development Family and Social Services Food Preparation Teaching Counseling 	<ul style="list-style-type: none"> Organize well Plan and direct programs Be creative Communicate well Assume leadership Work with a team Use inter-personal skills Be conscientious and dependable Plan budgets 	<ul style="list-style-type: none"> Communication services Helping and protecting others Working with people Counseling and advising people Serving others' needs Interviewing people Selling products or services Handling customer complaints Searching for answers to human problems

If you answered, “yes” to most of these questions, you might consider a future in one of the sample occupations listed below based on their level of postsecondary training.

Sample Careers

♦ Counseling, Personal Care (CPC) ♦ Education (E)

♦ Law, Public Safety, Government (LPG) ♦ Hospitality and Tourism (HT)

<i>Entry (On Job Training)</i>	<i>Technical/Skilled (1-3 years)</i>	<i>Professional (4 or more years)</i>
<ul style="list-style-type: none"> Child Care Worker (CPC) Cosmetics Representative (CPC) Dry Cleaning Operator (CPC) Home Health Aide (CPC) Home Care Aide (CPC) Library Assistant (E) Teacher's Assistant (E) Armed Services Career (LPG) Bailiff (LPG) Postal Services Worker (LPG) Security Guard (LPG) Utility Worker (LPG) Aerobics Instructor (HT) Travel Agent (HT) Waitress (HT) Baker (HT) 	<ul style="list-style-type: none"> Barber (CPC) Cosmetologist (CPC) Fashion Designer (CPC) Manicurist (CPC) Massage Therapist (CPC) Mortician (CPC) Truck Driver (CPC) Personal Trainer (CPC) Teacher's Aide (E) Armed Services (LPG) Crime Lab Technician (LPG) Fire Fighter (LPG) Postmaster (LPG) Bartender (HT) Chauffer (HT) Flight Attendant (HT) Meat Cutter (HT) Chef (HT) 	<ul style="list-style-type: none"> Funeral Director (CPC) Marriage and Family Therapist (CPC) Mental Health Counselor (CPC) College Professor (E) Principal (E) Teacher (E) City Manager (LPG) Criminologist (LPG) FBI Agent (LPG) Lawyer (LPG) Parole Officer (LPG) Park Ranger (LPG) Workforce Director (LPG) Art Historian (HT) Athletic Agent (HT) Executive Chef (HT) Family Planner (HT) Food Service Manager (HT) Hotel/Motel Management (HT)

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH PATHWAY

This pathway is designed to cultivate students' interests, awareness, and application to areas related to technologies necessary to design, develop, install, or maintain physical systems.

Pathway Cluster Area		
Are you interested in . . .	Can you . . .	Do you enjoy. . .
<ul style="list-style-type: none"> • Building and construction • Tools, Equipment, and Materials Woodworking • Math and Science classes • Fitness and Sports • Precision Work • Design and Architecture • Engineering • Computer Technology • Production Management • How Things Work 	<ul style="list-style-type: none"> • Apply science and math to real world • Read and understand directions • Solve problems of a complex nature • Understand directives and read maps • Organize reports and people • See a task through to completion • Use a computer 	<ul style="list-style-type: none"> • Travel • Working with your hands • Designing/working with projects, models, and prototypes • Working a lab setting • Working on a team • Building with your hands • Operating tools and equipment • Paying close attention to detail

If you answered, “yes” to most of these questions, you might consider a future in one of the sample occupations listed below based on their level of post-secondary training.

Sample Careers

♦ Construction and Architecture (CAT) ♦ Information Technology (IT) ♦ Manufacturing (M) ♦ Engineering and Engineering Technology (ET) ♦ Transportation, Distribution, and Logistics (TDL)

Entry (On Job Training)	Technical/Skilled (1-3 years)	Professional (4 or more years)
<ul style="list-style-type: none"> • Carpet Installer (CAT) • Drywall Worker (CAT) • Roofer (CAT) • Machine Operator (M) • Industrial Machine Mechanic (M) • Baggage Handler (TDL) • Dockworker (TDL) • Freight Handler (TDL) • Laborer (CAT, M, TDL) • Warehouse Worker (CAT, M, TDL) • Computer Operator (IT) <p>Apprenticeships</p> <ul style="list-style-type: none"> • Brick Mason (CAT) • Carpenter (CAT) • Electrician (CAT) • HVAC (CAT) • Plumber (CAT) • Machinist (M) • Surveyor (TDL, ET) • Diesel Mechanic (TDL) 	<ul style="list-style-type: none"> • Grader and Dozer Operator (CAT) • Computer Support Specialist (IT) • Computer Programmer (IT) • Production Support Analyst (IT) • Software Engineer (IT) • Electric Technician (M) • Metal Engineering Technician (M) • Supervisor (M) • Welder (M) • Civil Engineering Technician (ET) • Robotics Technician (ET) • CAD/CAM Technician (M, ET) • Laser Technicians (M, ET) • Auto Mechanic (TDL) • Air Traffic Controller (TDL) • Auto Body Repair (TDL) • Bus Driver (TDL) • Diesel Mechanic (TDL) • Dispatch (TDL) • Motorcycle Mechanic (TDL) • Truck Driver (TDL) • Production and Operating Workers (TDL) 	<ul style="list-style-type: none"> • Construction Manager (CAT) • Cost Estimators (CAT) • Industrial Production Manager (M) • Astronaut (ET) • Nuclear Engineer (ET) • Petroleum Engineer (ET) • NASA Scientist (ET) • Chemical Engineer (ET) • Computer Network Engineering (ET) • Technical Writer (ET) • Architect (ET, CAT) • Civil Engineering (ET, CAT) • Industrial Engineer (ET, M) • Mechanical Engineering (ET, M) • Aeronautical Engineer (ET, TDL) • Aerospace Engineer (ET, TDL) • Airline Pilot (ET, TDL) • E-Commerce Analyst (IT) • Systems Software Engineer (IT) • Systems Analyst (IT)

Career Pathway Highlight Initiative

The Avon Grove High School Career Pathway Initiative is an excellent opportunity for students (Grades 9-12) to gain valuable knowledge about future career areas of interest within their selected pathway. Students will be provided an opportunity to shape their career goals and explore different career paths.

Members of the local/ regional business community will be invited to share their expertise through interactions with students in order to enhance the development of the career decision making experience. Classroom presentations, informational interviews with professionals, Q & A sessions, and exploratory discussions will constitute this experiential initiative.

Career Pathway Presentation Reflection

Date of Visit: _____ Presenter Name/Job Title: _____

Company: _____ Contact Information (email): _____

Career Description:

Daily duties/responsibilities:

Job atmosphere:

Skills needed:

Type of post-secondary education needed:

Recommended courses to take in high school:

Notes:

After this presentation, am I still interested in this career? If so, what next?

Follow-up with career counselor for potential job-shadowing opportunities.

* Please feel free to reproduce for future Career Pathway Presentations*

Career Pathway Course Planning Worksheet

Career Pathway	Career Cluster	Courses I am Considering...
Arts, A/V Technology, and Communications	Performing Arts	
	Visual Arts	
	Communication Arts	
Business Management and Administration	Marketing, Sales, and Service	
	Finance	
	Business Management	
Health Sciences	Science and Health	
	Agriculture, Food, and Natural Resources	
Human Services	Counseling and Personal Care	
	Education	
	Law, Public Safety, and Government	
	Hospitality	
Science, Technology, Engineering, and Math	Construction and Architecture	
	Information Technology	
	Manufacturing	
	Engineering and Engineering Technology	
	Transportation, Distribution, and Logistics	

RESOURCE LIST

Self-Assessment/Career Information

- ✓ www.careercruising.com
- ✓ www.educationplanner.org (career cluster activity, which careers match your skills)
- ✓ www.mynextmove.org (interest profiler) - site links to onetonline.org
- ✓ www.pacareerzone.org (self-assessments)
- ✓ www.roguecc.edu/counseling/hollandcodes (personality)
- ✓ www.bls.gov (research careers and current labor trends)
- ✓ www.search-institute.org

College Search/Admissions Criteria

- ✓ www.act.org
- ✓ www.collegeboard.org (educationplanner.org links to this site for the college search)
- ✓ www.collegconfidential.com
- ✓ www.fiskeguide.com ("Sizing Yourself Up" survey)
- ✓ www.petersons.com
- ✓ Individual school sites
- ✓ www.collegeresults.org (look up retention rates for colleges)
- ✓ www.bestcollegefit.com
- ✓ www.usnews.com (college information and labor trends)
- ✓ www.forbes.com (college information and labor trends)
- ✓ www.kiplinger.com (college information)

Test Registration/Prep

- ✓ www.act.org
- ✓ www.collegeboard.org
both sites have prep-question of the day, practice tests, etc.

Financial Aid/Scholarship Information

- ✓ www.fafsa.gov
- ✓ www.fastweb.com (scholarships)
- ✓ www.finaid.org
- ✓ www.pheaa.org
- ✓ www.scholarships.com

NCAA Clearinghouse

- ✓ www.ncaa.org (avongrove.org links to this site)

Colleges for Students with Learning Disabilities

- ✓ www.college-scholarships.com/learning_disabilities (list of schools and you can click on the school to get information about the programs; easy to use)
- ✓ www.going-to-college.org

CAREER CRUISING

What is Career Cruising?

Avon Grove School District is utilizing this K-12 Internet-based career exploration and planning tool to help our students explore career and college options and develop a career plan. Career Cruising can be accessed from school, from home, or wherever you have access to the Internet.

Web Address: www.careercruising.com

Features of the program include:

Assessments - Tools to help students identify career interests, skills, abilities, and learning styles.

Career Profiles - Thorough and up-to-date information about hundreds of different occupations, including direct links between careers and related college programs.

Multimedia Interviews - Interviews with real people in each occupation, which add depth and realism to career profiles.

College and Financial Aid Information - Comprehensive college and financial aid information, with a number of useful search tools to help find the right college and the right scholarships.

Employment Guide - Advice for all stages of the job search process, including developing a job search plan, networking, writing resumes and cover letters, preparing for interviews, and adjusting to a new job.

My Plan - An online portfolio where you can develop and reflect on academic, personal, and career exploration activities, and make plans for the future.

Resume Builder - Integrated with the My Plan tool to help create, format, and print professional-looking resumes quickly and easily.

Parent Portal - Allows parents to view the information their child has stored in his or her Plan, learn more about the careers and schools that their child is interested in, and communicate with their child's guidance counselor.

Recommendations for Career Cruising Use by Grade Level

- See "Suggested List of Post-Secondary Planning Activities" on page 26

Suggested List of Post-Secondary Planning Activities

Freshman Year

- ☐ Log onto the Career Cruising website
 - ☐ Review the Matchmaker and My Skills results from 8th grade
 - ☐ Review the Learning Styles Inventory results from 8th grade
- ☐ Attend the TCHS informational assembly
- ☐ Attend the TCHS field trip
- ☐ Apply to TCHS (online application, Career Scope testing, 2 teacher recommendations)
- ☐ After reviewing the PATHS to Purpose Curriculum Guide, pick your Pathway and Cluster
- ☐ After reviewing the PATHS to Purpose Curriculum Guide, identify what skills you are strongest in and which you could improve upon

Sophomore Year

- ☐ Take the PSAT, which is offered during the school day at Avon Grove High School
- ☐ Attend PSAT/AP Potential Night
- ☐ Start researching potential careers and what type of post-secondary education is necessary to obtain a job in this field (using Career Cruising and other resources)

Junior Year

- ☐ Attend Junior Family Night Part I
- ☐ Choose an intended career path and post-secondary major
- ☐ Utilize Career Cruising to compare post-secondary academic institutions
- ☐ Register for the SAT/ACT and take at least two of these college entrance exams
- ☐ Attend three post-secondary school visitations taking place at Avon Grove High School
- ☐ Attend information sessions on Allied Health and Teacher Academy programs and apply
- ☐ Attend information session on Dual Enrollment and apply
- ☐ Attend Junior Family Night Part II
- ☐ Complete a Brag Sheet and ask at least two teachers for letters of recommendations
- ☐ Register for the NCAA Eligibility Center and send an official transcript
- ☐ Visit post-secondary schools of interest
- ☐ Meet with representatives from the military (Branch: _____)
- ☐ Complete a resume on Career Cruising

Senior Year

- ☐ Attend College Application Night
- ☐ Work with English/Resource teacher to write and edit your college essay
- ☐ Complete applications for post-secondary schools and complete Transcript Request Forms
- ☐ Take the Armed Services Vocational Aptitude Test (ASVAB)
- ☐ Complete the FAFSA after January 1st
- ☐ Research and apply for scholarships

Miscellaneous (can be completed at any time)

- ☐ Attend a Career Pathway Initiative presentation
- ☐ Participate in a Job Shadowing experience
- ☐ Complete your graduation project
- ☐ Use the worksheets in the PATHS to Purpose curriculum guide to help guide your course selection, and allow you to develop skills, explore pathways, and choose a career path

P.A.T.H.S. to Purpose: Tying It All Together

"If you follow your bliss, you put yourself on a kind of track, which has been there all the while waiting for you, and the life that you ought to be living is the one you are living."

- Joseph Campbell

SPARKS, SKILLS, PURPOSE, AND PATHWAYS: POSITIONING YOURSELF FOR SUCCESS

"We can offer them possibilities that fire their imaginations, guidance that encourages their highest aspirations, support that helps them realize their aspirations, and a cultural climate that inspires rather than demoralizes them." - William Damon, The Paths to Purpose

This section of the curriculum planning guide provides descriptions for each course offered to our Avon Grove High School students. It is a resource to assist students, families, and educators as they develop an academic plan to align a student's spark, interests, abilities, skills set, and career goals. The courses that a student selects will have an impact on post-secondary planning and future opportunities, so we encourage our students and families to read this guide carefully and to work together with our teachers, counselors, and administrators to develop the best possible plan.

In this guide, we talk about the concept of "spark," and how finding opportunities to feed and support student sparks can help them to develop a sense of purpose, a sense of identity, and a sense of how their skills and talents fit into the world around them. We also note that a spark is not necessarily a career path. Many of our students choose to take an extremely challenging course load. If they are a future physician and their spark is music, for example, they can take Guitar as a way to incorporate their passion into an otherwise demanding school day even though the class does not directly connect to a future career goal.

We also talk about our Avon Grove Top Ten, the skills that are highly valued by future employers, that we build and enhance through our courses here at the high school. We provide a section that gives students questions to think about and ways to build these important skills. In each course description, you will see that the top three skills that you can practice in a particular class are identified so that you can choose accordingly. For example, if you want to improve your speaking, writing, as well as time management skills, you may want to consider taking Business Communication and Ethics.

In another section of our course selection guide we talk about our five Career Pathways, another possibility to consider when you are choosing your courses. We offer you tools and resources to help select future career choices, and in this guide, we also designate suggested courses that connect to each pathway. For example, if you are considering a career in Engineering, you may want to take a course such as Engineering Visual Communications.

There are many factors that play a part in your course selection. So how do you prioritize those factors, and how do they connect? Is it more important for you to explore your pathway or build a certain set of skills? Your course selection may reflect your pathway of interest, skills you are looking to hone, or a combination of both. Either way, this process allows you to think about your purpose, and the reason "why" you select specific courses. Let's consider our first example, the future physician who wants to take Guitar. We want to offer an opportunity to nurture the music spark, especially since we know that our students with the most academically challenging schedules typically experience high levels of stress associated with the always constant demands. That course may be the one "breather" of their day. In that Guitar class, the student will build skills such as problem-solving, attention to detail, and initiative.

This student will likely take courses to support his/her career path, which are suggested for that particular Career Pathway (Health Sciences), for example, Anatomy and Physiology, and may consider programs such as Allied Health, which is directly related to his/her future goals.

We have provided planning sheets that prompt students to pick classes that relate to the skills they want to build, as well as the Career Pathway they want to pursue. If there are classes that appear on both

planning sheets, that is a strong indicator that those courses should be a priority when students make their choices. We view course selection as a meaningful process and students should use this guide as a way to make the connection between their courses here at Avon Grove High School and their post-secondary goals.

Marketing Yourself

There is competition every step of the way, whether it is for a spot in a post-secondary program, or to obtain employment in your field of choice. How can you stand out from the crowd to gain admission/get the job? You have one chance to make a first impression, and often it is on paper rather than in person, in the form of a high school record, known as a transcript or a resume. Every class that you take and the final grade in that course is recorded on your transcript, as is your GPA and class rank. A future admissions counselor or potential employer can tell at a glance what you have to offer, and they can also discern a plan from the choices you made compared to the position that you seek. For example, typically schools will not admit a candidate to an Engineering program who has not taken at least one Physics course in high school. Conversely, the student who has taken multiple technology courses and is applying for a job in that field demonstrates an ability to connect coursework to a future path and at least base-level knowledge in that area.

Earlier in this guide, you learned about the Avon Grove High School Top Ten Skills, which were created from research on what employers were looking for in the successful candidate. You also learned how you can choose classes to help you build/maintain these skills. In addition, participating in the many activities and opportunities that we have to offer, such as shadowing, volunteering, and job experiences, may also help you to stand out amongst other candidates. Use the following questions to assess your progress towards your plan, as well as your marketability.

Marketing Yourself: Summary Worksheet

What is my “spark?”

What is my chosen Career Pathway and Career Cluster? What courses am I taking, or will I take, to support this choice?

What *skills* do I want or need to build? What courses am I taking (or will take) to strengthen my skills?

What other activities have I been involved in or plan to be involved in that will help build my resume?

What does my high school transcript say about me? Would I admit/hire someone with my transcript?

What do my grades say about me?

What is my post-secondary career goal?

What is my *plan* for achieving my post-secondary career goal?

Top Ten Skills Courses	Career Pathway/Career Cluster Courses	Do any courses appear in both columns? If so, please list them below:

GUIDANCE & COUNSELING DEPARTMENT

Counselors: Duane Carroll, C. J. Hoffman, Jennifer Lubins, Elaine Markowitz, Scott Searfoss, Danielle Yucis

AVON GROVE SCHOOL COUNSELOR'S MISSION STATEMENT

Our mission is to support our students as they follow the path to find their purpose and find their place in the world. We aim to offer the preparation necessary for the real world of employment and adulthood, and help students stay optimistic and have a positive attitude towards their present and future. We want to instill and model the traits that will strengthen their character, nurture lifelong good habits, and build and enhance the skills necessary to lead happy and fulfilled lives.

THE ROLE OF THE SCHOOL COUNSELOR

Guidance counselors are responsible for a multitude of tasks. We strive to help our students connect education to real world skills and personal qualities that will serve them well in their post-secondary path and daily lives. We seek to nurture the spark that students identify during the course of their K-12 academic career, and to help them find ways to incorporate that spark into their future plans. We work with the entire Avon Grove High School community, including representatives from local agencies, colleges and businesses, as well as administrators, faculty, students, and families, to accomplish these tasks.

In accordance with the American School Counselor Association National Standards for Students, we offer a variety of services and support for a full range of developmental needs, including personal/social, post-secondary education planning and career development, and academic issues. The key components of our services include individual and small group counseling, classroom presentations, and evening presentations for students and families. We also provide consultation services to families and faculty. This consultation is done to empower these groups as they help the student.

SCHOOL BASED COUNSELING RESOURCES

Academic Services	Personal/Social Services	Career Development Services
Facilitate course selection process and scheduling of courses via classroom presentations and Power School	Serve as members of the Student Support Team	Provide resources and tools to help students identify career choices based on a combination of factors, including interests, abilities and personality types
Serve as members of the Multi-tiered System of Support Team	Conduct individual and group counseling with students	Educate student about the many ways to link course offerings to future goals and career choices
Evening Events: College Application Night, Junior Family Night Parts 1 and 2, PSAT/AP Potential Night, Financial Aid Night	Provide crisis counseling and make referrals to the appropriate programs and agencies	Help students identify the skills necessary for employment and providing opportunities to build those skills
Familiarize students with other academic opportunities such as: Advanced Placement Courses, Teacher Assistant, Dual Enrollment at Delaware County Community College	Support students as they identify and investigate their spark	Familiarize students with opportunities that relate to future career plans such as: TCHS, Allied Health, Teacher Academy, CDO (School-to-Work), Job Shadowing, Career Pathway Highlight Initiative
Coordinate the application process for post-secondary education and scholarships		

P.A.T.H.S. to Purpose: Academic Information and Course Offerings

“Learning is not attained by chance; it must be sought for with ardor and attended to with diligence.”

— Abigail Adams

Academic, Course Selection, and Promotion/Graduation Guidelines

CREDIT REQUIREMENTS FOR GRADUATION

A minimum of twenty-five (25) credits shall be required for graduation. The graduation requirements listed below are minimums. Students should continue to take the most challenging courses available to them. For students in the graduating classes of 2017 and beyond, proficiency in Keystone Algebra, Biology and Literature is also required for graduation. The following credits are required in specific disciplines:

Course Title	Units of Credit	Grade 9	Grade 10	Grade 11	Grade 12
English	4.0	X	X	X	X
Mathematics	4.0	X	X	X	X
Science	3.0	X	X	X	
Social Studies	3.0	X	X	X	
Health	0.5		X		
Physical Education	2.0	X	X	X	X
Career Choices / Enrichment Electives	8.5				
Total Credit Requirement	25.0				
GRADUATION PROJECT: One graduation project is to be completed sometime during grades 9-12					

PROMOTION REQUIREMENTS

Promotion Requirements for 9th graders to become 10th graders:

Must earn 6 credits

Promotion Requirements for 10th graders to become 11th graders:

Must earn 12 credits

Promotion Requirements for 11th graders to become 12th graders:

Must earn 18 credits

PA KEYSTONE EXAMS

The Keystone Exams are end-of-course assessments designed to evaluate proficiency in academic content. Beginning with the class of 2019, students must demonstrate proficiency on the Algebra I, Literature, and Biology Keystone Exams to graduate. Students will be offered multiple opportunities to take the Keystone Exams during their high school career.

All students must participate in the Algebra I, Literature, and Biology Keystone Exams once they complete the corresponding course.

ADVANCED PLACEMENT/HONORS WEIGHTING EXPLANATION

Advanced Placement courses are weighted an additional 1.0 quality point. For example, an A+ earned by a student in an AP course would be calculated into the grade point average as a 5.5 instead of the 4.5 earned in an unweighted course. Honors courses are weighted an additional .5 quality point. For example, an A+ earned by a student in an honors course would be calculated into the grade point average as 5.0 instead of the 4.5 earned in an unweighted course.

All weighted courses are marked with an * in the course description pages.

GRADUATION PROJECT

In order to graduate from the Avon Grove High School, a student must complete a project in one or more areas of concentrated study under the guidance and direction of the high school faculty or a preapproved mentor from outside the school who will work with a member of the faculty. The purpose of the project, which will include research, writing, technology, or some other appropriate form of demonstration, is to assure that the student is able to apply, analyze, synthesize, and evaluate information, and then communicate significant knowledge and understanding of the subject. Graduation Project books and registration materials are available in the Guidance Office.

COURSE SELECTION PROCESS

The course selection process begins in February. Students have the opportunity to review and change courses during the course selection verification process in the spring and finalize changes before the summer break. Students and families are encouraged to give serious consideration to their course choices and to use the Career Pathways section of the course selection book to help with the decision-making process. **ALL STUDENTS MUST BE SCHEDULED FOR A MINIMUM OF 7 CREDITS.**

If a parent/guardian disagrees with a recommended course, he or she should contact the recommending teacher to discuss the reasons for the recommendation. Parents/guardians may further address recommended courses with their child's guidance counselor.

Students are provided with a wealth of information to help them select courses. The Guidance Department will conduct presentations to all students in grades 9-11 to help them understand the importance of the course selection process and to educate them about Career Pathways, a framework to assist them in choosing courses.

The Guidance Department does course selection verifications with all students in grades 9-11 throughout the spring. The goals of the verification process are to ensure that data has been entered correctly and to offer students an opportunity to change course choices prior to the end of the school year. Thus, since students receive multiple opportunities to discuss and review their course selection, **the**

last day of school in the year in which course selection takes place is the final date courses can be changed. After that date, courses can only be changed under the following circumstances:

- Computer/data entry error
- Prerequisite for the course not met/course failure

COURSE CHANGE POLICIES

No lunch, teacher, or study hall changes will be allowed. If a student needs to change a lunch due to a medical issue, documentation must be provided, and the family must keep in mind that the change may affect (elective) courses because of the design of the master schedule.

EXPECTATIONS FOR EXTERNAL CREDIT APPROVAL

Current Avon Grove High School students may request approval to have courses that are taken at outside institutions count for original credit at Avon Grove High School (AGHS) and appear on the AGHS transcript. To qualify for this option, the requesting student must:

- be a currently enrolled student in the Avon Grove School District and have completed grade 8 with a recommendation for promotion to grade 9,
- request approval for the specific course prior to enrollment in the course,
- receive approval of the course and its equivalent from AGHS,
- pay for the desired course (if necessary),
- not expect the course to be part of the AGSD offer of FAPE (Free and Appropriate Public Education) for a student identified with a disability, nor consider approval of the request to be such, and
- Provide all grade requirements and documentation to AGHS within sixty (60) days of completion of the course.
- Courses must be completed by June 1st of the graduating year
- Only final grades will be incorporated onto a transcript; grades during a marking period will not be listed on the report card
- Families should check with NCAA for any academic requirements that may be needed for student athletes.

Course requests for specific courses that are required for graduation and include a Pennsylvania Keystone Exam will not be accepted. For the classes of 2017 and beyond, this includes Algebra I, Biology, and English (unless approved by administration).

Courses taken at outside institutions that are classified as Advanced Placement will be weighted as defined in the course description handbook. All other courses will receive no weighting in the calculation of grade point average (GPA) or class rank.

NCAA ELIGIBILITY

Divisions I and II Initial-Eligibility Requirements

Core Courses

- NCAA Divisions I and II require 16 core courses. See the charts below.
- Beginning August 1, 2016, NCAA Division I will require 10 core courses to be completed prior to the seventh semester (seven of the 10 must be a combination of English, math, or natural or physical science that meet the distribution requirements below). These 10 courses become "locked in" at the start of the seventh semester and cannot be retaken for grade improvement.
 - Beginning August 1, 2016, it will be possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to compete.

Grade-Point Average

- Be sure to look at your high school's list of NCAA courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's list of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- Division I students enrolling full time before August 1, 2016, should use Sliding Scale A to determine eligibility to receive athletics aid, practice and competition during the first year.
- Division I GPA required to receive athletics aid and practices on or after August 1, 2016, is 2.000-2.299 (corresponding test-score requirements are listed on Sliding Scale B on the NCAA or AGHS websites).
- Division I GPA required to be eligible for competition on or after August 1, 2016, is 2.300 (corresponding test-score requirements are listed on Sliding Scale B on the NCAA or AGHS websites).
- The Division II core GPA requirement is a minimum of 2.000.
- Remember, the NCAA GPA is calculated using NCAA core courses only.

<p style="text-align: center;">DIVISION I Core-Course Requirement (16)</p> <ul style="list-style-type: none"> 4 years of English 3 years of math (Algebra I or higher) 2 years of natural/physical science (1 year of lab if) 1 year of additional English, math or natural/physical science 2 years of social science 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy) 	<p style="text-align: center;">DIVISION I - 2016 Qualifier Requirements <small>*Athletics aid, practice, and competition</small></p> <ul style="list-style-type: none"> • 16 core courses <ul style="list-style-type: none"> ◦ Ten (10) core courses completed before the start of seventh semester. Seven (7) of the 10 must be in English, math or natural/physical science. <ul style="list-style-type: none"> ▪ "Locked in" for core-course GPA calculation. • Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2300) on Sliding Scale B (see page 2). • Graduate from high school 	<p style="text-align: center;">DIVISION I - 2016 Academic Redshirt Requirements <small>*Athletics aid and practice (no competition)</small></p> <ul style="list-style-type: none"> • 16 core courses <ul style="list-style-type: none"> ◦ No grades/credits "locked in" (repeated courses after the seventh semester begins may be used for initial eligibility). • Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2000) on Sliding Scale B (see page 2). • Graduate from high school
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Students interested in pursuing NCAA Eligibility must meet with their counselors to ensure that NCAA-approved core courses are being chosen.

CAREER & TECHNICAL EDUCATION

Avon Grove High School partners with Chester County Technical College High School (TCHS) at Pennock's Bridge in Jennersville to provide a rigorous and Career & Technical Education (CTE) TCHS offers students a chance to acquire the knowledge and skills necessary to enter the work force immediately upon graduation or as preparation for postsecondary vocational or technical training. Today more than ever, students are realizing they must learn a vocation and have a marketable skill to earn a living. Increased automation and modern technology are creating a need for a different kind of employment – one involving greater and more specialized skills.

The goal of a Career & Technical Education program is to meet both the students' educational and vocational needs. In order to meet that goal, CTE schools constantly strive to:

- prepare students with the skills and knowledge necessary for employment
- offer a curriculum with the flexibility necessary to keep pace with the changing employment standards and needs
- provide a program promoting an understanding of the important relationship between employer and employee
- help develop the self-discipline necessary to work efficiently and in cooperation with others
- encourage the development of desirable attitudes and work habits, which are needed in today's world of work

TCHS courses are individually designed using a competency-based curriculum reflecting the student's particular skill level. This allows students to proceed at their own rates, concentrating on areas they need to strengthen. The shop experience at TCHS is coordinated with AGHS to allow half-day attendance at each school. Transportation is provided between the two sites. The courses are designed to help students prepare for their career of choice. The competency-based programs allow open-entry and open-exit by students. Upon graduation, students will be provided a profile of competencies mastered. In addition, each student meeting the expected standards of performance and attendance will graduate with a "warranty" of his/her performance capabilities. If an employer is dissatisfied with the performance of a TCHS graduate, the graduate may return for additional training at no cost to the employer or the employee.

TO APPLY: Go to www.tchspennocks.org. See "Site Shortcuts" on the left. Click "Apply online!" If you have any questions on admissions criteria, how to apply, or programs offered, please contact Jennifer Chicosky, Admissions Specialist, at admissions@cciu.org or 484-237-5325. Applicants must be at least 14 years of age and entering the tenth grade or higher. Selection is based on aptitude, attitude, attendance, past achievements, readiness for entry into the desired program, and course availability. Emphasis is given to potential for achievement, interest, motivation, and likelihood of success in the student's chosen area of study.

TCHS course offerings can be found at:

<http://www.cciu.org/site/Default.aspx?PageType=1&SiteID=199&ChannelID=206&DirectoryType=6>

DUAL ENROLLMENT

Dual Enrollment allows high school students to obtain college credits that may be transferable to both two- and four-year schools. Dual enrollment makes it possible for graduating seniors to have advanced standing when entering college. Typically students enroll for both fall and spring semesters during their senior year. Students may substitute core courses at Avon Grove High School by taking an approved core course at DCCC (Delaware County Community College's Pennock's Bridge Campus, located in Jennersville, PA). For instance, a student signed up for English at DCCC would not have to also take English at AGHS. The Guidance Office has a packet that must be completed and signed off by the student and a parent to be considered. Each student must be granted approval to participate in this program and must qualify to be recommended to DCCC by the principal.

Once students are recommended, they will be contacted by an admissions counselor at DCCC to schedule placement testing. After testing has taken place, the admissions counselor will let the student know what classes they are eligible to take at DCCC. The guidance department cannot guarantee that all classes the student needs will be offered at times that allow for dual enrollment.

JOB SHADOWING

The Avon Grove Job Shadowing Experience immerses students into the world of work, where they can acquire first hand information about job skills and careers. In students being able to experience the workplace, realistic and tangible career options come alive for them. Job Shadowing involves student visits to a variety of career areas of interest during which time they can observe and ask questions of their Shadowing hosts. This structured worksite experience provides students with a preview of the "Real" world of work and the range of career opportunities available to them.

AGHS Job Shadowing Experience student benefits:

- Provides an up close look at workplaces and careers
- Demonstrates the link between education and future career success
- Provides important information to shape future career decision making
- Creates new networking opportunities for future career planning
- Assists in developing a Career Action Plan for Post Secondary goals
- Introduces students to the requirements of professions and industries to help them prepare to join the workforce of the 21st century.

Avon Grove High School Students will meet with the Career Counselor to discuss interest and participation in a Job Shadowing experience. Students who participate in a Job Shadowing experience will be excused from school (on the day (s) of the experience) but will still be expected to make up all required assignments, quizzes, projects, and tests during this time.

SCHOOL-TO-WORK PROGRAM

This program provides students the opportunity to gain valuable work experience under the supervision of a teacher/ coordinator as well as a business/ employer. It introduces the student to the world of work in a potential career interest area. The students will spend part of the normal day in school and part of the day at an approved training location where they are paid the prevailing wage and are expected to carry out the responsibilities within the scope of their employment. The student will be supervised by the Career Counselor/ Coordinator at Avon Grove High School and by the employment instructor/ supervisor. The coordinator will visit the cooperating work location to evaluate and improve the quality and scope of the student's work experience. One to three total units of credit will be given for successful participation in the program, determined by the portion of the school day spent at the training location.

Advantages of School-To-Work Programs (also called work-based learning):

- Work-based learning helps the student relate schoolwork to a future career.
- It can provide students with the skills, attitudes and habits required to be successful on the job. These include:
 - Time management and meeting deadlines;
 - Following directions;
 - Problem-solving; and
 - Interpersonal communication;
 - Leadership and working on a team.
- It can help students make informed choices about their future. Students will have a better idea of what type of education or training to undertake after high school if he or she has tried out career options while still in high school.

210004 Cooperative Diversified Occupation (A)

Year 3.0 credits

Grades: 11 & 12

Top 3 skills: Time Management, Problem Solving Skills, Teamwork Skills

The CDO Program provides juniors and seniors with the opportunity to attend classes in the morning hours and work at an approved training station during the afternoon. The Career Counselor/ Coordinator will make on the job visitations throughout the school year. The employer will complete a formal evaluation concerning the student employee during each quarter. The evaluation will be shared with the student worker to reinforce positive work experiences and performances. This course is 20 periods per week.

210005 Cooperative Diversified Occupation (B)

Year 2.0 credits

Grades: 11 & 12

Top 3 skills: Time Management, Problem Solving Skills, Teamwork Skills

This course is 15 periods per week.

210006 Cooperative Diversified Occupation (C)

Year 1.0 credits

Grades 11 & 12

Top 3 skills: Time Management, Problem Solving Skills, Teamwork Skills

This course is 10 periods per week.

ENGLISH

All English classes emphasize thinking skills through experiences in reading, writing, speaking, and listening. Strategies in contextual analysis, grammar study, vocabulary, composition, and research are integral to the preparation of students for the working world; therefore, English classes intensify in depth and breadth as the students move through the four grades

210110 *HONORS ENGLISH 9

Year 1.0 Credit

Top 3 Skills: Writing Skills, Speaking Skills, Problem-Solving Skills

Prerequisite: Students entering this course must have successfully completed 8th grade English with an A and have a positive recommendation from their 8th grade teacher. CDT performance will also be considered. Each student in the course should exhibit a curious, inquisitive mind and be a diligent, consistent worker.

Additionally, students are expected to demonstrate above-average self-motivation, organizational skills, and academic maturity. This ninth-grade English course is designed to meet the needs of freshmen students demonstrating exceptional skill and interest in English. This course is an in-depth study of various genres of literature including novellas, short stories, memoirs, Shakespearean drama, epics, mythology, and poetry. Extensive independent reading, of high quality and academically mature literature, is required. This course also touches upon research skills, oral presentations, habits of intellectual discussion, fluent and well-developed writing, editing for style and grammatical conventions, the writing process, and some creative work. Students complete content-related summer reading and written responses to prepare for the course. Students work at a rigorous pace to

meet the demands of an Honors level Pennsylvania Core curriculum and adequately prepare for later Honors or AP work.

210111 COLLEGE PREP ENGLISH 9

Year 1.0 credit

Top 3 Skills: Writing Skills, Speaking Skills, Problem-Solving Skills

This course is a broad-based course focusing on a detailed analysis of literary genres such as short stories, novels, poetry, drama, and essays; giving a variety of oral presentations; and strengthening research skills. Emphasis is also placed on improving vocabulary and grammar usage, and refining written expression. Students enrolled in this course will enjoy an intense, rigorous pace and will be expected to regularly complete outside reading and engage in self-initiated and frequent class participation. The foundation for the course content is the Pennsylvania Core standards. Students complete content-related summer reading and written responses to prepare for the course.

210102 ACADEMIC ENGLISH 9

Year 1.0 credit

Top 3 Skills: Writing Skills, Speaking Skills, Problem-Solving Skills

The foundation for the course content is the Pennsylvania Core standards. The focus of this course is on comprehension of short stories, novels, poetry, personal narratives, and drama; improving research skills; and giving oral presentations. Emphasis is placed on improving vocabulary and grammar usage, and refining written expression. Outside-of-class assignments and involved class discussions are a regular part of the course. Students complete content-related summer reading and written responses to prepare for the course.

210120 *HONORS ENGLISH 10

Year 1.0 credit

Top 3 Skills: Writing Skills, Speaking Skills, Problem-Solving Skills

Prerequisite: Students entering this course must have successfully completed English 110 with an average grade of 85% or higher or successfully completed English 111 with an average grade of 94% or higher, and a recommendation from the student's current English teacher. CDT performance will also be considered.

This course challenges students to develop their skills in literary analysis and the mastery of language arts through in-depth discussion and writing as well as independent reading. Emphasis is placed on improving vocabulary and grammar usage, and refining written expression. Students complete content-related summer reading to prepare for the course, based on Pennsylvania Core standards.

210121 COLLEGE PREP ENGLISH 10

Year 1.0 credit

Top 3 Skills: Writing Skills, Speaking Skills, Problem-Solving Skills

This course focuses on the analysis of literary themes, basic literary criticism, book reviews from an assigned list, research paper skills, and presentation skills. Emphasis is placed on improving vocabulary and grammar usage, and refining written expression. The foundation for the course content is the Pennsylvania Core standards. Students who enroll in this course will enjoy an intense, rigorous pace, and will be expected to regularly complete outside reading and engage in self-initiated and frequent class participation. Students complete content-related summer reading and written responses to prepare for the course.

210172 ACADEMIC ENGLISH 10

Year 1.0 credit

Top 3 Skills: Writing Skills, Speaking Skills, Problem-Solving Skills

This course focuses on developmental reading of novels, short stories, poetry, essays, and drama; research paper skills; informative speaking/presentation; and self-selected, teacher-approved book reviews. Out-of-class assignments and involved class discussions are a regular part of the course. Emphasis is placed on improving vocabulary and grammar usage and refining written expression. The foundation for the course content is the Pennsylvania Core standards. Students complete content-related summer reading and written responses to prepare for the course.

210130 *HONORS ENGLISH 11

Year 1.0 credit

Top 3 Skills: Writing Skills, Speaking Skills, Problem-Solving Skills

Prerequisite: Students entering this course must have successfully completed English 120 with an average grade of 85% or higher or successfully completed English 121 with an average grade of 94% or higher, and a recommendation from the student's current English teacher. CDT performance and AP Potential will also be considered.

This course challenges students to develop their skills in literary analysis and the mastery of language arts through in-depth discussion and writing, as well as independent reading. Emphasis is placed on improving vocabulary and refining written expression. Students complete content-related summer reading to prepare for the course, based on Pennsylvania Core standards.

210131 COLLEGE PREP ENGLISH 11

Year 1.0 credit

Top 3 Skills: Writing Skills, Speaking Skills, Problem-Solving Skills

This course focuses on a survey of literature, literary criticism, book reviews from an assigned list, research culminating in a literary research paper, and persuasive speaking/presentation. Emphasis is placed on improving vocabulary and grammar usage, and refining written expression. The foundation for the course content is the Pennsylvania Core standards. Students who enroll in this course will enjoy frequent and lively class participation. Students complete content-related summer reading and written responses to prepare for the course.

210135 CONTEMPORARY LITERATURE

Semester 0.5 credit 11, 12

Top 3 Skills: Writing Skills, Speaking Skills, Problem-Solving Skills

Career Pathway: Arts A/V Technology and Communications
Career Cluster: Communication Arts

Prerequisite: Successful completion of 9th and 10th grade English

This course is designed for the college-bound student. The course will explore contemporary fiction to foster discussion and writing about the evolution of literary techniques and approaches, common modern motifs and themes, and the cultural and historical context of selected pieces. Readings will represent a diversity of literary voices, and writing assignments will continue the development of writing and argument skills.

Most colleges and universities offer courses in contemporary writers, and this course would prepare students for the expectations and demands of such an offering, as well as intrigue those students who enjoy reading and discussing literature.

210136 FILM AS LITERATURE

Semester 0.5 credit 11, 12

Top 3 Skills: Writing Skills, Speaking Skills, Problem-Solving Skills

Career Pathway: Arts A/V Technology and Communications
Career Cluster: Communication Arts

Prerequisite: Successful completion of 9th and 10th grade English

This course is designed for the college-bound student. Students will analyze movies for rhetorical devices, consider dramatic and cinematic aspects of the film as well as the language of screenwriters, directors, and producers, and use these skills to write in an analytical cinematic lens. The design for this class provides students opportunities to discuss and analyze the finer points of the film makers' decisions and "read" movies as they would read literature and informational texts and analyze the "text" of the film to evaluate and interpret its message.

210137 COLLEGE WRITING

Semester 0.5 credit 11, 12

Prerequisite: Successful completion of 9th and 10th grade English

Top 3 Skills: Writing Skills, Attention to Detail, Time Management

Career Pathway: Arts A/V Technology and Communications
Career Cluster: Communication Arts

This course is designed for the college-bound student. The skills and strategies associated with the coherent and professional expression of ideas and concepts is critical for students and their futures in post-secondary education. Expanding upon these concepts in this course will better prepare those who are pursuing educational or professional options that require enhanced skills in these areas.

This course incorporates reading, research, and critical thinking to develop each student's ability to express ideas clearly and effectively in writing and to read with perception and accuracy.

210138 THE ART OF PERSUASION

Semester 0.5 credit 11, 12

Top 3 Skills: Writing Skills, Speaking Skills, Problem-Solving Skills

Career Pathway: Arts A/V Technology and Communications

Career Cluster: Communication Arts

Prerequisite: Successful completion of 9th and 10th grade English

This course is designed for the college-bound student. This course aims to enhance critical thinking, analysis, writing, and speaking skills through the exploration of argument and persuasive techniques in informational texts and multi-media formats. Students will be able to formulate ideas and concepts for persuasion, critically evaluate the arguments of others, and articulate ideas to others (written or orally) to inspire action or better inform their own actions.

210182 ACADEMIC ENGLISH 11

Year 1.0 credit

Top 3 Skills: Writing Skills, Speaking Skills, Problem-Solving Skills

This is a course focusing on a survey of literature, research, persuasive speaking/presentation, and book reviews from an assigned list. Out-of-class assignments and involved class discussions are a regular part of the course. Emphasis is placed on improving vocabulary and grammar usage, and refining written expression. The foundation for the course content is the Pennsylvania Core standards. Students complete content-related summer reading and written responses to prepare for the course.

210140 *HONORS ENGLISH 12

Year 1.0 credit

Top 3 Skills: Writing Skills, Speaking Skills, Rising to the Challenge

Prerequisite: Students entering this course must have successfully completed English 130 with an average grade of 85% or higher or successfully completed English 131 with an average grade of 94% or higher, and a recommendation from the student's current English teacher. CDT

performance and AP Potential will also be considered.

This course focuses on in-depth analysis of literature as well as a study of the English language. It challenges students to develop their skills in literary analysis and critique through in-depth discussion and writing as well as independent reading. Emphasis is placed on improving vocabulary and grammar usage, and refining written expression. Qualified students are expected to contribute meaningfully to class discussion and to produce writing samples which indicate an expertise in standard written English. Students complete content-related summer reading to prepare for the course, based on Pennsylvania Core standards.

210141 COLLEGE PREP ENGLISH 12

Year 1.0 credit

Top 3 Skills: Writing Skills, Speaking Skills, Problem-Solving Skills

This course focuses on the survey and analysis of literature, reading comprehension, literary criticism, presentation techniques, the reading of several novels outside of class, daily class discussion, and formal and informal writing for a variety of audiences and purposes. Emphasis is placed on improving vocabulary and grammar usage, and refining written expression. The foundation for the course content is the Pennsylvania Core standards. Students complete content-related summer reading and written responses to prepare for the course.

210192 ACADEMIC ENGLISH 12

Year 1.0 credit

Top 3 Skills: Writing Skills, Speaking Skills, Problem-Solving Skills

This course focuses on writing for a variety of audiences and purposes, oral presentations, literary research, critical thinking about and response to literature, and book reviews. Out-of-class assignments and involved class discussions

are a regular part of the course. Emphasis is placed on improving vocabulary and grammar usage, and refining written. The foundation for the course content is the Pennsylvania Core standards. Students complete content-related summer reading and written responses to prepare for the course.

210150 *AP LANGUAGE AND COMPOSITION

Year 1.0 credit 11

Top 3 Skills: Writing Skills, Rising to the Challenge, Problem-Solving Skills

Prerequisite: Students entering this course must have successfully completed English 120 with an average grade of 85% or higher or successfully completed English 121 with an average grade of 94% or higher. Acceptance into this course is based on a recommendation from the student's current English teacher, CDT performance and AP Potential.

This course prepares students to take the AP Language and Composition Exam and to read, write, and respond to analysis and argument essays on the exam. AP Language and Composition focuses on rhetoric as a persuasive tool and about the dynamic relationship of writer, context, audience, and argument. The course focuses primarily on the study of non-fiction and various kinds of persuasive essays on literary topics. All areas of study will prepare students for AP and college reading and writing. Students will complete media studies and a research paper project. They will read, study, analyze, and discuss prose from different periods written for a variety of purposes and writing that uses a variety of conventions. Students will write connected pieces written for different audiences. They will also study rhetorical terms and modes from Aristotle to present. This course is designed to meet the needs of college-bound juniors interested in taking AP Literature in their senior year. Students will complete content-related summer

reading and writing assignments to prepare for the course.

210151 *AP ENGLISH LITERATURE AND COMPOSITION

Year 1.0 credit 12

Top 3 Skills: Writing Skills, Speaking Skills, Rising to the Challenge

Prerequisite: Students entering this course must have successfully completed English 150 with an average grade of 84% or higher or successfully completed English 130 with an average grade of 95% or higher. Acceptance into this course will be based on a recommendation from the student's current English teacher, CDT performance and College Board AP Potential. (Students in English 131 can be considered on a case-by-case basis.)

This course includes an intensive study of a balanced selection of classic and contemporary works of poetry, drama, and fiction. Students will read deliberately and thoroughly, taking time to understand each work's complexity and absorb its richness of meaning, and also to analyze how that meaning is conveyed through authorial techniques. Assessments will be predominantly based on analytical writing skills. Qualified students are those who respond willingly and appropriately to all assignments and instruction, who contribute regularly and meaningfully to class discussions, who produce writing samples that indicate an expertise in standard written English, and who demonstrate a sincere interest in literature. The reading and writing objectives for this course are aligned with those of The College Board; the course focus will be preparing for the AP Literature and Composition exam as well as preparing for analytical college writing. Students complete content-related summer reading and writing to prepare for the course.

English Electives

210160 JOURNALISM I

Semester 0.5 or 1.0 credit 9, 10, 11, 12

Top 3 Skills: Writing Skills, Teamwork Skills, Calm Under Pressure

Career Pathway: Arts A/V Technology and Communications
Career Cluster: Communication Arts

Prerequisite: English grade of B or better and recommendation of current English teacher.
This is a writing intensive course and students should have a strong command of the English language.

This course is designed to meet the needs of students interested in journalism as a career. While not a course designed to develop creative writing abilities, it is a course tailored to hone technical writing abilities. Students will learn about what constitutes news according to different types of media, the history of journalism, journalism law and ethics, layout, news and feature writing, and editorials. Students will be exposed to various career opportunities in the field of journalism and will practice peer editing. The course demands an aptitude to write clearly, effectively, and with few mechanical errors. Qualified students will also have the opportunity of performing interviews outside of class.

210161 JOURNALISM II

Year 1.0 credit 10, 11, 12

Top 3 Skills: Writing Skills, Teamwork Skills, Initiative

Career Pathway: Arts A/V Technology and Communications
Career Cluster: Communication Arts

Prerequisite: Journalism I – Overall average of B or better and recommendation of current English teacher.

This course is a continuation of Journalism I. In addition to providing direct student involvement through the production of a school newspaper, the course also focuses on media law and broadcast journalism (radio and television). Students in this course will be required to meet

strict deadlines, work in the field, use digital technology, and work with class members to produce publications and broadcasts.

210162 CREATIVE WRITING AND POETRY

Semester 0.5 credit 11, 12

Top 3 Skills: Writing Skills, Initiative, Attention to Detail

Career Pathway: Arts A/V Technology and Communications
Career Cluster: Communication Arts

Prerequisite: A good command of written English and recommendation of current English teacher.

What inspires you? Explore your inspirations and express yourself through writing in Creative Writing and Poetry. This course is designed for students who enjoy reading and writing both short fiction and poetry, and who have an intrinsic motivation to develop their skill set in writing. The creative writing aspect of the course primarily focuses on composing works of short fiction (or developing longer works if desired) through a variety of exercises, prompts, free writes, and process-developed pieces that will be work-shopped with peers. We will also read authors' works and revisit the question, "Where do stories come from?" The poetry component is geared toward demystifying the poetry we read, emulating styles of poets you enjoy, and compiling a poetry collection that displays a range of poetic forms, content, and voices. Course Text(s): Stephen King's *On Writing*; Bedford *Intro to Literature* 6th Ed.

MATHEMATICS

We believe all students will be continuously challenged and engaged in mathematical thinking and practices. A minimum of four credits in mathematics is required to graduate, three of which must be earned at the high school.

Calculator Philosophy

Calculators are used in all mathematics classes and should be supplied by the student. The math department uses Texas Instruments TI-83+ or TI-84+ in the classroom.

21020A ALGEBRA I PART A

Semester 0.5 credit 9

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Time Management

This semester course will be the first half of Algebra 1 Standards. Content extends students' knowledge of mathematics established in previous grades. Content focuses on linear functions and algebraic properties. Algebra 1 Standards is divided into two semester classes to better meet student needs and to better meet the appropriate pacing of instruction for students to be successful with the Algebra 1 PA Core. This creates the possibility for students to repeat the first half of Algebra 1 and strengthen the foundations of their math comprehension. Calculator: Graphing or Scientific.

21020B ALGEBRA I PART B

Semester 0.5 credit 9

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Time Management

This semester course will be the second half of Algebra 1 Standards. Content extends students' knowledge of linear functions to quadratic functions, descriptive statistics, and explores exponential functions. Algebra 1 Standards is divided into two semester classes to better meet student needs and to better meet the appropriate pacing of instruction for students to be successful with the Algebra 1 PA Core. This creates the possibility for students to take part B upon successful completion of part A. It also offers students the opportunity to repeat the second half of Algebra 1 to strengthen the foundations of their math

comprehension. Calculator: Graphing or Scientific.

210211 ALGEBRA I - PRINCIPLES

Year 1.0 credits 9

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Time Management

Prerequisite: At least a C in Core 8 and teacher recommendation.

Content extends students' knowledge on mathematics established in previous grades. Content focuses on linear and quadratic families of functions, descriptive statistics, and explores exponential functions. This course focuses on an in-depth analysis of core content and practices to explore advanced topics. Calculator: Graphing or Scientific.

210220 *GEOMETRY - HONORS

Year 1.0 credit 9

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Writing Skills

Prerequisite: At least an A in Algebra I - Principles and teacher recommendation.

Content extends students' knowledge of similarity and congruence. Students will explore more complex geometric concepts and relationships including, but not limited to, formal mathematical arguments, transformations, the coordinate system, right triangle trigonometry, circles and probability. This course focuses on in-depth analysis and extension of core content and practices to master advanced topics. Calculator: Graphing or Scientific.

210221 GEOMETRY - PRINCIPLES

Year 1.0 credit 9, 10

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Writing Skills

Prerequisite: At least a C in Algebra I - Principles and teacher recommendation.

Content extends students' knowledge of similarity and congruence. Students will explore more complex geometric concepts and relationships including, but not limited to, formal mathematical arguments, transformations, the coordinate system, right triangle trigonometry, circles and probability. This course focuses on an in-depth analysis of core content and practices to explore advanced topics. Calculator: Graphing or Scientific.

210222 GEOMETRY - STANDARDS

Year 1.0 credit 10

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Rising to the Challenge

Prerequisite: Passing grade in Algebra I - Standards and teacher recommendation.

Content extends students' knowledge of similarity and congruence. Students will explore more complex geometric concepts and relationships including, but not limited to, formal mathematical arguments, transformations, the coordinate system, right triangle, trigonometry, circles and probability. This course focuses on an in-depth exploration of core content and practices. Calculator: Graphing or Scientific.

210230 *ALGEBRA II - HONORS

Year 1.0 credit 10

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Rising to the Challenge

Prerequisite: At least a B in Honors Geometry or an A in Geometry – Principles and teacher recommendation.

Content extends Algebra I topics including equations, inequalities, absolute value, simplifying and factoring polynomials, and graphing and writing equations of lines and

systems, rational expressions and equations, radical functions, quadratic equations, probability, complex numbers, exponential and logarithmic functions, matrices, sequences, and series. This course focuses on in-depth analysis and extension of core content to learn advanced topics. Calculator: Graphing or Scientific.

210231 ALGEBRA II - PRINCIPLES

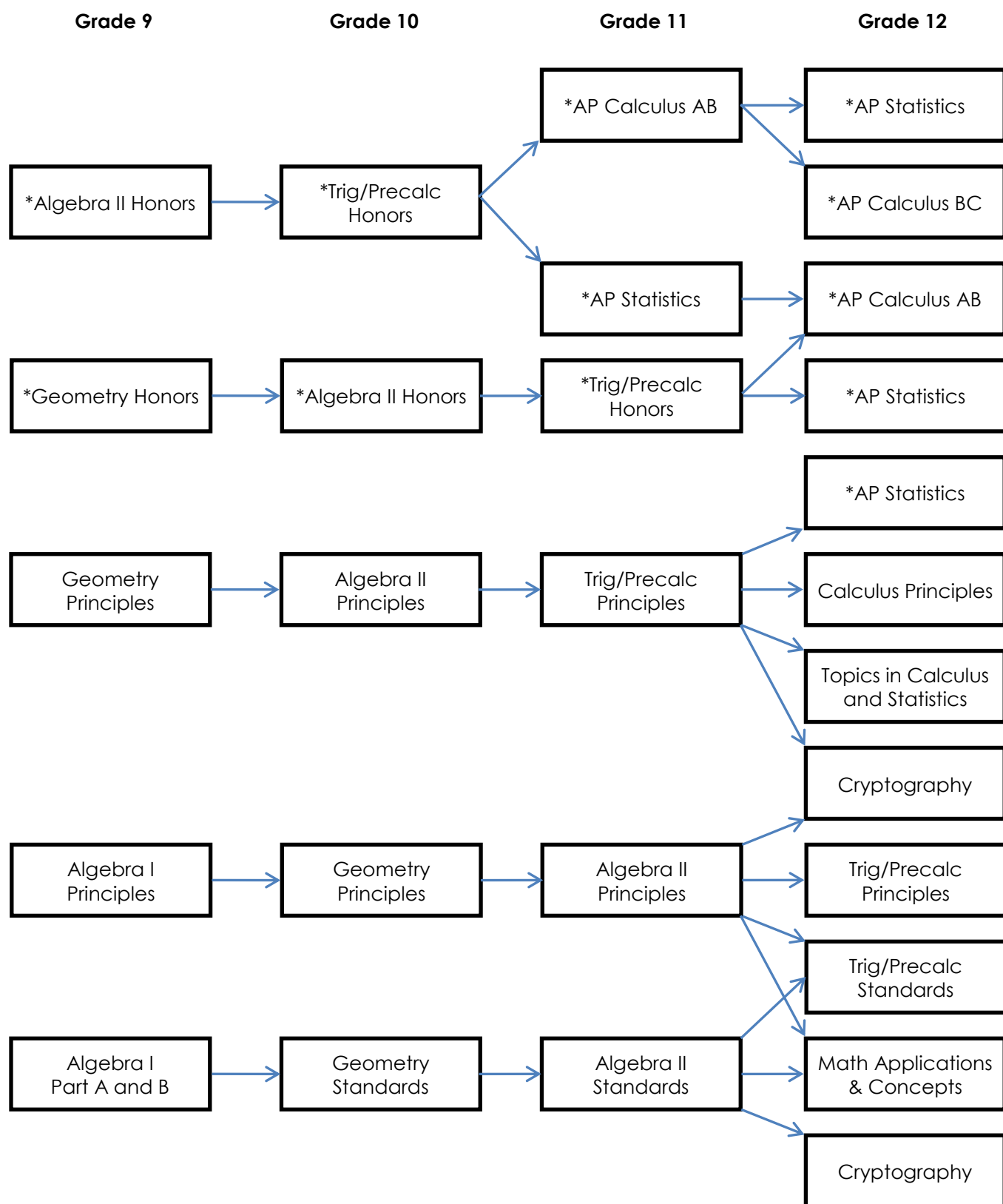
Year 1.0 credit 10, 11

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Rising to the Challenge

Prerequisite: At least a C in both Geometry - Principles and Algebra I - Principles and teacher recommendation.

Content extends students' knowledge of linear, quadratic, exponential and trig functions and extends their repertoire of functions to include polynomial, rational, radical and logarithmic functions. Additional topics include descriptive statistics and probability. This course focuses on an in-depth analysis of core content and practices to explore advanced topics. Calculator: Graphing or Scientific.

Mathematics Sequence



210232 ALGEBRA II - STANDARDS

Year 1.0 credit 11

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Rising to the Challenge

Prerequisite: A passing grade in Geometry - Standards and Algebra I - Standards and teacher recommendation.

Content extends students' knowledge of linear, quadratic, exponential and trig functions and extends their repertoire of functions to include polynomial, rational, radical and logarithmic functions. Additional topics include descriptive statistics and probability. This course focuses on an in-depth analysis of core content and practices. Calculator: Graphing or Scientific.

210240 *TRIGONOMETRY/PRE-CALCULUS - HONORS

Year 1.0 Credit 11

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Rising to the Challenge

Prerequisite: At least a B in Honors Algebra II or an A in Algebra II - Principles and teacher recommendation.

This course is a rigorous and intense study of trigonometry and pre-calculus requiring a substantial time commitment. Trigonometry emphasizes the study of the unit circle, graphs, identities, and applications of triangles. Pre-Calculus emphasizes the study of functions and relations including linear, quadratic, absolute value, radical, polynomial, rational, exponential, and logarithmic. Additional topics include complex numbers, infinite series and sequences, polar graphs, matrices, vectors, parametric equations, conic sections, end behavior, and limits. Calculator: Graphing or Scientific.

210241 TRIGONOMETRY/PRE-CALCULUS - PRINCIPLES

Year 1.0 Credit 11, 12

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Rising to the Challenge

Prerequisite: At least a C in Algebra II - Principles and teacher recommendation.

Trigonometry emphasizes the study of the unit circle, graphs, identities, and applications of triangles. Pre-Calculus emphasizes the study of functions and relations including linear, quadratic, absolute value, radical, polynomial, rational, exponential, and logarithmic. Additional topics include complex numbers, infinite series and sequences, matrices, conic sections, end behavior, and limits. Calculator: Graphing or Scientific.

210242 TRIGONOMETRY/PRE-CALCULUS - STANDARDS

Year 1.0 Credit 11, 12

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Rising to the Challenge

Prerequisite: At least a B in Algebra II - Standards or a passing grade in Algebra II - Principles and teacher recommendation.

The first semester of this course is spent on trigonometric topics that include right triangle relations, the unit circle, exact values of the trigonometric functions, graphs of trigonometric functions, proving trigonometric identities, solving trigonometric equations, and the Law of Sine and Cosine. The second semester of the course extends Algebra II topics including linear equations, systems of linear equations, systems of inequalities, quadratic functions, and exponential and logarithmic functions. Calculator: Graphing or Scientific.

210250 *AP CALCULUS AB

Year 1.0 Credit 11, 12

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Time Management

Prerequisite: At least a B- in Trigonometry/Pre-Calculus - Honors or an A in Trigonometry/Pre-Calculus - Principles, teacher recommendation and consideration of AP Potential.

Calculus AB is primarily concerned with developing students' understanding of the

concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. This course is a rigorous and intense study of calculus requiring a minimum of five hours per week outside the class. Calculator: Graphing.

210251 *AP STATISTICS

Year 1.0 Credit 11, 12

Top 3 Skills: Writing Skills, Problem-Solving Skills, Attention to Detail

Prerequisite: A passing grade in Trigonometry/Pre-Calculus – Principles, teacher recommendation, and consideration of AP Potential. AP Statistics may be an elective taken concurrently with Calculus.

This course will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1) Exploring data – describing patterns and departures from patterns, 2) Sampling and Experimentation – Planning and conducting a study, 3) Anticipating Patterns – Exploring random phenomena using probability and simulation, 4) Statistical Inference – Estimating population parameters and testing hypotheses. Calculator: Graphing.

210252 *AP CALCULUS BC

Year 1.0 Credit 12

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Time Management

Prerequisite: B or better in AP Calculus AB. This course is for students who have already successfully completed AP Calculus AB and is designed to expose students to the topics covered in a second semester college-level calculus course. The course begins with a review of AP Calculus AB topics in order to strengthen knowledge of those concepts and

then moves into new topics. Content includes four main topics: 1. Functions, Graphs and Limits, 2. Derivatives, 3. Integrals, and 4. Polynomial Approximations and Series. The class is geared to prepare students to take the AP exam.

210261 CALCULUS - PRINCIPLES

Year 1.0 Credit 12

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Rising to the Challenge

Prerequisite: At least a C in Trigonometry/Pre-Calculus - Principles and teacher recommendation.

This course covers both differential and integral calculus – theory, methods, and applications. Calculator: Graphing.

210262 MATH APPLICATIONS AND CONCEPTS

Year 1.0 Credit 12

Top 3 Skills: Problem-Solving Skills, Teamwork Skills, Rising to the Challenge

Prerequisite: A passing grade in Algebra II - Standards and teacher recommendation.

This course is comprised of a variety of disciplines: discrete math, algebra, consumer math, geometry, probability, and statistics. The course also includes set theory, number theory, financial management, history of mathematics, and statistical measures. Calculator: Graphing or Scientific.

210263 TOPICS IN CALCULUS AND STATISTICS

Year 1.0 credit 12

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Rising to the Challenge

Prerequisite: passing grade in Trig/Precalc-Principles or a C or better in Trig/Precalc Standards.

This course is a senior year math course for students who do not want a full year of calculus but still want to gain some insight in calculus and in statistics.

210291 CRYPTOGRAPHY

Year 1.0 Credit 12

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Rising to the Challenge

Prerequisite: Passing grade in Algebra III/Trig (Trig/Precalc Standards), C- or below in Trig/Precalc Principles, or C- or better in Algebra II Standards and teacher recommendation.

This course will introduce students to elementary concepts of number theory through the study of cryptography, the art of secret writing.

Calculator: Graphing or scientific.

SCIENCE

Science is part of all our lives, no matter what occupation or endeavors one embarks upon. To be an informed citizen, one must have an understanding of basic principles of science. The world is becoming more and more scientifically and technologically oriented. We would like all of our students to be able to graduate from Avon Grove with an appreciation and understanding of the world of science.

A variety of courses are offered in order to meet the needs of all of our students, regardless of their backgrounds, ability levels, and interests. The Honors and AP courses are the most rigorous; good study skills and work habits are essential to being successful. A high level of self-motivation and strong desire to achieve positive results by each student will enrich the Honors and AP courses for everyone. The Science Department is aware that students have the opportunity to override into courses for which they were not recommended. However, if a student has not completed at least one of the Honors level science courses included in the prerequisites when two are required, that student is **not** eligible to override into the AP level course.

The Traditional Academic courses are designed for students planning on college. The different levels are for different potential career paths. The Technical Academic courses are designed to meet the needs of the student desiring a vocational/technical program after graduation or unsure if higher education is in his future plans.

210311 COLLEGE PREP INTEGRATED SCIENCE

Year 1.0 credit 9

Top 3 Skills: Problem-Solving Skills, Writing Skills, Teamwork Skills

This course is an integrated science course focused on physical science. This course is a preparation for the Biology and Chemistry courses. Students must pass this course before being allowed to move on to Biology.

210312 INTEGRATED SCIENCE

Year 1.0 credit 9

Top 3 Skills: Problem-Solving Skills, Writing Skills, Teamwork Skills

This course is an integrated science course focused physical science. This course is a preparation for the Biology and Chemistry courses. Students must pass this course before being allowed to move on to Biology.

210320 *HONORS BIOLOGY

Year 1.0 Credit 9, 10

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Time Management

Prerequisite: From FSEMS: Minimum of A in Algebra I or A- in Honors Geometry. From AGHS: Minimum of A in 210331 Integrated Science and Minimum of A in 210211 Algebra I or A- in 210220 Honors Geometry or A in 210221 Geometry Principles, and teacher recommendation.

This course is an advanced, fast-paced biology course with a laboratory-oriented approach structured around inquiry. It is aligned to the Pennsylvania Core standards in Biology and includes the following concepts: biochemistry,

cell physiology, genetics, ecology, and evolution and is designed for the science/math college-bound student. High-level skills in reading, writing, math, scientific reasoning, and in-depth analysis of experimental data are essential. The students will be expected to do independent work both on an individual and group level. This course includes weekly laboratory experiments.

210321 BIOLOGY

Year 1.0 credit 10

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Teamwork Skills

Prerequisite: "C" minimum in 210311 Integrated Science.

This course is a laboratory-oriented approach structured around inquiry for college admission and the PA Core Biology standards.

210323 FUNDAMENTAL BIOLOGY

Year 1.0 credit 10

Top 3 Skills: Problem-Solving Skills, Teamwork Skills, Time Management

This course is aligned to the PA Core standards in Biology and includes the following concepts: biochemistry, cell physiology, genetics, ecology, and evolution. This course is a laboratory-oriented approach structured around inquiry for college admission.

210330 *HONORS CHEMISTRY

Year 1.0 credit 10, 11

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Initiative

Prerequisites: B minimum in 210220 Honors Geometry or B+ minimum in 210221 Geometry-Principles and B minimum in 210320 Honors Biology or A minimum in 210321 Biology; or teacher recommendation. Students must take either 210230 Honors Algebra II or 210231 Algebra II Principles concurrently with this course unless they have already completed the course. A minimum grade of a B in Algebra II is

recommended for students who have completed the course.

This is an advanced, fast-paced chemistry course requiring the ability to do both independent and group work. High-level skills in mathematics, scientific reasoning, and reading comprehension are needed to be successful. Students will complete at least 18 chapters/units at a rigorous pace. This course, when combined with AP Chemistry, will help students prepare for the AP Chemistry Exam. Disciplined work habits and a strong math background are necessary to succeed in this accelerated math-based chemistry course.

210331 COLLEGE PREP CHEMISTRY

Year 1.0 credit 10, 11, 12

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Initiative

Prerequisites: B minimum in 210221 Geometry-Principles or teacher recommendation. It is recommended that 210231 Algebra II-Principles be taken concurrently with this course.

This course is designed for the college-bound student interested in a science-related field. Students must be able to apply algebra skills efficiently. Students will complete at least 11 chapters/units. Topics are presented through lecture, demonstrations, weekly laboratory activities, and group discussions, all of which involve problem-solving skills.

210332 CHEMISTRY

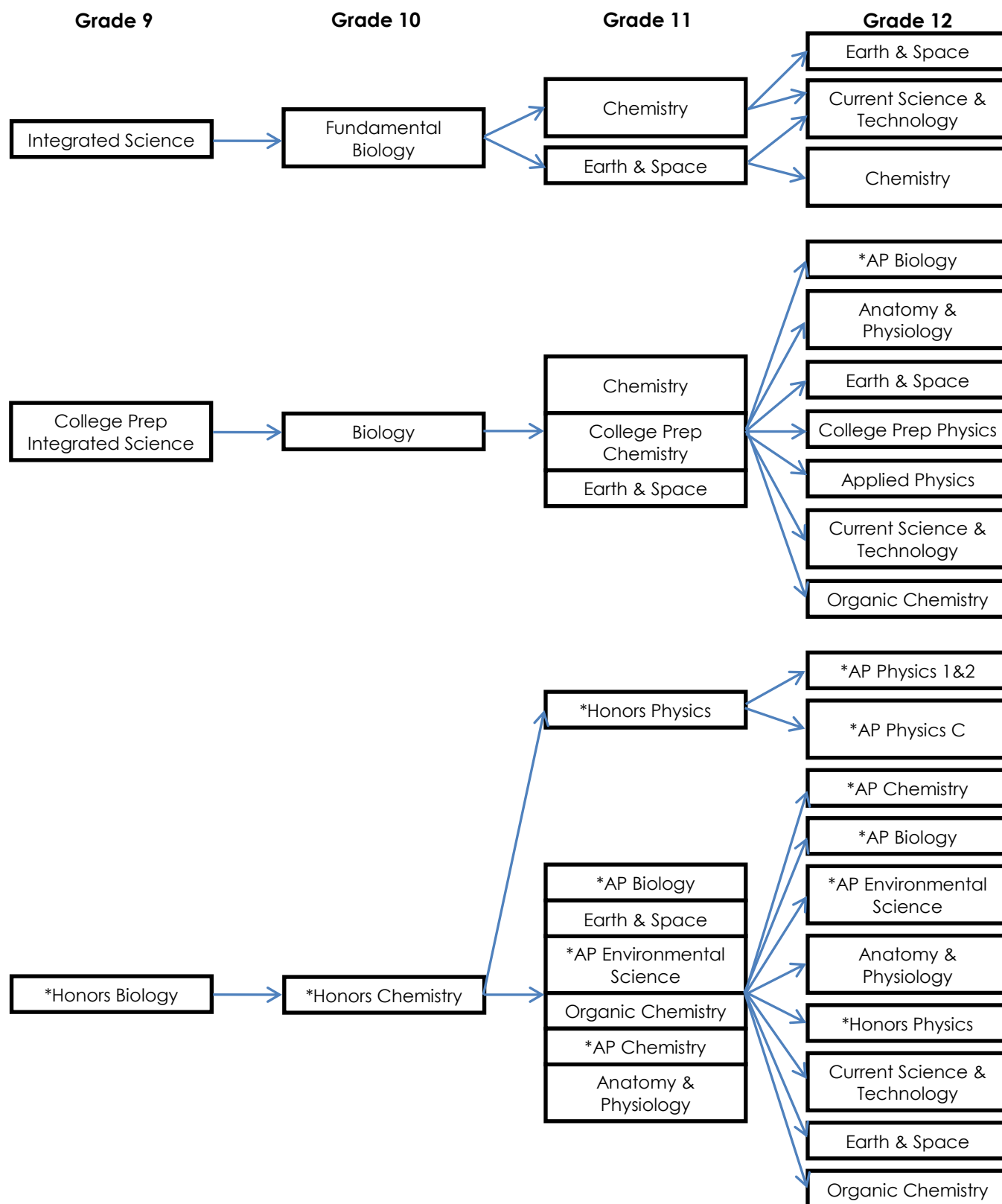
Year 1.0 credit 10, 11, 12

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Initiative

Prerequisite: Successfully completed any Biology and "C" minimum in Algebra I Principles or Algebra I Standards or teacher recommendation.

This course is designed for college-bound students. Chemistry topics are presented through lecture, demonstrations, laboratory

Science Sequence



activities, and group discussions, all of which involve problem-solving skills. This is a math intensive science course.

210340 *HONORS PHYSICS

Year 1.0 credit 11, 12

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Time Management

Prerequisites: B minimum in Honors Geometry and Honors Algebra II or a B+ in Geometry-Principles and Algebra II-Principles. It is recommended that Trig/Pre-Calc Principles or Trig/Pre-Calc Standards be taken concurrently with this course.

This course is designed for the highly motivated student who is interested in a career in science, engineering, or mathematics. Independent and group learning will be stressed as students apply the basic principles of physics to problem solving and laboratory experiments. This course, when combined with AP Physics 1 & 2 and/or AP Physics C, will help students prepare for the AP Physics 1, AP Physics 2, AP Physics C Electricity & Magnetism, and AP Physics C Mechanics exams. A strong math background is required for this course.

210341 COLLEGE PREP PHYSICS

Year 1.0 credit 11, 12

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Time Management

Prerequisites: C minimum in Honors Geometry and Honors Algebra II or a C+ minimum in Geometry-Principles and Algebra II-Principles. It is recommended that Trig/Pre-Calc-Principles or Trig/Pre-Calc Standards be taken concurrently with this course.

This course is designed for those students planning to major in a science-related field. It will provide students with a foundation in physics for work at the college level. Topics covered include kinematics, dynamics, momentum, energy, waves, electricity, and magnetism. A

strong math background is required for this course.

210342 APPLIED PHYSICS

Year 1.0 credit 11, 12

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Time Management

Prerequisites: C minimum in Geometry-Principles and Algebra II-Principles. It is recommended that Trig/Pre-Calc Standards be taken concurrently with this course.

This course is designed for those students not planning to major in a science-related field. It will focus on the concepts of physics using minimal mathematical equations. The course will be lab intensive to reinforce the topics covered. Topics covered in the class include kinematics, dynamics, properties of matter, thermodynamics, waves, sound, light, electricity, magnetism, and modern physics.

210350 *AP BIOLOGY

Year 1.0 Credit 11, 12

Top 3 Skills: Problem-Solving Skills, Initiative, Time Management

Prerequisites: B or above in 210330 Honors Chemistry or an A in 210331 Chemistry, a B in 210320 Honors Biology or 210321 Biology, consideration of AP Potential, or teacher recommendation.

This course provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The two main goals are to help students develop a conceptual framework for modern biology and an appreciation of science as a process. The course focuses on molecules and cells, heredity and evolution, and organisms and populations. More than 25% of class is devoted to labs completed in a typical college course. This course has a required summer assignment.

210351 *AP CHEMISTRY

Year 1.0 Credit 11, 12

Top 3 Skills: Problem-Solving Skills, Initiative, Time Management

Prerequisites: Students have successfully completed 210330, Honors Chemistry and 210231 Algebra II-Principles or 210230 Honors Algebra II, have a test average of B or better in Honors Chemistry, consideration of AP Potential, and teacher recommendation.

In this course, students will attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. This course should contribute to the development of the student's abilities to think and to express their ideas, orally and in writing, with clarity and logic. Topics such as the structure of matter, kinetic theory of gases, chemical equilibrium, chemical kinetics, and the basic concepts of thermodynamics will be presented in considerable depth. This course also includes a laboratory experience equivalent to that of a typical college course. It is recommended for preparation for the AP Chemistry exam and SAT 2 subject test. There will be an emphasis on developing independent work skills. This course has a required summer assignment.

210352 *AP PHYSICS 1 AND 2

Year 1.0 credit 12

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Time Management

Prerequisites: Students who have successfully completed 210340 Honors Physics with a C minimum and have already completed or taking concurrently 210250 AP Calculus or 210251 Calculus-Principles, and consideration of AP Potential.

This course prepares students for the AP® Exams, Physics 1 and Physics 2. AP Physics 1 and 2 will provide instruction in each of the following content areas: kinematics, Newton's laws of motion, torque, rotational motion and angular

momentum, gravitation and circular motion, work, energy, and power, linear momentum, oscillations, mechanical waves and sound, fluid statics and dynamics, thermodynamics with kinetic theory and probability, electrostatics, electrical circuits, magnetic fields, electromagnetism, physical and geometric optics, and topics in modern physics. Understanding of physical principles and the ability to apply these principles in the solution of problems are the major goals of the course. The course will employ student-centered learning and guided inquiry to cultivate the development of critical thinking skills. Knowledge of algebra and trigonometry is required for the course. The basic ideas of calculus will be introduced in connection with physical concepts such as acceleration and work.

210353 *AP PHYSICS C

Year 1.0 credit 12

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Time Management

Prerequisites: Students who have successfully completed 210340 Honors Physics with a B minimum and have already completed or taking concurrently 210250 AP Calculus or 210251 Calculus-Principles, and consideration of AP Potential.

This course prepares students for the AP Exams, Physics C: Mechanics, and Physics C: Electricity and Magnetism. AP Physics C will provide instruction in each of the following six mechanics content areas: kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. The five electricity and magnetism content areas will be: electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. The course will utilize guided inquiry and student-centered learning to foster the

development of critical thinking skills. It will use introductory differential and integral calculus throughout the course

210355 *AP ENVIRONMENTAL SCIENCE

Year 1.0 credit 11, 12

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Time Management

Prerequisites: Student successfully completed at least one year of Algebra, 210320 Honors Biology and 210330 Honors Chemistry or teacher recommendation, and consideration of AP Potential.

This course will provide students with the scientific principles, concepts, and methodologies required to understand the interrelationship of the natural world, identify and analyze environmental problems both natural and human-made, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing these problems.

210360 ORGANIC CHEMISTRY

Year 1.0 credit 11, 12

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Teamwork Skills

Prerequisites: B or better in Chemistry 210331 or C or better in Honors Chemistry 210330; C in Geometry-Principles.

This course is designed for the college-bound student interested in a science-related field, especially those planning to pursue a career in life sciences, health, chemistry, or emerging "green" technologies and biotechnology. This course presents the fundamental principles of carbon (organic) chemistry. It will focus on classes of organic molecules, organic nomenclature, functional groups, and their reactions. Macro scale laboratory experiments will be used to develop classical and instrumental techniques as well as illustrate the principles involved.

210361 ANATOMY AND PHYSIOLOGY

Year 1.0 credit 11, 12

Top 3 Skills: Time Management, Attention to Detail, Problem-Solving Skills

Prerequisites: C or higher in Honors Chemistry 210330 or B- or higher in Chemistry 210331, B+ or higher in Chemistry 210332 and a B in Biology 210321 or B- or higher in Biology 210320, or teacher recommendation. Students may take Chemistry 210330, 210331 or 210332 concurrently.

Anatomy and Physiology is designed for students planning to pursue careers in life sciences, health, or medicine. The course builds on the material learned in Biology and focuses on anatomy, physiology, microbiology, and genetics. More than 25% of the course is devoted to labs that support the content. Anatomy and Physiology is designed for students planning to continue their education after high school.

210362 CURRENT SCIENCE AND TECHNOLOGY

Year 1.0 credit 12

Top 3 Skills: Problem-Solving Skills, Rising to the Challenge, Teamwork Skills

Prerequisite: Seniors who have successfully completed at least three other science courses with a C minimum or teacher recommendation. This course provides a fourth and/or fifth course of science for those students who will be continuing their education after high school. Current issues and recent scientific developments such as stem cell research will be used to illustrate the interdisciplinary nature and ethics of science, science literacy, and the 21st century communication of science information by popular media (TV, movies, Internet, etc.).

210363 EARTH AND SPACE SCIENCE

Year 1.0 credit 11, 12

Top 3 Skills: Calm Under Pressure, Time Management, Rising to the Challenge

It is strongly recommended that the student has passed two high school science courses before taking this course. This course is an introduction to the various fields of the Earth Sciences. Students will study: physical geology (plate tectonics and processes of weathering and erosion), meteorology (detailed examination of weather, climate, and severe weather events), astronomy (study of the universe, galaxies, solar system, earth moon system, time and navigation, and a short unit on the history of space exploration). This course is for everybody, college-bound or not.

SOCIAL STUDIES

We in the Social Studies Department believe in providing a curriculum which gives students the opportunity to become informed and involved citizens. To that goal, students are required to successfully complete three Social Studies credits for graduation as follows: American Cultures, Comprehensive World Cultures or AP World History, and one of the following: AP Economics, Government/Economics, AP U.S. History, AP US Government & Politics or AP European History.

Additionally, Street Law, Psychology and AP Psychology are available as electives toward graduation credit, but not as substitutes for one of the required courses. They are for seniors only and count as Humanities credits.

210411 AMERICAN CULTURES

Year 1.0 credit 9

Top 3 Skills: Teamwork Skills, Initiative, Honesty

This is a detailed analysis of the history of the United States from 1880 to the present,

designed to increase understanding and to make learning as stimulating as possible. The 411 level's objective is preparation of students for a college social studies curriculum and providing insight into the complex problems faced by those directly involved in the building of America's democratic ideals. Research, writing, and independent study will be stressed. To accomplish this objective, an in-depth search for the concepts and forces that motivated events in our nation's past is encouraged. Carefully selected readings supplement the text. A major research paper or series of projects is required. This course is recommended for those students interested in the Arts/Humanities/Communications Cluster in the Traditional Academic Pathway.

210412 AMERICAN CULTURES

Year 1.0 credit 9

Top 3 Skills: Teamwork Skills, Initiative, Honesty

While the 412 level is also college preparatory, it is not quite as demanding in the reading and homework load as the 411 course. The textbook is different for the two courses. All of the major periods of American history will be covered, but the depth and breadth will not be at the same level. This course is recommended for those students interested in the Arts/Humanities/Communications Cluster in the Traditional Academic Pathway as well as those in the Technical Academic Pathway.

210413 AMERICAN CULTURES

Year 1.0 credit 9

Top 3 Skills: Teamwork Skills, Initiative, Honesty

The 413 level is the basic American history course and spends more time on the underlying currents at work in American history. There is particular focus on late 19th century and 20th century events. Students will concentrate on reading, writing, and basic study skills in connection with the course material. This course

is recommended for those people primarily interested in the Technical Academic Pathway.

210414 AMERICAN CULTURES

Year 1.0 credit 9-12

Top 3 Skills: Teamwork Skills, Initiative, Honesty

This course provides instruction to LEP (Limited English Proficiency) students who have arrived in the country within the last two years and have limited background in American history. The course will develop students' knowledge of course content and focus on the acquisition of language skills needed for other Social Studies courses. The course content will cover the main concepts and events in American history from the colonial period to the present, with the focus on the period since 1890.

210421 COMPREHENSIVE WORLD CULTURES

Year 1.0 credit 10

Top 3 Skills: Initiative, Teamwork Skills, Honesty

This course adopts a varied approach in examining the cultures of the Western and the Non-Western cultures. Using geography, anthropology, sociology, economics, political science and history as the tools, this survey course gives the student a background to better understand the modern world and his/her place in it. Research, writing, and independent study will be stressed. Included will be a comparison of the basic institutions of society within different types of societal organizations. The 421 course is planned to prepare those students who plan to attend a four-year college. This course is recommended for those students interested in the Arts/Humanities/ Communications Cluster in the Traditional Academic Pathway.

210422 COMPREHENSIVE WORLD CULTURES

Year 1.0 credit 10

Top 3 Skills: Initiative, Teamwork Skills, Honesty

While the 422 level is also a college preparatory course, it is not quite as rigorous in the reading

and homework load as the 421 course. All of the basic cultural regions will be covered but the depth and breadth will not be at the same level as for 421. This course is recommended for those students interested in the Arts/Humanities/ Communications Cluster in the Traditional Academic Pathway as well as those in the Technical Academic Pathway.

210423 COMPREHENSIVE WORLD CULTURES

Year 1.0 credit 10

Top 3 Skills: Initiative, Teamwork Skills, Honesty

The 423 level focuses on why people live and work where they do and how people adapt to their environment. The pace of this course is much slower than the 421 and 422 levels. The amount of homework and reading in this course will also be less. Students will concentrate on reading, writing, and basic study skills in connection with course material. This course is recommended for those students primarily interested in the Technical Academic Pathway.

210431 GOVERNMENT/ECONOMICS

Year 1.0 credit 11, 12

Top 3 Skills: Teamwork Skills, Initiative, Time Management

Prerequisites: American Cultures 411 or 412 and Comprehensive World Cultures 421 or 422 or seniors.

This course is designed as a survey of American government and the American economic system. Designed as a college prep course, it will deal with the philosophy of government and economics and the interplay between the two in the last 200 years. Federalism, political theory and behavior, party philosophy, and the three branches of the national and state government will be explored in the government portion of the course. Current events and municipal government will also be covered. The economics portion of the course will provide a basic economic literacy to the student in covering the fundamental ideas in

microeconomics and macroeconomics. More importantly the student will be exposed to the critical relationship between government, business, and the emerging global economy as well as the resulting impact on their lives. A field trip to Washington, DC or another government-related site is available to interested students. This course is recommended for students interested in the Arts/Humanities/Traditional Academic Pathway.

210432 GOVERNMENT / ECONOMICS

Year 1.0 credit 11

Top 3 Skills: Initiative, Teamwork Skills, Honesty

Prerequisites: 413 AMC and 423 CWC

This course is designed as a survey of American government and the American economic system. The course is for students in the technical pathway. The course will integrate the state standards in government and economics and will include the principles and documents of government, rights and responsibilities of citizenship, how government works, how international relationships function, economic systems, markets and functions of governments, scarcity and choice, economic interdependence, and work and earnings. A field trip to Washington, D. C., or other government-related site may be offered.

210433 *AP US GOVERNMENT & POLITICS

Year 1.0 credit 11, 12

Top 3 Skills: Writing Skills, Time Management, Initiative

Prerequisites: Successful completion of 411 or 412 American Cultures and 421 or 422 Comprehensive World Cultures with a grade of a B+ or better, current Social Studies teacher recommendation, and appropriate AP Potential recommendation.

AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and

behaviors that characterize the political culture of the United States.

The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments.

210450 *AP EUROPEAN HISTORY

Year 1.0 credit 11, 12

Top 3 Skills: Time Management, Initiative, Writing Skills

Prerequisites: Successful completion of 411 or 412 American Cultures and 421 or 422 Comprehensive World Cultures with a grade of a B+ or better, current Social Studies teacher recommendation, and appropriate AP Potential recommendation.

The study of European History since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. In addition to providing a basic narrative of events and movements, the goals of the European History are to develop an ability to analyze historical evidence and historical interpretation, and an ability to express historical understanding and writing. A field trip to a relevant site is planned.

210451 *AP WORLD HISTORY

Year 1.0 credit 10

Top 3 Skills: Writing Skills, Time Management, Initiative

Prerequisites: Grade 10 preference; successful completion of 411 or 412 American Cultures with a grade of A- or better; current Social Studies teacher recommendation, and appropriate AP Potential recommendation.

The AP World History course is designed to provide an opportunity for advanced study for tenth graders. Chronologically, the course covers the period from 8000 B.C.E. to the

present and focuses on the nature of changes in human society from a global approach. The course will provide students with the analytical skills and factual knowledge equivalent to an introductory course in world history. Intense independent study and analytical writing are required.

210452 *AP UNITED STATES HISTORY

Year 1.0 credit 11, 12

Top 3 Skills: Writing Skills, Problem-Solving Skills, Attention to Detail

Prerequisites: Successful completion of 00411 or 412 American Cultures and 421 or 422

Comprehensive World Cultures with a grade of a B+ or better, current Social Studies teacher recommendation, and appropriate AP Potential recommendation.

The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and material in U.S. history. Students will learn to assess historical materials, their relevance to a given interpretive problem, reliability, and importance, and to weigh the evidence and interpretations presented in historical scholarship. An AP U.S. History class helps develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. A field trip to a historical site is planned.

210455 *AP ECONOMICS

Year 1.0 credit 11, 12

Top 3 Skills: Teamwork Skills, Attention to Detail, Time Management

Prerequisites: Successful completion of two Social Studies credits with B+ or better; a B+ or better in two math courses, current Social Studies teacher recommendation, and appropriate AP Potential recommendation.

Students will study both Microeconomics and Macroeconomics principles throughout the

course of the year in preparation for the College Board's Advanced Placement Examinations. During the first semester, students will gain an understanding of principles that apply to individual consumers within the larger economic system. The primary emphasis of study will be focused on product markets, factor markets, and the government's role in promoting greater competition, efficiency, and equity in the economy. The second portion of the course will deal with Macroeconomics principles. The study of national income and price-level determination, and also developing students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economies will be included. Strong graphing skills are required.

210454 *AP PSYCHOLOGY

Year 1.0 credit 12

Top 3 Skills: Initiative, Time Management, Attention to Detail

Prerequisites: For seniors only who have passed three Social Studies courses including AMC, CWC, and one of the following: GOV 431, GOV 442, APUS 440, APEUR 450, APECON 455 or APGOV 433; counts as a Humanities credit; B+ in previous social studies courses, appropriate AP Potential recommendation, and current social studies teacher recommendation.

This course is designed to introduce students to the systematic and scientific study of the behavior of mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students will also learn about ethics and methods that psychologists use in their scientific study.

210460 STREET LAW

Year 1.0 credit 12

Top 3 Skills: Teamwork Skills, Honesty, Initiative

Prerequisites: For seniors only who have passed three Social Studies courses including AMC, CWC, and one of the following: GOV 431, GOV 442, APUS 440, APEUR 450, APECON 455 or APGOV 433; counts as a Humanities credit.

This course is designed to give students practical knowledge of the law. Topics covered include: general law, criminal and juvenile justice, torts (civil law), individual rights and responsibilities, family law, housing law, and consumer law. A field trip to a law-related institution is planned. This course is recommended for those students interested in the Arts/Humanities/Communications Cluster in the Traditional Academic Pathway as well as those in the Technical Academic Pathway.

210461 PSYCHOLOGY

Year 1.0 credit 12

Top 3 Skills: Teamwork Skills, Initiative, Attention to Detail

Prerequisites: For seniors only who have passed three Social Studies courses including AMC, CWC, and one of the following: GOV 431, GOV 442, APUS 440, APEUR 450, APECON 455 or APGOV 433; counts as a Humanities credit.

This course stresses the scientific method used in psychology to approach human problems. The focus is on what is happening to society today and how individuals relate to one another. Topics will include stress, mental illness, self-image, and personality. This course is for those who plan to go to a four-year college. This course is recommended for those students interested in the Arts/Humanities/Communications Cluster in the Traditional Academic Pathway as well as those in the Technical Academic Pathway.

WORLD LANGUAGES

The World Language Department provides an opportunity for serious students to acquire second language skills in French, Spanish, German, and Italian. Most colleges require at least two consecutive years of foreign language high school credits. In order to begin world language study, we suggest that students possess strong English skills.

Guidelines for continuation of study will be the successful completion of the previous course in sequence. In addition, to ensure the success of all students, a grammar evaluation assessment will be administered to incoming students transferring from a different district school or state. The results of the exam will be used to assist with placement of students in language courses at or above the level II (for that language).

Seniors interested in taking an entry level world language **must** meet one of the following prerequisites: 1) have successfully completed two years of a world language with a final grade of B or better in each class prior to enrollment and 2) have not had the opportunity to take an entry level language prior to senior year due to scheduling reasons or other special circumstances. Each request will be evaluated on a case-by-case basis by the guidance counselor, the world languages department chair, and an administrator when appropriate. Priority in scheduling entry level world language courses will be given to students in grades **9-11** who have not yet had the opportunity to take an entry level world language course.

210511 SPANISH I

Year 1.0 credit 9, 10, 11

Top 3 Skills: Speaking Skills, Writing Skills, Attention to Detail

Prerequisite: Minimum of C+ in Language Arts (middle school) or minimum of C+ in English (high school).

This is an introduction to the Spanish language emphasizing the skills of reading, writing, speaking, and listening. Students will also be exposed to the customs and culture of Spanish speaking countries. This is a college preparatory language course that emphasizes grammar and spelling as well as conversational skills. Text: Buen Viaje I.

210512 SPANISH II

Year 1.0 credit 9,10,11,12

Top 3 Skills: Attention to Detail, Writing Skills, Speaking Skills

Prerequisite: C in Spanish I.

This course is a continuation of Spanish I with more emphasis placed on reading and writing through grammar study. Conversational skills are expanded. Text: Buen Viaje II.

210513 SPANISH III

Year 1.0 credit 10, 11, 12

Top 3 Skills: Attention to Detail, Speaking Skills, Initiative

Prerequisite: B in Spanish II.

This course focuses on the history, geography, and culture of Spanish speaking countries. In an effort to increase communication and oral fluency of the language, more emphasis will be placed on reading, understanding, and oral proficiency than in level II. Advanced grammar skills are expanded. Texts: Buen Viaje III, Spanish For Mastery III.

210514 *SPANISH IV

Year 1.0 credit 11, 12

Top 3 Skills: Writing Skills, Speaking Skills, Initiative

Prerequisite: B in Spanish III.

This course is designed for the advanced language student and to begin preparation for the AP Spanish course and exam. The course emphasis will be focused on improving grammar skills through the listening, speaking, reading, and writing process. Students will also be exposed to Spanish and Latin American literature selections as a means of discussion and self-expression in the language. Serious students will find this course most helpful in their overall Spanish language experience. Text: Encuentros Maravillosos.

210521 FRENCH I

Year 1.0 credit 9, 10, 11

Top 3 Skills: Speaking Skills, Writing Skills, Attention to Detail

Prerequisite: Minimum of C+ in Language Arts (middle school), or minimum of C+ in English (high school).

This is an introduction to the French language emphasizing the skills of listening, speaking, reading, and writing. Students will also learn about the customs and culture of France and the Francophone world. Text: Discovering French Bleu.

210522 FRENCH II

Year 1.0 credit 9, 10, 11, 12

Top 3 Skills: Attention to Detail, Writing Skills, Speaking Skills

Prerequisite: C in French I.

French II is a basic study of the language emphasizing the skills of reading and writing while enhancing the listening and speaking skills. Text: Discovering French Blanc.

210523 FRENCH III

Year 1.0 credit 10, 11, 12

Top 3 Skills: Attention to Detail, Speaking Skills, Initiative

Prerequisite: B in French II.

This is an intermediate level of language learning with emphasis on vocabulary

enrichment and advanced grammatical constructions. At this level, students read short stories and their first novel. Texts: Discovering French Rouge, Le Petit Prince.

210524 *FRENCH IV

Year 1.0 credit 11, 12

Top 3 Skills: Writing Skills, Speaking Skills, Initiative

Prerequisite: B in French III.

This is an advanced level language class with strong emphasis on improving a solid grammar base along with a variety of cultural content and literature to achieve advanced-level proficiency in listening, speaking, reading, and writing. The inclusion of an AP comprehensive section will assist the student in transitioning to level V for preparation of the College Board Exam. Texts: French Four Years, Le Petit Nicolas.

210531 GERMAN I

Year 1.0 credit 9, 10, 11

Top 3 Skills: Speaking Skills, Writing Skills, Attention to Detail

Prerequisite: Minimum of C+ in Language Arts (middle school), or minimum of C+ in English (high school).

This is an introduction to the German language emphasizing the skills of reading, writing, speaking, and listening. Students will also be exposed to the customs and culture of Germany. This is a college preparatory language course that emphasizes grammar and spelling and conversational skills. Text: Komm Mit! Level I.

210532 GERMAN II

Year 1.0 credit 10, 11, 12

Top 3 Skills: Attention to Detail, Writing Skills, Speaking Skills

Prerequisite: Recommended C in German I.

In German II, students will improve and expand upon their basic skills acquired in German I. In addition, students will continue with progressive

readings and speaking skills through dialogue, role-playing, and conversational exercises. German culture and history will continue to be presented. Text: Komm Mit! Level I.

210533 GERMAN III

Year 1.0 credit 11, 12

Top 3 Skills: Attention to Detail, Speaking Skills, Initiative

Prerequisite: B in German II.

This course is designed for students to continue their learning of the German language based upon various cultural and historical topics. There is an emphasis placed on dialogues and reading selections which present real-life contexts in order to increase the overall understanding of German. There will be a focus and continuation of grammar structures and vocabulary in order to successfully communicate in German. Textbook: AufDeutsch!, Level 2.

210534 *GERMAN IV

Year 1.0 credit 11, 12

Top 3 Skills: Writing Skills, Speaking Skills, Initiative

Prerequisite: B in German III.

Students will gain advanced proficiency in the skill areas of reading, writing, listening, and speaking. Emphasis is placed on oral communication. German history, literature, and art will be studied to help students gain a deeper understanding of German language and culture. Textbooks: Die Geschichte der Anne Frank, Yildiz heisst Stern, Grammatik mit Sinn und Verstand, Auf Deutsch 2.

210541 ITALIAN I

Year 1.0 credit 9, 10, 11

Top 3 Skills: Speaking Skills, Writing Skills, Attention to Detail

Prerequisite: Minimum of C+ in Language Arts (middle school), or minimum of C+ in English (high school).

This is an introduction to the Italian language and culture. Vocabulary acquisition and basic grammar skills are emphasized. Students will be required to show novice mastery in all four language skills: listening, speaking, reading, and writing. Textbook: Avanti con l'italiano, AMSCO.

210542 ITALIAN II

Year 1.0 credit 10, 11, 12

Top 3 Skills: Attention to Detail, Writing Skills, Speaking Skills

Prerequisite: Recommend C in Italian I.

This course is designed as a continuation of Italian I to improve and expand upon their basic skills. Furthermore, students will compare and contrast aspects of Italian and American culture. Students will be required to show intermediate low mastery in all four language skills: listening, speaking, reading, and writing. Textbook: Oggi, 8th edition, Houghton-Mifflin.

210543 ITALIAN III

Year 1.0 credit 11, 12

Top 3 Skills: Attention to Detail, Speaking Skills, Initiative

Prerequisite: B in Italian II.

This course focuses on more advanced grammatical constructions, greater vocabulary enrichment, and a deeper exploration of Italian culture. Students will be exposed to Italian geography and customs. They will also be able to read a chapter book in Italian. Speaking, reading, and writing are emphasized. Textbook: Oggi, 8th edition, Houghton Mifflin; Reader: Va' dove ti riporta il cuore, Tamaro.

210544 *ITALIAN IV

Year 1.0 credit 12

Top 3 Skills: Writing Skills, Speaking Skills, Initiative

Prerequisite: B in Italian III.

This course is designed for the intermediate-mid to intermediate-high language student. The course emphasis will be on expanding vocabulary and improving grammatical skills. Students will be exposed to and report on Italian literature, cinema, art, and music as a means to seminar-style discussion and self expression in the language. They will also be able to read two collections of stories in Italian. Speaking and writing are emphasized. Textbook: Readers: Le nuove avventure di Mantalbano, Camilleri and Sette Racconti, Moravia.

210550 *AP SPANISH LANGUAGE

Year 1.0 credit 12

Top 3 Skills: Rising to the Challenge, Time Management, Problem-Solving Skills

Prerequisite: Student has successfully completed Spanish IV with a B average and teacher recommendation.

This course is primarily focused on preparing for the advanced language student to take the AP Spanish exam but is not exclusive to those students. This course will work to develop the student's language skills with an emphasis on vocabulary enrichment to increase their abilities in listening, speaking, reading, and writing. Students will work to increase their fluency and accuracy in both written and spoken Spanish. Students taking the AP Exam will be exempt from the course's final exam. Texts: Abriendo Paso: Lectura, Abriendo Paso: Gramática, AP Spanish: Preparing for the Language Examination, Triangulo.

210551 *AP FRENCH LANGUAGE

Year 1.0 credit 12

Top 3 Skills: Rising to the Challenge, Time Management, Problem-Solving Skills

Prerequisite: Successful completion of French IV with a B Average and teacher recommendation.

This course is primarily focused on preparing the advanced language student to take the AP French Language Exam but is not exclusive to those students. This course will work to develop the student's language skills with an emphasis on vocabulary enrichment to increase their abilities in listening, speaking, reading, and writing. Students will work to increase their fluency and accuracy in both written and spoken French. Students taking the AP Exam will be exempt from the course's final exam. Texts: Les Vacances du Petit Nicolas, Bravo, En Bonne Forme, AP French text and other AP relevant resources.

210561 SPANISH FOR NATIVE SPEAKERS I

Year 1.0 credit 9, 10, 11, 12

Top 3 Skills: Writing Skills, Teamwork Skills, Initiative

This course offers native speakers of Spanish the opportunity to strengthen their basic skills, focusing on Spanish reading and writing. Through the analysis and study of global themes, students' knowledge, and pride in their heritage are enhanced. Text: El español para nosotros.

210562 SPANISH FOR NATIVE SPEAKERS II

Year 1.0 credit 10, 11, 12

Top 3 Skills: Writing Skills, Speaking Skills, Attention to Detail

Prerequisite: Spanish for Native Speakers I.

Students will continue their study of their native Spanish language, heritage, and culture. A focus on skills for analyzing and comprehending written Spanish will continue through varied types of speaking, reading, and writing

exercises, as well as use of multimedia and film, to enhance the learning process. The course will use supplemental texts (novels and/or short story anthologies) to provide for students' Spanish literary and cultural awareness. Analysis of Spanish and Latin American films will be approached in a similar method as literature is. Text: El español para nosotros II, Prosa moderna del mundo hispánico.

HEALTH AND PHYSICAL EDUCATION

P.E. OVERVIEW

The purpose of physical education is to develop and educate students to become integrated individuals; physically, mentally, socially, and emotionally.

The Avon Grove Physical Education Department is committed to teaching students the value of physical activity in promoting fitness and giving students the opportunity to increase their fitness levels through a variety of daily, sequential activities. All students are given the opportunity to succeed at their own level, which provides many psychological benefits contributing to a greater sense of well being, positive self esteem, and personally rewarding experiences. We offer a comprehensive program of team and individual activities that include a balance of traditional and lifetime sports. Each student is given the opportunity to master skills, learn rules, develop an awareness of safety procedures, and learn strategies as they relate to each activity. The proper use of weight training equipment and programs will also be introduced as will participation in creative expression through rhythmic and dance. The course of study is a graded

program adapted to the school situation, the time of year, and the individual needs of the students. The aim of the course is to develop active minds and bodies by promoting physical activities, skills, attitudes, and knowledge to enable the individual to make quality adjustments in living now and in the future. Physical education is a semester-only course. All students are required to satisfactorily complete four years of physical education, two credits total, to fulfill graduation requirements. Physical Fitness Assessment is a required part of the program.

HEALTH OVERVIEW

Health is a graded semester course of .5 credit offered in the sophomore year and is required for graduation. The curriculum is designed to involve students in educational activities to promote and emphasize wellness and improve overall quality of life. Helping to reduce and prevent morbidity and mortality rates is a primary concern. The program will emphasize mental, social, and physical aspects of health. Within each subject area, activities will be designed to promote the idea of optimal health and wellness for the individual, family, and community. Concepts in health education are taught through the use of multi-media presentations and assignments are designed to evoke critical thinking about the various health topics.

210612 PE 9 (Coed)

Semester 0.5 credit 9

Top 3 Skills: Problem-Solving Skills, Rising to the Challenge, Teamwork Skills

This course is concerned with basic skill development, physical fitness, and social development. Emphasis is placed on basic skills and rules. Team sports offer the opportunity for development of teamwork, leadership, and cooperation. Individual activities offer the

opportunity for self-motivation, creative expression, and personal goal setting.

210622 PE 10 (Coed)

Semester 0.5 credit 10

Top 3 Skills: Problem-Solving Skills, Rising to the Challenge, Teamwork Skills

This course is design to develop and refine the skills introduced in grade 9. Emphasis is placed on increased levels of performance in team and individual sports. Wellness and fitness will be a consistent theme throughout the curriculum.

210625 HEALTH EDUCATION (Coed)

Semester 0.5 credit 10

Top 3 Skills: Initiative, Problem-Solving Skills, Speaking Skills

This sophomore course is concerned with the topics listed in the State Guidelines for Health Education. Emphasis is placed on the areas of human sexuality, social diseases, mental hygiene, substance abuse, human relationships, and nutrition.

210632 PE 11 (Coed)

Semester 0.5 credit 11

Top 3 Skills: Problem-Solving Skills, Rising to the Challenge, Teamwork Skills

The program provides the opportunity to engage in team sports and individual lifetime activities that have carry-over value into adult life. Basic skills and basic rules of recreational-type activities are introduced. Wellness and fitness will be a consistent theme throughout. Cooperative learning and group activities will be presented in an adventure-based non-traditional curriculum. Our indoor climbing facility will be used to culminate the learning experience.

210633 ADVANCED PE

Semester 0.5 credit 11, 12

Top 3 Skills: Problem-Solving Skills, Initiative, Rising to the Challenge

Career Pathway: Health Sciences

Career Cluster: Science and Health

This course is designed for students with a strong interest in P.E., recreation and related fields. Students are challenged to explore programs, activities and topics not covered in the traditional P.E. program, exposed to a variety of career related opportunities, and are given the opportunity to plan activities and teach others. Students are exposed to additional skills and activities and an opportunity to apply learned skills and techniques at a higher level.

210642 PE 12 (Coed)

Semester 0.5 credit 12

Top 3 Skills: Problem-Solving Skills, Rising to the Challenge, Teamwork Skills

This program provides for additional lifetime sports involvement. More advanced development in team and individual sport is encouraged. Students are given the opportunity to develop personal goals of physical fitness for lifetime performance. A community CPR certificate course will also be included at this level.

210643 PERSONAL FITNESS

Semester 0.5 credit 11, 12

Top 3 Skills: Problem-Solving Skills, Initiative, Rising to the Challenge

Career Pathway: Health Sciences

Career Cluster: Science and Health

This course expands upon information and techniques learned in PE 9, PE10 and Health. Students will design and implement their own personal fitness programs targeted to meet individual needs. The primary goal of the course is to provide the students with the skills to attain and maintain fitness throughout life. The program is coordinated in a progressive manner, from grade level to grade level, to

allow exposure to a variety of skills and activities. The progression develops into a lifetime health and fitness based curriculum.

210662 ADAPTIVE PHYSICAL EDUCATION

Semester 0.5 credit 9, 10, 11, 12

Top 3 Skills: Problem-Solving Skills, Rising to the Challenge, Teamwork Skills

Prerequisite: Teacher and Doctor's recommendation.

This course is tailored to the individual needs of those students who cannot participate in the regular physical education program. It includes exercise programs, individual, and dual activities, as well as recreational games. The teacher will act as a liaison between parents and the physician.

BUSINESS

It is the goal of the Business Education Department to prepare students with the knowledge, skills and attitudes necessary to be successful in an ever-changing world. To meet this end, the Business Department offers a wide scope of courses from which all students may elect during their four years of high school. Students may elect these courses in preparation for a career in business in an area such as accounting, or they may elect business courses for their own personal development. A large number of computer courses are also offered as part of the Business Education curriculum. The changing world is dependent on technology. Technology gives students a more interactive role in the learning process. In today's world it is imperative students develop word-processing, database, spreadsheet and programming skills.

The Business Department suggests every student take a keyboarding class in grade 9 or 10. The keyboarding class will prepare students for any future computer courses. More effective use of

the keyboard will lead to greater computer efficiency.

COMPUTERS

210700 COMPUTERS AND PROGRAMMING

Semester 0.5 credit 9, 10, 11, 12

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Initiative

Career Pathway: Science Technology Engineering and Math
Career Cluster: Information Technology

This course is designed to teach students the fundamentals of computer programming. Students will learn the vocabulary of programming as well as the various rules of a programming language called syntax. Students will learn to use decision structures, loop structures, and sub procedures. They will learn to format output. This course is designed for the new programmer and will prepare a student to take advanced programming courses. Students will program in the QBasic language.

210701 VISUAL BASIC

Semester 0.5 credit 10, 11, 12

Top 3 Skills: Problem-Solving Skills, Writing Skills, Initiative

Career Pathway: Science Technology Engineering and Math
Career Cluster: Information Technology

Prerequisite: "C" minimum in Computers and Programming.

This is an object oriented programming course which utilizes both the keyboard and mouse to create computer programs. Many of the procedures and techniques the students will use can also be found in the Microsoft Windows Office applications. The course focuses on creating objects with the mouse for users to interface with, and using the keyboard to add code to make those objects function. The language used for coding is Basic.

210702 COMPUTER PROGRAMMING WITH C++

Semester 0.5 credit 10, 11, 12

Top 3 Skills: Problem-Solving Skills, Time Management, Initiative

Career Pathway: Science Technology Engineering and Math
Career Cluster: Information Technology

Prerequisite: "C" minimum on Computers and Programming

Students will learn to program in C++. C++ is a widely accepted language for object-oriented programming (OOP). OOP creates programs that are well-organized, easy to understand, flexible and reusable in many different situations.

210708 WEB PAGE DESIGN I

Semester 0.5 credit 10, 11, 12

Top 3 Skills: Time Management, Attention to Detail, Problem-Solving Skills

Career Pathway: Science Technology Engineering and Math
Career Cluster: Information Technology

Have you ever wanted to create a web page, but had no idea how to do it? In this class, students will work with the dynamic languages of HTML5 and CSS to create their own web pages. Students will learn about color theory and how to make their web pages interactive. Using this knowledge, students will then look at free web design tools online and learn how to customize sites to their specifications.

210709 WEB PAGE DESIGN II

Semester 0.5 credit 10, 11, 12

Top 3 Skills: Time Management, Teamwork Skills, Rising to the Challenge

Career Pathway: Science Technology Engineering and Math
Career Cluster: Information Technology

Prerequisite: Web Page Design I.

This course teaches students advanced functions of Cascading Style Sheets, or CSS, and HTML5. It is a project-based course where students will look at how to meet client needs and still design pages that express their artistic vision. Upon completion of this course, students will have the knowledge to not only create dynamic web pages, but to also find and pursue positions to design web pages as a source of income.

210710 MICROSOFT APPLICATIONS I

Semester 0.5 credit 9, 10, 11, 12

Top 3 Skills: Speaking Skills, Time Management, Initiative

Career Pathway: Science Technology Engineering and Math
Career Cluster: Information Technology

If you have already taken a full semester of Microsoft Excel or Microsoft Word, you are not eligible for this class.

Students will learn features in both Microsoft Excel and Microsoft Word. This course prepares students for using the Microsoft applications which are commonly used in the business and academic world. Students will create documents and spreadsheets that will simulate real world applications while learning the functions of the programs. This course will also prepare students to take the Microsoft Office Specialist certification exam in the respective subjects.

210711 MICROSOFT APPLICATIONS II

Semester 0.5 credit 9, 10, 11, 12

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Speaking Skills

Career Pathway: Science Technology Engineering and Math
Career Cluster: Information Technology

If you have already taken a full semester of Microsoft Publisher or Microsoft PowerPoint, you are not eligible for this class.

Students will learn features in both Microsoft Publisher and PowerPoint. This course prepares students for using the Microsoft applications which are commonly used in the business and academic world. Students will create documents and slide show presentations that will simulate real world applications while learning the functions of the programs. This course will also prepare students to take the Microsoft Office Specialist certification exam in the respective subjects.

210712 COMPUTER PROGRAMMING: JAVA

Semester 0.5 credit 10, 11, 12

Top 3 Skills: Problem-Solving Skills, Time Management, Initiative

Career Pathway: Science Technology Engineering and Math
Career Cluster: Information Technology

Prerequisite: Students who have successfully completed 210700 Computers and Programming with a minimum grade of "C."

Students will learn to program in Java. This course prepares students for advanced programming development by providing students with a background in object-oriented programming. Students will create programs that are easy to understand, flexible, and reusable in different situations and across many operating systems.

210713 MOBILE APPS DEVELOPMENT

Semester 0.5 credit 10, 11, 12

Top 3 Skills: Problem-Solving Skills, Time Management, Attention to Detail

Career Pathway: Science Technology Engineering and Math
Career Cluster: Information Technology

This project-oriented course examines the principles of mobile application design and development. Students will learn application development on the Android platform. Topics will include memory management, user interface design, user interface building, input methods, data handling, network techniques and URL loading, and, finally, specifics such as GPS and motion sensing. Students are expected to work on a project that produces a professional-quality mobile application. Course work will include project conception, design, implementation, and pilot testing of mobile phone software applications.

BUSINESS EDUCATION

210720 INTRODUCTION TO BUSINESS

Semester 0.5 credit 9, 10, 11, 12

Top 3 Skills: Teamwork Skills, Speaking Skills, Attention to Detail

Career Pathway: Business Management and Administration

Career Cluster: Business Management

This is an introductory course in business. The purpose of this course is to develop an awareness and understanding of our market economy. The students' economic roles are examined through various resources within the school and community.

210721 BEGINNING KEYBOARDING

Semester 0.5 credit 9, 10, 11, 12

Top 3 Skills: Writing Skills, Attention to Detail, Time Management

Career Pathway: Science Technology Engineering and Math

Career Cluster: Information Technology

Students will learn the alphabetic, numeric and symbol keys using the touch system and Microsoft Word to learn how to type. Students will also begin to develop typing speed and accuracy in the time remaining after learning the entire keyboard. Students will also learn how to format and type reports, tables, memos, and personal letters.

a project containing simulated jobs. Emphasis will be given to correct posture, correct use of finger placement, speed, and accuracy.

210723 ACCOUNTING

Year 1.0 credit 10, 11, 12

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Initiative

Career Pathway: Business Management and Administration

Career Cluster: Finance

The first year comprehensive accounting course will give students a thorough background in the accounting procedures and concepts utilized to operate a business entity. Students will learn to interpret and record financial information from business transactions in a professional manner. Students will learn about bank

procedures and how to reconcile and manage a checkbook. The course covers the complete accounting cycle and the preparation of end of year work sheets, financial reports and closing entries. This course provides students with a sound background for employment in the business community or to pursue further study in business.

210724 ADVANCED ACCOUNTING

Year 1.0 credit 11, 12

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Initiative

Career Pathway: Business Management and Administration

Career Cluster: Finance

Prerequisite: Students must have achieved a C-average in 210723 Accounting.

Advanced Accounting further acquaints the student with the use of business records needed for the interpretation of financial data. Thorough coverage of advanced topics such as inventory methods, plant assets, notes, and receivables, among others, help to develop a student's analytical and interpretive skills. This course is beneficial for students who plan an accounting or business major in college. Students will also learn to complete accounting transactions on the computer using accounting software.

210725 PERSONAL FINANCE

Semester 0.5 credit 10, 11, 12

Top 3 Skills: Problem-Solving Skills, Time Management, Attention to Detail

Career Pathway: Business Management and Administration

Career Cluster: Finance

Have you ever wanted to learn how to make money from money, but did not have the information, tools, or knowledge of where to get started? This course will inform students how individual choices directly affect personal goals and their future. Real world topics covered include income, money management, spending, and credit, as well as saving and investing. Students will design personal budgets

utilizing checking and savings accounts, gain knowledge in finance, debt and credit management, investment options and strategies, and evaluate and understand insurance and taxes. This course will provide a basic understanding for making informed personal finance decisions leading to financial freedom.

210726 MARKETING

Semester 0.5 credit 11, 12

Top 3 Skills: Problem-Solving Skills, Teamwork Skills, Speaking Skills

Career Pathway: Business Management and Administration

Career Cluster: Marketing Sales and Service

This course will provide the student with a basic introduction to the foundations and functions of marketing. This course will enable students to understand and apply marketing, management, and entrepreneurial principles to make rational economic decisions and to exhibit social responsibility in a global economy.

210727 SPORTS AND ENTERTAINMENT MARKETING

Semester 0.5 credit 11, 12

Top 3 Skills: Problem-Solving Skills, Teamwork Skills, Speaking Skills

Career Pathway: Business Management and Administration

Career Cluster: Marketing Sales and Service

Prerequisite: Marketing (with a grade of C+ or better)

This course is a continuation of the study of how the marketing concept and the 4 P's are used in the Sports and Entertainment Industry. This course is designed for students with an interest in learning the foundations for the numerous careers in the sports and entertainment industry.

210728 BUSINESS PRINCIPLES AND MANAGEMENT

Semester 0.5 credits 10, 11, 12

Top 3 Skills: Problem-Solving Skills, Speaking Skills, Initiative

Career Pathway: Business Management and Administration

Career Cluster: Business Management

Prerequisite: Introduction to Business (passing with a C+ grade or better)

Students will study the managerial functions of planning, organizing, directing, staffing, and controlling. Students will develop managerial skills in teamwork, motivation, decision making, negotiation, conflict resolution, leadership, and management of change. Students will also discuss major managerial issues taking place in the current business world.

210729 HOSPITALITY AND TOURISM

Semester 0.5 credit 10, 11, 12

Top 3 Skills: Speaking Skills, Writing Skills, Problem-Solving Skills

Career Pathway: Business Management and Administration

Career Cluster: Business Management

This course will explore the different business segments of the hospitality and tourism industry. Students will learn about the operations of hotels, motels, restaurants, casinos, hospitals, schools, and many other facilities. They will also learn about the different modes of tourism travel, such as air, rail, cruise, and motor coach. They will get a behind-the-scenes look at how these various business segments function and operate. Other topics for the class include careers in hospitality and tourism and customer/employee relations in the industry.

210730 INTERNATIONAL BUSINESS

Semester 0.5 credit 9, 10, 11, 12

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Teamwork Skills

Career Pathway: Business Management and Administration

Career Cluster: Business Management

Prerequisite: Introduction to Business

This course will focus on the dynamics of international business. Students will learn what it means to compete in a global market, how politics and current events can impact a business, how culture shapes an international business, and strategies international marketers must use to get their brands recognized.

210731 READY FOR THE REAL WORLD

Semester 0.5 credit 9, 10, 11, 12

Top 3 Skills: Initiative, Problem-Solving Skills, Calm Under Pressure

Career Pathway: Business Management and Administration
Career Cluster: Business Management

This course will focus on preparing students for life after high school through a hands-on approach, whether they are pursuing higher education or entering the work force. Students will explore different career clusters, as well as tasks and responsibilities that fall within those careers. Students will also learn real world skills such as networking, interview preparation, workplace expectations, workplace etiquette, business ethics and conflict resolution strategies. Upon completion of this course, students will have an e-Portfolio which they will be able to show to both potential employers and admissions committees for higher education. This course will also feature speakers in various business roles to give students real world experience.

210732 ENTREPRENEURSHIP

Semester 0.5 credit 10, 11, 12

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Initiative

Career Pathway: Business Management and Administration
Career Cluster: Marketing Sales and Service

Students will learn the fundamentals of organizing and starting their own business. Students will learn the requirements for creating a business plan and will develop their own business plan. Students will learn about strategic planning and franchising, and will study the different forms of business ownership. Students will also learn the crucial elements of running a business including marketing, pricing, cash flow, financial planning, initiating the plan, and ethical, legal and environmental concerns. They will also explore their own skills and how they can utilize those skills to start their own business.

210733 BUSINESS LAW

Semester 0.5 credit 10, 11, 12

Top 3 Skills: Problem-Solving Skills, Writing Skills, Attention to Detail

Career Pathway: Business Management and Administration
Career Cluster: Business Management

This course will give students an understanding of the principles of law as it relates to various facets of their lives. Students will learn about contracts and the implications of entering into a contract and how it can affect their lives, whether through borrowing money for continuing education, purchasing or renting an automobile, buying and selling a home, leasing real estate, or engaging in employment activities. Students will learn what to look for in a contract, what that contract will require them to do, and how to avoid problems which could commit them to obligations which could cause legal problems.

210734 RETAILING

Semester 0.5 credit 9, 10, 11, 12

Top 3 Skills: Teamwork Skills, Speaking Skills, Attention to Detail

Career Pathway: Business Management and Administration
Career Cluster: Marketing Sales and Service

Prerequisite: C or Better in Intro to Business

This course will focus on the dynamics of retailing. Students will learn what it means to succeed in the retail environment. Students will learn the different aspects of retailing including store operation, customer service, e-commerce, career preparation, merchandising, human resources, and inventory management.

210735 BUSINESS COMMUNICATION & ETHICS

Semester 0.5 credit 10, 11, 12

Top 3 Skills: Speaking Skills, Writing Skills, Calm Under Pressure

Career Pathway: Business Management and Administration
Career Cluster: Business Management

Effective communication is crucial to the success of those in the workforce. This course supports the Common Core concepts in reading, writing, listening and speaking. It will

allow students to explore acceptable methods of communication in the business world both locally and globally. Students will learn to use technology as an effective method of communication. Students will be encouraged to improve upon their speaking and presentation skills (both in person and online), attributes highly prized by employers. In addition, pupils will be introduced to ethical issues.

APPLIED ENGINEERING

Applied Engineering is an organization of experiences designed to assist the formation of concepts and development of insights into technology. The experiences are grouped in three major categories: Applied Materials, Computer Technology, and Visual Communications.

VISUAL COMMUNICATIONS

Visual Communications in Applied Engineering is based on three dimensional computer modeling, game design and audio/video production. The three-dimensional entry-level CAD course, Intro to CAD, covers two major areas: Engineering and Architecture. The upper level courses, which focus on one of these areas, can be taken multiple times.

210800 INTRO TO CAD

Semester 0.5 credit 9, 10, 11, 12

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Time Management

Career Pathway: Science Technology Engineering and Math
Career Cluster: Engineering and Engineering Technology

This is a basic course in three dimensional computer modeling (CAD). Basic math skills, precision measurement, and manipulative skills are developed by means of creating

engineering and architectural models. Computer Aided Machining (CAM) and 3D printing will also be introduced. Skills learned in this class will be applied in all Applied Engineering classes. **To Be Noted:** This course is strongly recommended prior to students taking any Applied Engineering materials courses.

210801 ENGINEERING VISUAL CAD

Semester 0.5 credit 9, 10, 11, 12

This course may be taken multiple times.

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Teamwork Skills

Career Pathway: Science Technology Engineering and Math

Career Cluster: Engineering and Engineering Technology

Prerequisite: Course 210800.

This class will be helpful to students who plan a career in engineering and/or manufacturing. Included are part and assembly design, two dimensional print reading and creation, Computer Aided Manufacturing and 3D printing. Multiple areas of industry and technology are studied. Three dimensional CAD and CAM technologies will be used to complete projects in this course.

210802 ARCHITECTURAL VISUAL CAD

Semester 0.5 credit 9, 10, 11, 12

This course may be taken multiple times.

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Time Management

Career Pathway: Science Technology Engineering and Math

Career Cluster: Construction and Architecture

Prerequisite: Course 210800

Students taking this course will advance in the architectural design field by practicing building techniques from foundation to finished home. Students will also learn the proper use of materials, code compliance, overall form and function, and production of large format floor plans and elevations. Three dimensional CAD technologies will be used to complete projects in this course.

210803 AUDIO/VIDEO PRODUCTION I

Semester 0.5 credit 9, 10, 11, 12

This course may be taken multiple times.

Top 3 Skills: Problem-Solving Skills, Teamwork Skills, Initiative

Career Pathway: Arts A/V Technology and Communications

Career Cluster: Communication Arts

This is an entry-level course in production of media for video and the web. This class will focus on the use of the computer for video editing, effects generation, and animation. The use of cameras, computer recording/editing software, microphones, lighting, audio, and video mixers will be covered. It is also mandatory that students demonstrate responsibility and maturity in content and equipment operation to continue in the program.

210804 AUDIO/VIDEO ENGINEERING

Semester 0.5 credit 9, 10, 11, 12

Top 3 Skills: Problem-Solving Skills, Teamwork Skills, Initiative

Career Pathway: Science Technology Engineering and Math

Career Cluster: Engineering and Engineering Technology

Live production and studio production are used to support student understanding and application of audio and video physics, project management, and career exploration and preparation. Work of course will directly support the AGSD TV experience and LiveStream applications. Engineering for audio and video is a viable career path and knowledge in this area is useful for any career involving technology.

210805 AUDIO/VIDEO PRODUCTION II

Semester 0.5 credit 9, 10, 11, 12

Top 3 Skills: Problem-Solving Skills, Teamwork Skills, Initiative

Career Pathway: Arts A/V Technology and Communications

Career Cluster: Communication Arts

Prerequisite: 210803 Audio/Video Production I (Formerly Multimedia Production)

In this class students will work on independent projects and be available to take on projects that assist staff of Avon Grove Schools, businesses, non-profits, and others in need of services in the community. Competencies would focus on project management, directing, story creation, monetization scenarios, and video in education. Students are able to create the next level beyond the video design course and to capitalize on the hardware and infrastructure already in place.

APPLIED MATERIALS

Applied Materials is a study of materials as they exist in the natural environment and how these materials are transformed through extraction, fabrication, manufacturing, and construction into human-made consumable products within the program. Activities provide experiences fundamental to good conservation practices, experimentation, testing, use, and analysis of materials. *Students taking Advanced Metal first semester are assigned to 210831, second semester to 210832. Fine Woodworking first semester is 210821, second semester is 210822.*

210820 INTRODUCTION TO NON-METALLIC MATERIALS

Semester 0.5 credit 9, 10, 11, 12

Top 3 Skills: Attention to Detail, Time Management, Problem-Solving Skills

Career Pathway: Science Technology Engineering and Math

Career Cluster: Engineering and Engineering Technology

Using hand and power tools, students will produce an individual required project the first marking period. The students will then be allowed to design or select a project that utilizes CAM for the second marking period. Instruction will be given on proper and safe use of tools. Basic material construction and joinery techniques will be stressed. Students are to wear safety glasses at all times and are responsible for the expense of materials.

210821 ADVANCED NON-METALLIC MATERIALS

210822 ADVANCED NON-METALLIC MATERIALS

Semester 0.5 credit 9, 10, 11, 12

This course may be taken multiple times.

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Teamwork Skills

Career Pathway: Science Technology Engineering and Math

Career Cluster: Engineering and Engineering Technology

Prerequisites: A minimum grade of C in 210820.

First Semester is 210821, second semester is 210822.

Students will be allowed to design or select projects. Emphasis on advanced techniques and time management will be stressed. Traditional design as well as contemporary developments including large format CNC will be covered. Students are to wear safety glasses at all times and are responsible for the expense of materials.

210823 PRODUCTION TECHNOLOGY

Semester 0.5 credit 9, 10, 11, 12

Top 3 Skills: Teamwork Skills, Time Management, Attention to Detail

Prerequisite: 210820

Career Pathway: Science Technology Engineering and Math

Career Cluster: Manufacturing

This course is a systematic study of common production materials and manufacturing processes. In this course students will develop an understanding of manufacturing production and management by forming a "corporation", selecting and designing a project, and producing that project as a group using mass production techniques.

210824 HOME PLANNING AND MAINTENANCE

Semester 0.5 credit 9, 10, 11, 12

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Teamwork Skills

Prerequisite: 210820.

Career Pathway: Science Technology Engineering and Math

Career Cluster: Construction and Architecture

The purpose of this course is to make an educated housing consumer of the student. This

course is designed to prepare students to competently assist in planning for the construction or renovation/expansion of a home. The course will then focus on repairs and preventive maintenance of the structure and all major subsystems.

210830 BASIC METAL TECHNOLOGY

Semester 0.5 credit 9, 10, 11, 12

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Time Management

Career Pathway: Science Technology Engineering and Math

Career Cluster: Engineering and Engineering Technology

This course is designed to give students a basic understanding of engineering concepts, materials, tools, and procedures used in metalworking technology. Students will have the opportunity to use Computer Aided Machining (CAM), providing a firm foundation for further study of machine tools processes. Safety precautions are highlighted. Required projects are assigned. Students are responsible for the expense of all materials and are to wear safety glasses at all times. This course is a required introduction to Advanced Metal Technology.

210831 ADVANCED METAL TECHNOLOGY

210832 ADVANCED METAL TECHNOLOGY

Semester 0.5 credit 9, 10, 11, 12

This course may be taken multiple times.

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Rising to the Challenge

Career Pathway: Science Technology Engineering and Math

Career Cluster: Engineering and Engineering Technology

Prerequisite: A minimum grade of "C" in 210830.

First semester is 210831, second semester is 210832.

In learning about metal processes and machines, students cover planning, safety, occupations, operational methods including CAM, tools, and measurement. Math and science are correlated throughout. Not only are the various manipulative processes explained, but also principles of good design and

consumer knowledge. There is individual student project selection with instructor approval. Students are responsible for the expense of all materials. Project required.

COMPUTER TECHNOLOGY

These classes provide students with skills based on technology driven by computer hardware and software.

210840 COMPUTER ENGINEERING

Semester 0.5 credit 9, 10, 11, 12

This course may be taken multiple times.

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Rising to the Challenge

Career Pathway: Science Technology Engineering and Math

Career Cluster: Engineering and Engineering Technology

Prerequisites: Student may not have any prior computer-related disciplinary referrals.

This course is designed to give students hands on experience with Arduino, Raspberry Pi, circuit boards, electricity, desktop/laptop, computer hardware, network design, 3D Printer hardware/software. The course is recommended for students who have postsecondary plans in the Information Technology or Electrical/Electronic Engineering areas.

210841 ROBOTICS AND AUTOMATION

Semester 0.5 credit 9, 10, 11, 12

This course may be taken multiple times.

Top 3 Skills: Problem-Solving Skills, Initiative, Teamwork Skills

Career Pathway: Science Technology Engineering and Math

Career Cluster: Engineering and Engineering Technology

This is an advanced level course in the design and manufacture robotic devices. Students will be introduced to engineering concepts in electrical, pneumatic, and mechanical applications. Students will design robotic parts using CAD software and machine parts using conventional and CNC machines. Students will learn what constitutes a robot in its function and

travel, and will design and manufacture a robot to do some necessary task.

210842 COMPUTER GAME DESIGN I

Semester 0.5 credit 9, 10, 11, 12

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Rising to the Challenge

Career Pathway: Science Technology Engineering and Math

Career Cluster: Engineering and Engineering Technology

Prerequisites: Student may not have any prior computer-related disciplinary referrals.

Using Flash and other programming languages, students will design educational and entertainment games. In addition to the core programming skills students will develop; related academic skills such as math and physics for motion, English for plot development, and the arts for content development will also be incorporated into the class.

210843 COMPUTER GAME DESIGN II

Semester 0.5 credit 9, 10, 11, 12

Top 3 Skills: : Problem-Solving Skills, Initiative, Rising to the Challenge

Career Pathway: Science Technology Engineering and Math

Career Cluster: Engineering and Engineering Technology

Students would develop additional skills and competencies in the topics of game design, graphic design in games, monetization scenarios, and gamification of education. Two capstone projects would be completed. This course goes a level beyond the existing game design course in rigor, challenges and expectations.

ART

The Art Department recognizes the overwhelming need for artists and designers in today's innovative workforce. We are committed to providing the students of Avon Grove High School the opportunity to develop artistically. Our goal is to create an atmosphere where new ideas, experimentation and

discovery regularly take place. A variety of media and techniques are explored throughout the art curriculum, as well as an aesthetic appreciation of historical and current works in art and design.

210900 INTRODUCTION TO STUDIO ARTS

Semester 0.5 credit 9, 10, 11, 12

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Taking Initiative

Career Pathway: Arts A/V Technology and Communications

Career Cluster: Visual Arts

This course is a prerequisite to 210901, 210902, 210903 and 210960. Students interested in pursuing a career pathway in art should take this course in their freshman year.

This course introduces students to the elements of two and three-dimensional design through the processes of drawing and painting. A strong emphasis is placed on the mastery of materials and techniques. Artistic media may include graphite, charcoal, oil pastels, pen and ink, watercolor and acrylic paint. Art criticism and aesthetics are introduced through the study of art history, and as an assessment of class projects. After successful completion of this course, students have the option of selecting from the list of advanced studio courses.

210901 DRAWING I

Semester 0.5 credit 10, 11, 12

Top 3 Skills: Attention to Detail, Problem-Solving Skills, Speaking Skills

Career Pathway: Arts A/V Technology and Communications

Career Cluster: Visual Arts

Prerequisite: successful completion of 210900. Students who have chosen a career pathway in fine arts should plan to take this course upon successful completion of Introduction to Fine Arts.

This course will provide students with in-depth instruction on the design elements and techniques needed to successfully compose two-dimensional compositions. The emphasis of this class will be based on drawing from life to

develop keen observational skills. Materials such as pencil, pen and ink, charcoal, and pastels will be used to complete drawings related to illustration, portraiture, still life, and perspective.. Art history is presented through visual references, films, and classroom discussion.

210902 DRAWING II

Semester 0.5 credit 10, 11, 12

Top 3 Skills: Attention to Detail, Rising to the Challenge, Time Management

Career Pathway: Arts A/V Technology and Communications

Career Cluster: Visual Arts

Prerequisite: successful completion of 210901. Drawing I

This course can be taken upon successful completion of Drawing I. Instruction of this course will expand on the skills acquired in Drawing I, with an emphasis on drawing from direct observation and the figure. Students will have the opportunity to develop individualized art concepts using diverse drawing media to create a series of drawings. Additional drawing will introduce students to a variety of artistic techniques such as Japanese ink. Contemporary and historical references will be presented throughout this semester course.

210903 PAINTING

Semester 0.5 credit 10, 11, 12

Top 3 Skills: Attention to Detail, Time Management, Initiative

Career Pathway: Arts A/V Technology and Communications

Career Cluster: Visual Arts

Prerequisite: successful completion of 210900. Students who have chosen a career pathway in fine arts should plan to take this course. Students taking this course may work with watercolor and acrylic paint to develop their painting skills and knowledge of color theory. Design and composition will be emphasized. The history of art including the painting styles and techniques from various artists and cultures will be reflected upon.

210904 PAINTING II

Semester 0.5 credit 10, 11, 12

Top 3 Skills: Attention to Detail, Time

Management, Initiative

Career Pathway: Arts A/V Technology and Communications

Career Cluster: Visual Arts

Prerequisite: successful completion of 210903.

Students who enroll in this course should be serious about pursuing a career in the arts. In Painting I, we just scratched the surface. Building on previous knowledge in color theory and basic technical skills, Painting II will be the perfect place for you to explore new ways to apply paint and layer textures. Glazing in layers, Plein Air Impressions, and oil painting techniques will be included in this course. Larger canvases and longer project time will offer you ways to stretch out and reach heightened levels of your artistic capability. Through your painting, you will hone in on personalized artistic vision. Class critique discussions and deeper exploration of the conceptual meaning of your artwork will be an important aspect of how we grow as artists.

210905 PRINTMAKING

Semester 0.5 credit 9, 10, 11, 12

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Initiative

Career Pathway: Arts A/V Technology and Communications

Career Cluster: Visual Arts

Printmaking is an art form that has been explored by artists for centuries. Venture into the rich history of printmaking as well as discover art from modern day printmakers. Each printmaking process has its own unique blend of creative techniques and results. In this class, you will explore the following processes: Monoprinting, Relief Printing, Silk Aquatint, Chine-Colle', Sun Printing, Screen Printing, and Collagraph. Use the screen printing technique to create custom make t-shirts. Learn and use the elements of art and principles of design to create your own unique, successful compositions. Taking this course will open up the

art pathway for beginners and advance art students.

210910 INTRODUCTION TO PHOTOGRAPHY

Semester 0.5 credit 11, 12

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Teamwork Skills

Career Pathway: Arts A/V Technology and Communications

Career Cluster: Visual Arts

Students taking this course will learn the fundamental techniques of black and white photography including camera operation, film development, processing, and printing through classroom and darkroom assignments. An overview of the history and evolution of photography will be covered through a variety of presentations and projects. Working individually and collaboratively, student will gain an understanding of the elements and principles of photography to create successful photographic compositions.

210911 DIGITAL PHOTOGRAPHY

Semester 0.5 credit 11, 12

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Taking Initiative

Career Pathway: Arts A/V Technology and Communications

Career Cluster: Visual Arts

This is an entry-level course for students interested in learning the basics of photography using digital cameras and the computer or "digital darkroom." Students will develop technological as well as conceptual skills to make successful color and black and white images. Students will use the computer as a tool to compose, manipulate and retouch their images using Adobe Photoshop. Course projects will address a variety of themes/subject matter including photography as a vehicle for positive social change. It is mandatory that students demonstrate responsibility and maturity in content and equipment operation to continue in the program.

210912 ALTERNATIVE PROCESSES IN DARKROOM PHOTOGRAPHY

Semester 0.5 credit 11, 12

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Teamwork Skills

Career Pathway: Arts A/V Technology and Communications
Career Cluster: Visual Arts

Prerequisite: successful completion of 210910.

Students taking this course can use the processes and techniques they have mastered in the introduction to Darkroom Photography course to broaden their understanding of photography as a form of communication. Students will investigate applications and methods such as cyanotype, double exposure, image transfer, alternative negatives and hand applied emulsion to enhance their contemporary vision. In addition, students will have the opportunity to propose a specific process that they would like to explore and include as part of their personalized curriculum.

210920 THREE DIMENSIONAL FORMS IN ART

Semester 0.5 credit 10, 11, 12

Top 3 Skills: Problem-Solving Skills, Teamwork Skills, Time Management

Career Pathway: Arts A/V Technology and Communications
Career Cluster: Visual Arts

Students taking this course will construct and sculpt three-dimensional forms through the exploration of traditional and contemporary materials and methods. Plaster, wood, metal, paper, cardboard, recyclables, and found objects will be turned into sculptures using modeling, carving, casting, and fabrication processes. Students' original designs and interpretations are encouraged through daily work and group discussions.

210921 GRAPHIC DESIGN I

Semester 0.5 credit 9, 10, 11, 12

Top 3 Skills: Attention to Detail, Time Management, Problem-Solving Skills

Career Pathway: Arts A/V Technology and Communications
Career Cluster: Communication Arts

Students will learn to produce designs for publication using a variety of materials and techniques. Students will be introduced to Adobe Photoshop and InDesign software. Assignments are centered on the advertising field including, but not limited to, corporate identity, packaging, magazine campaign, promotional posters, and catalog design. Compositional layout, typography, and presentation will be emphasized in both hands-on projects and computer designs.

210922 GRAPHIC DESIGN II

Semester 0.5 credit 10, 11, 12

Top 3 Skills: Attention to Detail, Time Management, Problem-Solving Skills

Career Pathway: Arts A/V Technology and Communications
Career Cluster: Communication Arts

Prerequisite: successful completion of 210921.

This is an advanced level course with Graphic Design I as a prerequisite. 2-D and 3-D artwork are centered around the aesthetic and creative disciplines of graphic design. Students will have a working knowledge of Adobe Photoshop and InDesign. Multi-application assignments using Macromedia programs will be used to refine and expand their design and presentation skills.

210923 ADOBE FLASH

Semester 0.5 credit 10, 11, 12

Top 3 Skills: Attention to Detail, Time Management, Problem-Solving Skills

Career Pathway: Arts A/V Technology and Communications
Career Cluster: Communication Arts

Prerequisite: 210922.

This course will provide students with a basic learning knowledge of the Adobe Flash program to enable them to create simple animation and moving graphic images as "seen on TV" today. Combined with Adobe Photoshop, video clips, and sound effects, the student will create their own animated pieces complete with their own "production company logo." The finished product will be multi-media

pieces that the student may save to digital storage devices and include in their portfolio when they are applying to college.

210924 MIXED MEDIA

Semester 0.5 credit 9, 10, 11, 12

Top 3 Skills: Rising to the Challenge, Problem-Solving Skills, Attention to Detail

Career Pathway: Arts A/V Technology and Communications
Career Cluster: Visual Arts

Through the investigation of current and historical works created by artists using mixed media, students will explore the combined use of drawing, painting, collage, printmaking, bookmaking, and assemblage. Materials such as aluminum, paper, paint, pen and ink, plastic, fabrics, recycled, and found objects will be combined by students to create their own two- and three-dimensional works of art. Students are encouraged to creatively combine these materials and techniques to create artwork that explores perceptual as well as conceptual issues and ideas.

210925 ADOBE ILLUSTRATOR

Semester 0.5 credit 9, 10, 11, 12

Top 3 Skills: Creativity, Problem-Solving Skills, Attention to Detail

Career Pathway: Arts A/V Technology and Communications
Career Cluster: Communication Arts

This course will introduce you to the most recent Adobe Illustrator's interface, workspace, tools and techniques. If you enjoy working on the computer and using the creative side of your brain, Adobe Illustrator is for you. Adobe Illustrator is part of Adobe's Creative Suite and is used by artists and graphic designers, both for print and web. With Adobe Illustrator, you can create fine art for children's book illustrations, greeting cards, posters, t-shirts and more. Since Adobe Illustrator uses vector based art, logos, typographical treatments, product design and patterns for fashion design are easy to accomplish and have the ability to scale to any size. Learning how to use Adobe Illustrator will

increase your marketability as an artist and/or graphic designer.

210926 VISUAL STORYTELLING, CARTOONING AND STORYBOARD

Semester 0.5 credit 10, 11, 12

Top 3 Skills: Rising to the Challenge, Problem-Solving Skills, Attention to Detail

Career Pathway: Arts A/V Technology and Communications
Career Cluster: Communication Arts

Walt Disney once said, "It was all started by a mouse." What he meant was that the popularity of his cartoon character, Mickey Mouse provided the fund to produce other projects which helped him to build his empire. This course does not promise all that, but it is a beginning. The student taking this course may be an artist, but does not need to be. By combining the best of both worlds through team work, collaboration and the sharing of ideas and talents, we will create and produce our work. Bring your imagination and springboard into the world of visual storytelling through cartooning and storyboard development.

210930 CERAMICS

Semester 0.5 credit 9, 10, 11, 12

Top 3 Skills: Problem-Solving Skills, Time Management, Attention to Detail

Career Pathway: Arts A/V Technology and Communications
Career Cluster: Visual Arts

Ceramics is an entry level course focusing on the design and production of pottery. This course provides instruction in the historical and contemporary hand-building techniques of ceramics to create functional objects. Students will explore various surface decoration techniques including texturizing, glazing, and hand-painting.

210931 DESIGN AND CREATION OF JEWELRY

Semester 0.5 credit 10, 11, 12

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Time Management

Career Pathway: Arts A/V Technology and Communications
Career Cluster: Visual Arts

Students taking this course will be introduced to traditional and contemporary methods of making jewelry. Each product offers students the opportunity to design and create their own jewelry through the application of annealing, soldering, filing, sanding and polishing techniques. Designs will be created through the manipulation of sterling silver, copper, brass and alternative metals.

210932 WEARABLE ART

Semester 0.5 credit 10, 11, 12

Top 3 Skills: Problem-Solving Skills, Time Management, Attention to Detail

Career Pathway: Arts A/V Technology and Communications
Career Cluster: Visual Arts

Art as it functions in our daily lives takes many forms. Fashion or wearable accessories including hats, shoes, eyewear, wallets, bags and jewelry serve us every day in a variety of ways. In creating wearable art, artists must take into consideration its purpose and conformity to the human figure and lifestyles. Students taking this course will have the opportunity to design and create wearable art and products that serves a functional role. Presentations and guided learning will familiarize students in construction techniques with an emphasis on design, function, and sustainability through the use of repurposed and recycled materials.

210950 *AP ART HISTORY

Year 1.0 credit 11, 12

Top 3 Skills: Writing Skills, Initiative, Time Management

Career Pathway: Arts A/V Technology and Communications
Career Cluster: Visual Arts

This course reflects a college-level introductory art history survey course and will prepare students for the advanced placement exam in Art History. Course instruction is designed to provide an understanding of various art forms from all geographical areas of the known world.

Students will critically analyze the major forms of art from past and present cultures by analyzing the visual form, the contextual history, the content of the work, and the function of the work.

210960 PORTFOLIO PREPARATION

Semester 0.5 credit 11, 12

Top 3 Skills: Initiative, Attention to Detail, Time Management

Career Pathway: Arts A/V Technology and Communications
Career Cluster: Visual Arts

Prerequisite: A minimum of a "B" in 210900 and 210901, or permission from instructor.

This course may be taken twice. Students who have chosen a career pathway in art should take this course in the fall semester of their junior and/or senior year.

Students taking this course will develop a portfolio of their artwork, which is a critical part of the application process for the post-secondary fine art programs. There will be focus on observational drawings of the figure, still life, and architecture. Conceptual works in painting, sculpture, mixed media, and photography are also encouraged to reflect individual styles and preferences. Group discussions and critiques will help students to refine their work and prepare for a portfolio review at the school(s) of their choice.

FAMILY AND CONSUMER SCIENCES

211000 LIFE AND SCHOOL

Semester 0.5 credit 9, 10

Top 3 Skills: Problem-Solving Skills, Rising to the Challenge, Initiative

Career Pathway: Human Services
Career Cluster: Counseling and Personal Care

Develop communication and conflict resolution skills to help you deal with high school stressors. Learn about your strengths, learning styles, and personality and how these relate to your life and possible career choices. Other topics include developing an appreciation of the wealth of senior citizens, understanding consumer rights and responsibilities, and how nutrition is important to health, wellness, and learning in school.

211001 LIFE AND INDEPENDENCE

Semester 0.5 credit 11, 12

Top 3 Skills: Problem-Solving Skills, Initiative, Rising to the Challenge

Career Pathway: Human Services

Career Cluster: Counseling and Personal Care

Develop clear goals and objectives for successfully completing your high school career and preparing yourself for living and working in today's world. Build strong transferable employee skills. Learn to balance personal, educational, and career responsibilities. Gain knowledge of how to balance personal income, manage future finances, and develop wise consumer strategies.

211004 CHILD DEVELOPMENT

Semester 0.5 credit 11, 12

Top 3 Skills: Writing Skills, Teamwork Skills, Initiative

Career Pathway: Human Services

Career Cluster: Education

What does it take to be a great parent? It is the hardest job one could ever have and the most rewarding. It takes readiness, commitment, nurturing, and love. Experience what it is like to be the parent of a newborn baby. Our computerized babies need to be fed, burped, rocked, and diapered. Learn how to help children develop physically, intellectually, emotionally, and socially. This is an excellent class for those interested in careers in teaching, health, or human services or anyone who plans to be a parent someday.

211005 HOUSING AND DESIGN

Semester 0.5 credit 9, 10, 11, 12

Top 3 Skills: Problem-Solving Skills, Initiative, Attention to Detail

Career Pathway: Science Technology Engineering and Math

Career Cluster: Construction and Architecture

You will learn what makes up a community. What is zoning? What are the advantages and disadvantages of renting or buying housing? How is housing acquired? What are the different types of housing? How do you tell one style house from another? You will learn how a house is constructed. Through various projects you will create living spaces that meet the needs of individuals or families. You will draw floor plans, create space plans, select furniture, fabrics, lighting, and accessories and determine a color palette for your design. Take this class if you are interested in a career in construction, architecture, design, or real estate.

211006 TEXTILES AND CLOTHING I

Semester 0.5 credit 9, 10, 11, 12

Top 3 Skills: Attention to Detail, Time Management, Problem-Solving Skills

Career Pathway: Arts A/V Technology and Communications

Career Cluster: Visual Arts

In this class you will learn to operate a sewing machine and use a commercial pattern to create a garment you can wear. You will learn valuable sewing skills such as how to sew on a button and hem by hand. Learn about different fibers that are made into yarns and threads which are then made into different fabrics that are either woven or knitted. Create original fashion designs on croquis (pre-drawn figures). If you have an interest in a career in fashion design or merchandising, textile design, tailoring, or just want to be able to make your own clothes, this class is for you. Each student must provide his/her own material for the class.

211007 TEXTILE AND CLOTHING II

Semester 0.5 credit 10, 11, 12

Top 3 Skills: Attention to Detail, Time

Management, Problem-Solving Skills

Career Pathway: Arts A/V Technology and Communications

Career Cluster: Visual Arts

Prerequisite: Grade of C or better in Fabrics and Clothing Construction.

This course is intended for students with a desire to learn about fashion history and current fashion trends. Students will advance their knowledge of fabric use and clothing construction. Learning activities will include hands-on experience using more advanced fabric and construction techniques. It will prepare those students interested in a career in the Fashion and Fashion Design, Fashion Merchandising, Retail Management, Tailoring or Textile Science.

211020 BAKING

Semester 0.5 credit 9, 10, 11, 12

Top 3 Skills: Attention to Detail, Teamwork Skills, Time Management

Career Pathway: Health Services

Career Cluster: Agriculture Food and Natural Resources

Experience in food preparation encourages lifelong success and pleasure in cooking and eating. Plan, prepare, and evaluate bakery food products—egg foam and milk-based desserts, quick breads, yeast breads, pies, cakes, and cookies. In addition to practical lab experiences, you will use classroom reference materials to understand and reinforce the theories of various food preparation activities. Learning activities also include videotaped and real-life demonstrations. Elect Baking if you are planning a career in the food service industry, restaurants, or bakeries.

211021 ENCOUNTERS WITH FOOD

Semester 0.5 credit 9, 10, 11, 12

Top 3 Skills: Attention to Detail, Teamwork Skills, Time Management

Career Pathway: Health Services

Career Cluster: Agriculture Food and Natural Resources

Discover the many different ways food can be prepared for optimal health and enjoyment. Plan weekly food preparation activities by selecting recipes of grains, vegetables, fruits, dairy products, and meat dishes. The course content includes exploration of the dietary guidelines in addition to daily food intake planning. Elect this course if you are considering a career in food service or nutrition-related fields.

211022 SPORTS NUTRITION AND WELLNESS

Semester 0.5 credit 10, 11, 12

Top 3 Skills: Attention to Detail, Teamwork Skills, Time Management

Career Pathway: Health Services

Career Cluster: Agriculture Food and Natural Resources

Enhance general health and wellness, and promote athletic performance by learning to use food as fuel. After analyzing your current diet and activity levels, make personal goals to eat and exercise appropriately. Expect to learn about the importance of fueling with correct proportions of carbohydrates, protein, and fats. Become a savvy consumer when making food choices. Prepare foods to improve performance and promote wellness. Develop an original fitness program as the final project.

211023 FOOD AND CULTURES

Semester 0.5 credit 10, 11, 12

Top 3 Skills: Attention to Detail, Teamwork Skills, Time Management

Career Pathway: Health Services

Career Cluster: Agriculture Food and Natural Resources

Would you like to prepare and sample a wide variety of appetizing foods as you learn to appreciate the cultures of other countries and ethnic groups? Are you interested in health and wellness? Food and Cultures is a course designed for you. It will be valuable to you if you are considering a career in social work, international business, nutrition, or the food service industry.

MUSIC

212000 CONCERT BAND

Year 1.0 credit 9, 10, 11, 12

Top 3 Skills: Attention to Detail, Teamwork Skills, Time Management

Prerequisite: Must play a band instrument.

Incoming freshmen and newcomers must pass an entrance audition.

Career Pathway: Arts A/V Technology and Communications

Career Cluster: Performing Arts

The Concert Band is open to those students who have attained a minimal high school level of proficiency on their instrument as determined by the entrance audition. Students in Concert Band, combined with those in Wind Ensemble, will comprise the Marching Band. The Marching Band performs in parades and festivals throughout the area in the Fall. The Concert Band presents public concerts at Christmas, in February, and in the spring.

212001 WIND ENSEMBLE

Year 1.0 credit 9, 10, 11, 12

Top 3 Skills: Attention to Detail, Teamwork Skills, Time Management

Career Pathway: Arts A/V Technology and Communications

Career Cluster: Performing Arts

Prerequisite: Audition required.

The Wind Ensemble is a select performance group of limited instrumentation made up of the most advanced players. Performances will include, but not be limited to, the same Christmas, February, and spring concerts at which the Concert Band performs. Students in Wind Ensemble, combined with members of the Concert Band, will comprise the Marching Band. Opportunities exist for outstanding students to participate in PMEA District, Region, and All State events.

212020 CONCERT CHOIR

Year 1 credit 9, 10, 11, 12

Top 3 Skills: Attention to Detail, Teamwork Skills, Initiative

Career Pathway: Arts A/V Technology and Communications

Career Cluster: Performing Arts

The Concert Choir is open to male singers in grades 9-12 and females in grades 11 and 12. Concert Choir will prepare and perform a variety of repertoire of different periods, styles, and languages as well as study vocal technique, music theory, and sight singing. Performances will include the winter and spring concerts, and adjudication festival on the Music Department spring trip and other community performances. Students will attend one small group lesson once a week in addition to daily rehearsals. Rehearsals and concert performances outside of the school day are required.

212021 GOLDEN CHORALE

Year 1.0 credit 9, 10, 11, 12

Top 3 Skills: Attention to Detail, Teamwork Skills, Rising to the Challenge

Career Pathway: Arts A/V Technology and Communications

Career Cluster: Performing Arts

Prerequisite: Audition required.

Students are selected for this choir based on an audition for the director and audition panel. Auditions are held in June for the following school year. Mid-year transfers must wait for the end of the school year to audition for the next year. Chorale will prepare and perform a variety of repertoire of different periods, styles, and languages as well as study more advanced vocal technique, music theory, and sight singing. Performances include school events, the winter and spring concerts, and adjudication festival on the Music Department spring trip and other community performances. Students will attend one small group lesson once a week in addition to daily rehearsals. Rehearsals and concert performances outside of the school day are required.

212022 BEL CANTO

Year 1.0 credit 9, 10

Top 3 Skills: Attention to Detail, Teamwork Skills, Initiative

Career Pathway: Arts A/V Technology and Communications

Career Cluster: Performing Arts

Bel Canto is open to all female singers in grades 9 and 10. Bel Canto will prepare and perform a variety of repertoire of different periods, styles, and languages as well as study vocal technique, music theory, and sight singing. Performances will include the winter and spring concerts, and adjudication festival on the Music Department spring trip and other community performances. Students will attend one small group lesson once a week in addition to daily rehearsals. Rehearsals and concert performances outside of the school day are required.

212030 MUSIC FUNDAMENTALS

Semester 0.5 credit 9, 10, 11, 12

Top 3 Skills: Attention to Detail, Initiative, Problem-Solving Skills

Career Pathway: Arts A/V Technology and Communications

Career Cluster: Performing Arts

Learn how to read music! In this course you will learn music theory concepts and how to play the piano so you can play chords and simple piano music. Learn elements of music theory such as rhythm, melody, harmony, form, key signatures, notation, performance, scales, pitch, dynamics, and tempo. Students will be expected to practice to achieve keyboard proficiency and complete music theory assignments. This course serves as a prerequisite for Music Theory I. Please enroll in this course if you desire to enter the music theory sequence – Music Fundamentals, Music Theory I, then AP Music Theory.

212031 MUSIC THEORY I

Semester 0.5 credit 10, 11, 12

Top 3 Skills: Problem-Solving Skills, Attention to Detail, Rising to the Challenge

Career Pathway: Arts A/V Technology and Communications

Career Cluster: Performing Arts

Prerequisite: Successful completion of Music Fundamentals or exemption through pre-test.

In this course, a classical approach is used to help the student learn the basics of writing music from key signatures through simple harmonic and melodic writing. Students planning on continuing their music education in college will benefit from this course.

212033 *AP MUSIC THEORY

Semester 1.0 credit 9, 10, 11, 12

Top 3 Skills: Initiative, Problem-Solving Skills, Time Management

Career Pathway: Arts A/V Technology and Communications

Career Cluster: Performing Arts

Prerequisite: Completed Music Theory I with a B or higher.

This course will develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of this goal will be best promoted by integrated approaches to the student's development of aural skills, sight-singing skills, written skills, compositional skills, and analytical skills through listening exercises, performance exercises, written exercises, creative exercises, and analytical exercises. This course will be very valuable to students interested in majoring or minoring in music.

212040 STRING ORCHESTRA

Year 1.0 credit 9,10,11,12

Top 3 Skills: Teamwork Skills, Attention to Detail, Problem-Solving Skills

Career Pathway: Arts A/V Technology and Communications

Career Cluster: Performing Arts

Prerequisite: Must be able to play an orchestral string instrument (violin, viola, cello, double bass).

The String Orchestra is offered to students who have basic high school string proficiency. Students will explore and heighten their

ensemble performance practice and individual skills through the performance of various genres of music in combination with different string techniques and exercises. The String Orchestra presents concerts in the winter and spring as well as an adjudication performance designed for the Music Department spring trip.

Attendance and participation is required for scheduled weekly lessons as well as the winter and spring concerts. Participation in the Music Department spring trip is highly encouraged. Opportunities for extra small ensemble performances as well as District and Regional Competitions are available.

212063 GUITAR

Semester 0.5 credit 9,10,11,12

Top 3 Skills: Attention to Detail, Initiative, Time Management

Career Pathway: Arts A/V Technology and Communications

Career Cluster: Performing Arts

Students will learn to read music and understand concepts of music theory through guitar instruction. This course is designed to provide beginning guitarists with the tools to continue their playing after the course has ended, either by through private instruction from an outside source or through self-teaching. Prior playing experience and owning a guitar are not necessary to take the course.

ESL

213001 ESL LEARNING CENTER

213002 ESL LEARNING CENTER

Semester 0.5 credit 9,10,11,12

Top 3 Skills: Time Management, Problem-Solving Skills, Initiative

This course is offered for Introductory or Beginning ESL students. The course focuses on improved organizational skills and study skills to help limited English speakers in their content area classes. The ESL staff will provide bilingual support to students when possible in their

academic areas. This course is normally taken in conjunction with Introductory ESL. Additionally, the course may be made available to higher-level ESL students who have language-based or learning difficulties with their academic courses.

213003 ESL READING AND WRITING

213004 ESL READING AND WRITING

Semester 0.5 credit 9,10,11,12

Top 3 Skills: Writing Skills, Speaking Skills, Teamwork Skills

This course will be offered for advanced students who are recommended by the ESL teacher to receive intensive English literacy instruction, specifically in reading and writing. Students will respond to readings on a weekly basis. The focus of instruction will be on reading comprehension, grammar, mechanics, and process writing in order to improve literacy skills. This course is normally taken in conjunction with mainstream English.

213021 INTRODUCTORY ESL

213022 INTRODUCTORY ESL

Semester 0.5 credit 9,10,11,12

Top 3 Skills: Speaking Skills, Writing Skills, Time Management

This course is designed for students with no or limited exposure to English. Students will be introduced to basic vocabulary and grammatical structures of the English language as well as American culture through the use of thematic units and authentic materials. This will serve as a foundation course.

213031 INTRODUCTORY ESL EXTENDED

213032 INTRODUCTORY ESL EXTENDED

Semester 0.5 credit 9,10,11,12

Top 3 Skills: Speaking Skills, Writing Skills, Time Management

This course is a parallel course to Introductory ESL intended to provide additional second language instructional time. Concepts and course description are similar to Introductory ESL

with an added enrichment of the course content and a stronger emphasis on speaking, listening, reading, and writing. The instructional materials and resources used are at a slightly more advanced level as well. This course should be taken in conjunction with Introductory ESL.

213041 BEGINNING ESL

213042 BEGINNING ESL

Semester 0.5 credit 9,10,11,12

Top 3 Skills: Speaking Skills, Writing Skills, Time Management

This course is offered for the beginning ESL student who has had some formal exposure to English. The class is devoted to developing the students' reading, writing, speaking, and listening skills to improve their English fluency. Direct instruction in English will occur through the use of thematic units and authentic materials.

213051 BEGINNING ESL EXTENDED

213052 BEGINNING ESL EXTENDED

Semester 0.5 credit 9,10,11,12

Top 3 Skills: Speaking Skills, Writing Skills, Time Management

This course is a parallel course to Beginning ESL intended to provide additional second language instructional time. Concepts and course description are similar to Beginning ESL with an added enrichment of the course content and a stronger emphasis on speaking, listening, reading, and writing. The instructional materials and resources used are at a slightly more advanced level as well. This course should be taken in conjunction with Beginning ESL.

213061 ESL INTERMEDIATE

213062 ESL INTERMEDIATE

Semester 0.5 credit 9,10,11,12

Top 3 Skills: Speaking Skills, Writing Skills, Time Management

This course is offered for students who have already acquired some English and are beyond

the pre-emergent stage of language. Students will build vocabulary, reading, writing, speaking, and comprehension skills that they will need in order to succeed in their content area classes. The major focus of instruction will be on cognitive academic language.

213071 ESL INTERMEDIATE EXTENDED

213072 ESL INTERMEDIATE EXTENDED

Semester 0.5 credit 9,10,11,12

Top 3 Skills: Speaking Skills, Writing Skills, Time Management

This course is a parallel course to Intermediate ESL intended to provide additional second language instructional time. Concepts and course description are similar to Intermediate ESL with an added enrichment of the course content and a stronger emphasis on speaking, listening, reading, and writing. The instructional materials and resources used are at a slightly more advanced level as well. This course should be taken in conjunction with Intermediate ESL.

213081 ESL ADVANCED

213082 ESL ADVANCED

Semester 0.5 credit 9,10,11,12

Top 3 Skills: Writing Skills, Speaking Skills, Problem-Solving Skills

This course is offered for students who are able to participate fully in their content area classes with minimal adaptation. The course will help students to continue to acquire cognitive academic language skills and advanced English grammar through the use of content area material, authentic materials, and English instructional materials. This course is normally taken in conjunction with a mainstream English course.

213091 ELL PEER ASSISTANT PROGRAM

Semester 0.5 credit 11, 12

Top 3 Skills: Problem-Solving Skills, Rising to the Challenge, Initiative

Recommended: Peer assistants are bilingual. ESL staff will select peer assistants based on need, availability, and qualifications. Content area teachers with high concentrations of ELL's (English Language Learners) may request an ELL Peer Assistant in order to better communicate course content and objectives to students with limited English proficiency. ELL Peer Assistants will attend assigned class daily and provide interpretation and assistance to LEP (Limited English Proficiency) students. Peer assistants will receive a daily grade based on a 1-5 point rubric. The ESL staff in conjunction with the classroom teacher will determine the grade for the ELL Peer Assistant. Interested students must apply to the ESL staff at the beginning of the year.