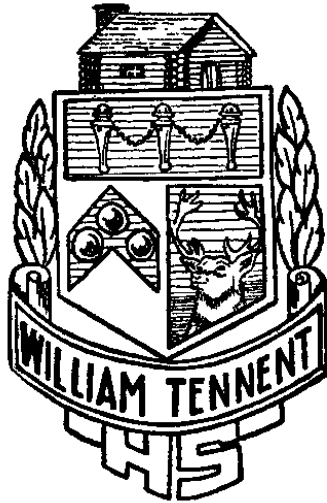


2010-2011 WILLIAM TENNENT HIGH SCHOOL



Program of Studies

Centennial School District

Inspiring Students • Building Intellect • Forging Partnerships

A Diverse Learning Community Where Students Succeed Through
• Academics • Athletics • The Arts

NOTES

Centennial School District

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Katherine Driban
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10th Grade House Principal, Maryanne Ormsby
11th Grade House Principal, Terence White
12th Grade House Principal, Dr. Michael Devitt

School Counselors

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10th Grade House, Sara Babins
11th Grade House, Matthew Tomlinson
12th Grade House, Michelle Weiss
Upper House, John Fafara
Lower House, Marilyn Bernheisel

Middle Bucks Institute of Technology

Kathryn Strouse, Director
Rick Black, Assistant Principal
Thomas Viviano, Assistant Principal
Erin Rinker, Guidance Counselor
Stacey Flood, Special Needs Coordinator

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GENERAL INFORMATION

PLANNING YOUR HIGH SCHOOL PROGRAM

One of the major goals of William Tennent High School and the Centennial School District is to meet the educational needs of all of our students to the greatest extent possible. Good planning is required on your part, if we are to meet your educational needs. You, your parents, your teachers and your guidance counselor should be involved in the selection of the courses you will take each year. You must consider your record of achievement in school, your educational and career goals, and your interests and abilities. All of these factors should combine to form a long-range educational plan tailored especially for you. Each year you should review this plan and modify it as your interests and goals change. Your selection of courses should reflect those changes. However, at all times the selection of courses must be approved by your parents.

STANDARDS-BASED CURRICULUM

Students who enter grade 9 at William Tennent High School without demonstrating PSSA proficiency in mathematics or reading will be required to complete a course or courses in reading and mathematics. Students who do not demonstrate reading proficiency while planning for grades 10 and 11 will be required to take additional reading courses. During course selection for grades 10 and 11, students will be identified as demonstrating reading proficiency when they have successfully completed all of the following: demonstrated proficiency on local benchmark assessments, achieved a score of proficient or advanced on the Scholastic Reading Inventory and completed and passed the required WTHS reading course or courses. Students who do not demonstrate proficiency in reading and/or mathematics on their 11th grade PSSA will be required to complete PSSA proficiency courses in reading and/or mathematics. Successful completion of these proficiency courses is required for graduation. All courses at WTHS integrate Pennsylvania Academic Standards in mathematics, reading, and writing, as well as established standards in particular content areas. Students also meet standards by completing a required graduation project in the 11th grade.

PREPARATION FOR POST-HIGH SCHOOL EDUCATION

Students who plan to continue their education after graduation should undertake a rigorous program of study in English, social studies, mathematics, science, and world languages. Every college admissions committee looks favorably upon the student who has studied beyond the minimum requirements. Many post-secondary schools may exempt students from required basic courses when high school records indicate successful advanced study. In addition to wise course selection, high academic achievement is an essential requirement for admission to selective post-secondary institutions. Almost all colleges still require the SAT Reasoning Test or ACT Assessment. Juniors and sophomores are encouraged to take the PSAT/NMSQT in October. This test will prepare you for the SAT Reasoning Test and provide juniors with the opportunity to compete for a National Merit Scholarship. We also strongly recommend that you take either the SAT Reasoning Test or ACT Assessment in the spring of your junior year and again in the fall of your senior year. Please keep in mind that student-athletes must meet NCAA standards to compete at the Division I and II levels. Information regarding these requirements is communicated to students by William Tennent coaches and school counselors.

PREPARATION FOR TRADE AND TECHNICAL EMPLOYMENT

You can prepare for employment or for higher education through an applied technical program at Middle Bucks Institute of Technology. Those who choose an occupational course at Middle Bucks Institute of Technology spend one half of the day at William Tennent and one half of the day in your chosen occupational course at Middle Bucks Institute of Technology. Students are selected for the MBIT program on the basis of achievement, attendance, aptitude and citizenship. Since MBIT students spend only a half day at Tennent, they do not have full access to all of William Tennent's academic course offerings. However, the benefits of this program for some students may far outweigh its limiting aspects.

GRADUATION REQUIREMENTS

Students are encouraged to speak with their guidance counselors to ensure that the proper graduation requirements are met. Students who do not demonstrate reading proficiency or score Proficient or Advanced on the PSSA Mathematics and Reading will be required to successfully complete proficiency courses in those areas in which they are not proficient. Students must also successfully complete a graduation project in their 11th grade year.

READING STANDARD

The Centennial School District Reading Standard requires all secondary students to read 18 books each year. To help students achieve this standard, there are required readings for all full-credit courses. A listing of these required readings will be given to each student as a part of the course syllabus distributed on the first day.

GRADUATION PROJECT

To graduate from William Tennent High School, a student must complete a project in one or more areas of concentrated study while under the guidance and direction of the high school faculty. The purpose of this project, which must include research, writing, and some other appropriate form of demonstration, is to assure that "the student is able to apply, analyze, synthesize, and evaluate information and communicate significant knowledge and understanding."

At WTHS, the graduation project is completed in eleventh grade. Students may choose to focus on projects in the humanities, science and technology or in their occupational area at MBIT. All graduation projects include the following three parts:

- Students must propose and develop a graduation project that relates to a career and /or post-secondary pursuit.
- Students must participate in a community-based activity or an internship, volunteer with a community organization, shadow a professional, construct a model, produce a product, or present a performance.
- Students must document and reflect on their project by writing a paper and preparing a presentation that incorporates computer technology.

The selection of a topic is geared to the student's personal interests and choice. Successful completion of the Graduation Project is required for graduation.

AWARDING OF CREDIT

The Board of School Directors has granted to the William Tennent High School principal the authority to award credit in accordance with one or more of the following:

Completion of course work: Credit shall be awarded upon satisfactory completion of the entire planned course as shall be determined by the principal in consultation with the teacher. A student must be enrolled in a course for the entire period of his/her enrollment before credit will be awarded. No partial credit will be given. Students who through their own actions must be removed from a course will receive no credit for the course and may not be permitted to schedule a replacement course. Additionally, a teacher may recommend denial of credit to a student who is absent from a course for more than the allotted time, depending on the course's credit value. (See the *WTHS Student Handbook* for more details)

Other educational experiences: Original credit may not be earned through correspondence study, attendance at summer school, or a tutorial program. However, students may earn high school credit through Independent Study, an Internship or Dual Enrollment. This last program provides high school students with the opportunity to earn high school and college credit simultaneously (see page 11 for more detailed information).

MAKE-UP OF FAILED COURSES

If you fail a required course, you must make it up. You must also make up any failed course which results in a shortage of credits required for graduation. The following are the only approved make-up options:

1. **Attendance at an approved summer course.** You must take the failed course in a summer school program/course approved by your guidance counselor. The course must consist of at least 60 hours of instruction for a 1.0 credit course or 30 hours for a 0.5 credit course.
2. **Completion of the same course through a correspondence program of study approved by your guidance counselor.** The course work must be completed and the grade for the course received by your guidance counselor before there is a change in your transcript.
3. **Completion of an approved tutorial program in the same course.** The appropriate department administrator and your guidance counselor must approve the program and course of study before the tutorial program is started. If the tutorial program is one-on-one instruction, it must consist of at least 30 hours of instruction for a 1.0 credit course or 15 hours of instruction for a 0.5 credit course. If the tutorial program uses group instruction, it must consist of at least 60 hours of instruction for a 1.0 credit course or 30 hours of instruction for a 0.5 credit course.

Your guidance counselor must approve in advance the option you choose. **Students may make up no more than a total of 2 credits by summer school, by correspondence or by an approved tutorial program.** If a student does not make up a failed course during the summer, then the student will be withdrawn from a course for which the prerequisite course was not successfully completed for the subsequent school year. The student will then be re-enrolled in the failed course.

If a student fails to graduate with his or her class and does not return to Tennent in the fall, he or she will have two years to make up any deficient credits or courses. If after two years the student has failed to make up the deficiencies, he/she will not be eligible to receive a William Tennent High School diploma.

TRANSFER OF CREDITS

When a student transfers to the Centennial School District after the beginning of his or her ninth-grade year, he or she is required (to the maximum extent possible) to meet the graduation requirements of the Centennial School District. His or her guidance counselor and the scheduler will determine which credits earned in other high schools will apply toward the Centennial graduation requirements. In no case will more than the equivalent of six credits at William Tennent be transferred for each school year attended at another school.

SELECTION OF COURSES

PLANNING

Selection of courses for the next school year is completed in mid-January through February. Before you make your course selections for the next year, you should consider how well you have achieved in each subject area, what your capabilities and interests are, and what your teachers, counselors and parents recommend. Decisions about which courses will be offered and which will be dropped, how many students will be in every class, and how many teachers of each subject will be needed are based upon student course selections. The school makes the decision about which courses are offered throughout the year. When you enter your course selections, your choices should reflect serious thought. There should be little or no need for changes at a later date.

SELECTION PROCESS

During the course selection process, students will schedule course requests from home using the Student Portal via Skyward Family Access. This course selection process will take place in late January to early February. Families without Internet access will be able to use public libraries, as well as the WTHS Library to access the Internet and in turn Skyward Family Access. Skyward Course Selection Sheets will be made available to students in January of 2010.

REMINDER

You should analyze your choices in the light of your level of achievement in each course. If there is a need to change a course or a level of a course, or if you have changed your mind for good reasons, you may submit a request in writing for a course change to the School Counseling Department before April 15, 2010. *We cannot guarantee acceptance of course changes.*

REFLECTION

After April 15, 2009, course changes will be made only under extenuating circumstances or due to a verified misplacement. Course changes must be approved by a parent, the teacher, the guidance counselor and the House Principal in charge of scheduling. No course changes will be made after September 15, 2010.

There may be some occasions when it is not possible to honor your requests, and you may be required to select alternate courses. Every effort will be made to contact those affected before school begins. Changes in student course selections or schedules may be necessary after school begins. After class sizes and teacher-to-student ratios have been reviewed, adjustments may be made. Students and parents will be notified if changes must be made before school begins.

COURSE ACCELERATION

Students may use this option to fulfill specific graduation requirements or prerequisites for higher level courses. To exercise this option, a student must meet the following conditions:

1. Obtain permission from the curriculum coordinator of the department.
2. Present the request in writing with the curriculum coordinator's approval to the principal by April 15, 2010.
3. If approved, the student will receive materials for independent study from the curriculum coordinator.
4. The student will have one opportunity to take the final exam at the end of the spring term.
5. Student must receive an 85% on the final exam.
6. Completion of the course will be noted on the transcript. However, the course can not be used for graduation credit; nor will the grade be calculated into GPA or class rank.
7. Student will receive the necessary schedule adjustment.

There are specific procedures for acceleration in the following course:

Computer Applications

- Successful completion of the computer applications performance assessment on **Saturday, April 24, 2010, from 8:30 to 11:30 A.M.**
- This is the only date that students will have to test out of this required technology course. There will be no make-up tests or retakes.

ADVANCED PLACEMENT GENERAL INFORMATION

Advanced Placement (AP) courses are taught at the college level. Students may earn college credit at participating colleges and universities by scoring at the designated satisfactory level. It is expected that all students in the advanced placement courses schedule and take the Advanced Placement Examination administered in May by the College Board. The Advanced Placement Examination costs approximately \$86 per exam (there are special provisions to have this fee waived for students with a verified financial hardship. See your Guidance Counselor for details). All students are required to complete the summer assignment prior to the first day of school. Each student must meet with his or her current teacher to acquire permission for entry into an AP course.

More information can be found in the *Special Programs* section of the *Program of Studies*, as well as from each department that offers AP courses.

COURSE LOAD

All students in all grades schedule 6 credits each year. The principal must approve any exception.

HONOR ROLL

To achieve Honor Roll, a student must be enrolled in 6 credits and meet the following criteria:

Distinguished Honor Roll

A numerical average of at least 95% with no more than one numerical grade of less than 90%.

First Honor Roll

A numerical average of at least 90% with no numerical grade of less than 80%.

Second Honor Roll

A numerical average of at least 85% with no grade of less than 75%

ACADEMIC DISTINCTION AND CLASS RANK

Effective for the classes of 2013 and 2014

Beginning with the class of 2013, students will not be ranked via WTHS transcripts. Students shall be honored per the following:

| | |
|-----------------|------|
| summa cum laude | 3.9+ |
| magna cum laude | 3.6+ |
| cum laude | 3.3+ |

All subjects are included in determining the level of academic distinction. Grade point average determines the level of academic distinction. Advanced Placement and Dual Enrollment courses carry a weighted factor as shown below in Chart #1.

Effective for the classes of 2011 and 2012

All subjects are included in determining class rank. Official class rank will be calculated at the end of grades 10 and 11. For seniors, class rank is first calculated at the end of September for the purpose of college admission transcripts. A final, cumulative class rank will be calculated during 12th grade at the completion of the third marking period. This final class rank will be a factor in the determination of senior awards. Honors, Advanced Placement and Dual Enrollment courses carry a weighted factor as shown below in Chart #2. Grade point average determines the rank in class.

GRADE WEIGHT FACTORS CHART #1

**Effective in September 2009 with the class of 2013*

| Letter Grade | Number Grade | *Grade Point Value | Advanced Placement or Dual Enrollment** |
|---------------------|--------------|--------------------|---|
| A Outstanding | 100 | 4.00 | 4.50 |
| | 99 | 3.95 | 4.45 |
| | 98 | 3.90 | 4.40 |
| | 97 | 3.85 | 4.35 |
| | 96 | 3.80 | 4.30 |
| | 95 | 3.75 | 4.25 |
| | 94 | 3.70 | 4.20 |
| | 93 | 3.65 | 4.15 |
| | 92 | 3.60 | 4.10 |
| | 91 | 3.55 | 4.05 |
| 90 | 3.50 | 4.00 | |
| B Proficient | 89 | 3.45 | 3.95 |
| | 88 | 3.40 | 3.90 |
| | 87 | 3.35 | 3.85 |
| | 86 | 3.30 | 3.80 |
| | 85 | 3.25 | 3.75 |
| | 84 | 3.20 | 3.70 |
| | 83 | 3.15 | 3.65 |
| | 82 | 3.10 | 3.60 |
| | 81 | 3.05 | 3.55 |
| 80 | 3.00 | 3.50 | |
| C Basic | 79 | 2.90 | 3.40 |
| | 78 | 2.80 | 3.30 |
| | 77 | 2.70 | 3.20 |
| | 76 | 2.60 | 3.10 |
| | 75 | 2.50 | 3.00 |
| | 74 | 2.40 | 2.90 |
| | 73 | 2.30 | 2.80 |
| | 72 | 2.20 | 2.70 |
| | 71 | 2.10 | 2.60 |
| 70 | 2.00 | 2.50 | |
| D Minimal | 69 | 1.90 | 2.40 |
| | 68 | 1.80 | 2.30 |
| | 67 | 1.70 | 2.20 |
| | 66 | 1.60 | 2.10 |
| | 65 | 1.50 | 2.00 |
| | 64 | 1.40 | 1.90 |
| | 63 | 1.30 | 1.80 |
| | 62 | 1.20 | 1.70 |
| | 61 | 1.10 | 1.60 |
| 60 | 1.00 | 1.50 | |
| F Unsatisfactory | 0 - 59 | 0 | 0 |

*****Note: MBIT college courses via Drexel and Penn State dual enrollment and dual enrollment at a four year college if the course is taught by a college professor with college curriculum.***

GRADE WEIGHT FACTORS CHART #2

Effective for the classes of 2011 and 2012

| Letter Grade | Number Grade | Grade Point Value | Honors, MG and Advanced Placement |
|------------------|--------------|-------------------|--------------------------------------|
| A Outstanding | 100 | 5.0 | 6.0 |
| | 99 | 4.9 | 5.9 |
| | 98 | 4.8 | 5.8 |
| | 97 | 4.7 | 5.7 |
| | 96 | 4.6 | 5.6 |
| | 95 | 4.5 | 5.5 |
| | 94 | 4.4 | 5.4 |
| | 93 | 4.3 | 5.3 |
| | 92 | 4.2 | 5.2 |
| | 91 | 4.1 | 5.1 |
| | 90 | 4.0 | 5.0 |
| B Proficient | 89 | 3.9 | 4.9 |
| | 88 | 3.8 | 4.8 |
| | 87 | 3.7 | 4.7 |
| | 86 | 3.6 | 4.6 |
| | 85 | 3.5 | 4.5 |
| | 84 | 3.4 | 4.4 |
| | 83 | 3.3 | 4.3 |
| | 82 | 3.2 | 4.2 |
| | 81 | 3.1 | 4.1 |
| | 80 | 3.0 | 4.0 |
| C Basic | 79 | 2.9 | 3.9 |
| | 78 | 2.8 | 3.8 |
| | 77 | 2.7 | 3.7 |
| | 76 | 2.6 | 3.6 |
| | 75 | 2.5 | 3.5 |
| | 74 | 2.4 | 3.4 |
| | 73 | 2.3 | 3.3 |
| | 72 | 2.2 | 3.2 |
| | 71 | 2.1 | 3.1 |
| | 70 | 2.0 | 3.0 |
| D Minimal | 69 | 1.8 | 1.8 |
| | 68 | 1.6 | 1.6 |
| | 67 | 1.4 | 1.4 |
| | 66 | 1.2 | 1.2 |
| | 65 | 1.0 | 1.0 |
| | 64 | .9 | .9 |
| | 63 | .8 | .8 |
| | 62 | .7 | .7 |
| | 61 | .6 | .6 |
| | 60 | .5 | .5 |
| F Unsatisfactory | 0 - 59 | | |

GRADUATION REQUIREMENTS

24 credits maximum

22 credits required to graduate

(Maximum of 2 correspondence/summer school courses for make-up of failed credit only.)

| 9 | | 10 | | 11 | | 12 | |
|---|---|---|---|---|---|---|---|
| English | | English | | English | | English | |
| Math | | Math | | Math | | Elective | Elective |
| Social Studies | | Social Studies | | Elective | Elective | Social Studies | |
| Science | | Science | | Science | | Elective | Elective |
| Health/PE 1 | Computer Apps | Health/PE 2 | Elective | Graduation Project | Health/ PE 3 | Elective | Elective |
| Elective or Reading for Prof. ¹ (.5) Math for Proficiency ¹ (.5) Intensive Reading ¹ (1.0) | Elective or Reading for Prof. ² (.5) Intensive Reading ² (1.0) | Elective or Reading for Prof. ² (.5) Intensive Reading ² (1.0) | Elective or Reading for Prof. ¹ (.5) Intensive Reading ² (1.0) | Elective or Reading for Prof. ¹ (.5) Intensive Reading ² (1.0) | Elective or Reading for Prof. ¹ (.5) | Elective or PSSA Proficiency Course ¹ .5 Math .5 Reading | Elective or PSSA Proficiency Course ¹ .5 Math .5 Reading |

Gray = Graduation Requirements

¹ Required of students with Basic or Below Basic PSSA scores

² Required of students who have not demonstrated reading proficiency

SAMPLE SCHEDULES

These sample schedules can help you plan your program at William Tennent High School. When planning your schedule, you must think of your final goal and select courses that will help you achieve that goal. When choosing electives, you must make sure that you take the required prerequisite course so you may take higher-level courses.

College Prep and General Academic Program

These schedules will prepare a student to go on to higher education or enter the work force directly after high school. Students should carefully select electives that further their educational and career goals.

| 9 th GRADE | 10 th GRADE | 11 th GRADE | 12 th GRADE |
|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| English | English | English | English |
| Math | Math | Math | |
| Discovery Science or Biology | Biology or Chemistry | Chemistry or Physics | |
| US History | Global Studies | | Government & Public Policy |
| PE/Health 1 | PE/Health 2 | PE/Health 3 | |
| Computer Applications | | Graduation Project/Music A/B | |
| PSSA Proficiency and/or Electives | PSSA Proficiency and/or Electives | PSSA Proficiency and/or Electives | PSSA Proficiency and/or Electives |

College Prep and General Academic with Music and World Language

We encourage our students who have an interest in music to participate in performance music courses. This sample schedule outlines how they may take performance music courses throughout high school and still have an opportunity to meet graduation requirements and select electives that help them achieve their personal goals.

| 9th GRADE | 10th GRADE | 11th GRADE | 12th GRADE |
|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| English | English | English | English |
| Math | Math | Math | |
| Discovery Science or Biology | Biology or Chemistry | Chemistry or Physics | |
| US History | Global Studies | | Government & Public Policy |
| PE/Health 1/Music (A/B) | PE 2/Music (A/B) | Computer Applications | PE3/ Music (A/B) |
| | | Graduation Project | |
| PSSA Proficiency and/or Electives | PSSA Proficiency and/or Electives | PSSA Proficiency and/or Electives | PSSA Proficiency and/or Electives |

Middle Bucks Institute of Technology

The following schedules will allow students to participate fully in the program offered at Middle Bucks Institute of Technology and meet all requirements for a William Tennent High School diploma. Students who are considering attending MBIT should make decisions about course selection for 9th grade based on the information contained within the sample schedule for MBIT students.

| 9th GRADE | 10th GRADE | 11th GRADE | 12th GRADE |
|------------------------------|------------------------------|------------------------------|------------------------------|
| English | English | English | English |
| Math | Math | Math | |
| Discovery Science or Biology | Biology or Chemistry | Chemistry or Physics | |
| US History | | | Government & Public Policy |
| Computer Applications | | | Global Studies |
| PSSA Proficiency | PSSA Proficiency | PSSA Proficiency | PSSA Proficiency |
| | | MBIT Graduation Project (.5) | |
| PE /Health 1 | | | |
| | MBIT (3.0) | MBIT (2.5) | MBIT (3.0) |

AP Bound

We encourage our students to excel academically. The following schedule shows how it is possible for a student to take an extremely rigorous course of study that not only meets the William Tennent graduation requirements, but also includes a maximum number of Advanced Placement courses. Please see AP Supplement for details

| 9 th GRADE | 10 th GRADE | 11 th GRADE | 12 th GRADE |
|------------------------------|------------------------|----------------------------------|------------------------|
| English | English | AP English | AP English |
| Math | Math | AP Math | AP Math |
| Discovery Science or Biology | Biology or Chemistry | Chemistry, Physics or AP Science | AP Science |
| US History | Global Studies | AP History | AP Government |
| Computer Applications | | Graduation Project | |
| PE/Health 1 | PE/Health 2 | PE/Health 3 | |
| World Language 2 | World Language 3 | World Language 4 | AP World Language |
| | Electives | | Electives |

SPECIAL PROGRAMS

AP PROGRAM

Advanced Placement (AP) courses are rigorous and are taught at the college level by qualified William Tennent teachers. Students may earn college credit at participating colleges and universities by achieving a designated score. (Check with the individual colleges regarding their policies for awarding credits).

It is strongly recommended that all students in the Advanced Placement classes take the Advanced Placement Examination administered in May by the College Board. Research has shown that students who successfully complete their AP course and take the AP exam are more likely to be successful at the college level.

The AP exam costs approximately \$86. **There are special provisions for students with a verified financial hardship.**

AP grades are based on mastering course content and meeting national standards. Students who procrastinate, who perform poorly on tests, and who do not read independently may struggle and/or earn low grades in AP courses.

The expectations for AP courses at William Tennent and a detailed description of each course can be found in the *WTHS AP Program* booklet.

COURSES FOR THE ADVANCED PLACEMENT PROGRAMS

See listing of courses labeled as AP within each content area.

THE DOROTHY M. HENRY SATELLITE SCHOOL

Curriculum Coordinator: Erin Allen, M. Ed.

The Dorothy M. Henry Satellite School, located in Ivyland Borough, has been a part of the Centennial School District for over 30 years. Part of William Tennent High School, this school is located at the Johnsville Administrative Building. The Satellite School is designed to meet the needs of students who thrive in a small learning environment. The curriculum of the Satellite School meets the requirements for graduation from William Tennent High School. Courses are offered in English, mathematics, science, social studies, health, and physical education. Students who enroll in Middle Bucks Institute of Technology may pursue a 1/2-day enrollment at the Dorothy M. Henry School. To apply for admission to the Satellite School, students must submit an application form which is available in the Guidance Office. Admission is by selection of the Dorothy Henry Satellite School faculty.

DUAL ENROLLMENT

Dual Enrollment is an opportunity presented to Pennsylvania high school students interested in taking courses at area colleges, including community colleges, for both high school and college credit. WTHS students would substitute the college course for a course at Tennent. A Dual Enrollment course would be weighted the same as an AP course. Seniors and juniors interested in pursuing this option for the 2009-2010 school year must:

- Present good academic, discipline and attendance records
- Inform their guidance counselor by January 5th of their interest in this program
- Investigate course offerings at local colleges for the 2009-2010 school year
- Choose courses not available in their high school.
- Identify the college and course of their choice and inform their counselors no later than January 25th
- Pay all tuition and fees up front; by the end of 2009-2010 school year students would be reimbursed part or all of the cost of tuition
- Provide his or her own transportation

Students seeking additional information are encouraged to make an appointment with their guidance counselor.

MENTALLY GIFTED PROGRAM

Curriculum Coordinator: Lorrain Stieber, M. Ed.

Students identified as mentally gifted may develop an individualized program. A Gifted Individualized Education Program (GIEP) is developed cooperatively between the school's staff and parents to meet the needs of students identified as gifted.

COURSES FOR THE MENTALLY GIFTED

Students interested in courses for the mentally gifted are advised to meet with their guidance counselor to discuss an appropriate plan for their four years at WTHS. These students are advised to review the electives that have been designed for gifted and talented learners as well as the WTHS AP Program.

SPECIAL EDUCATION

Director: Susan Klyman, M.S.

Secondary Supervisor: Agnes Romano, M.S.

Special Education supports and services at William Tennent High School provide identified students with individual educational programs. We focus on the individual needs and abilities of our students, and provide supports and services to enable all students to learn successfully. In accordance with state and federal mandates, we provide services including learning support, autistic support, emotional support and life skills support for exceptional students. In addition, we provide support services for students with speech/language/hearing, vision, and physical and occupational therapy needs. We strongly believe in transition planning so that students are prepared for post secondary outcomes. William Tennent HS believes in inclusion of exceptional students based on a team decision on what is appropriate and practicable for the student. A combination of regular and special education classes is frequently used to meet the needs of our students.

COURSE DESCRIPTIONS

ART

Curriculum Coordinator: Wendy Collins, M. Ed.

The Centennial School District believes that participation in the visual arts is fundamental to educating learners for a society that is literate, imaginative, competent and creative. Art addresses the physical, emotional, social, and intellectual needs of students. It promotes self-awareness, self-expression, and a sense of well-being. Art presents opportunities to develop higher levels of divergent thinking and originality in problem solving. Art also fosters the recognition and appreciation of differences among individuals and across cultures. As a visual form of communication essential to understanding and participating in life, art is the means by which individuals and cultures explore and interpret the world around them. Our goal, therefore, is to provide both the content and atmosphere best suited to imaginative growth and artistic exploration.

SEQUENCES OF STUDY

The following is a schematic diagram for the course sequence in the art department. By following this guide and discussing your options with the Art Teachers you can choose many art based careers such as: Advertising, Animator, Architect, Art Director, Art Historian, Art Teacher, Art Therapist, Craftsperson, Communication Director, Cartoonist, Comic Book Artist, Industrial Designer, Commercial Artist, Costume Designer, Graphic Designer, Drafting Technician, Exhibit Designer, Textile Design, Fashion Designer, Fashion Merchandiser, Fine Artist, Floral Designer, Footwear Designer, Furniture Designer, Glass Blower, Illustrator, Museum Curator, Painter, Photographer, Film-maker, Picture Framer, Potter, Ceramist, Screen Printer, Sculptor, Tattoo Designer, Toy Designer, Web Designer.

| | <i>Studio Art Courses</i> | <i>Computer Based Courses</i> | <i>Photography Courses</i> |
|--|---|--|----------------------------|
| Introductory Art Courses <small>Open to everyone who wants to explore the arts</small> | Art 1 Ceramics 1 Mixed Media & Fine Craft | Digital Photography Computer Art | Photography 1 |
| Intermediate Level Art Courses <small>Designed for the student who wants to investigate art deeper</small> | Art 2 Ceramics 2 Painting Sculpture Human Figure | Commercial Art | Photography 2 |
| College Prep Art Courses <small>Focused on the skills in art to succeed at college</small> | Art 3 Studio Art A.P. | <i>Classroom course option for anyone interested:</i> Art History | |

**Many art courses have either a major (1.0 credit) or minor (0.5 credit) option.
Students can receive credit for either the major or minor course, not both.**

ART 1

| | | |
|--------|-----|------|
| ART101 | 1.0 | 9-12 |
| ART105 | 0.5 | 9-12 |

This introductory course will develop students' studio skills and knowledge of basic artistic materials and tools. An emphasis will be placed on learning the elements of art and principles of design, as students explore a variety of art processes including drawing, painting and printmaking. Art 1 can serve as a foundation for students who wish to pursue additional art courses at WTHS or anyone who is interested in developing their artistic skills.

Lab Fee: 1.0 = \$10; 0.5 = \$5

ART 2

| | | |
|--------|-----|-------|
| ART201 | 1.0 | 10-12 |
| ART205 | 0.5 | 10-12 |

This course reinforces and further develops the drawing and design skills established in Art 1. Students will work with two-dimensional experiences while exploring a variety of artistic media. Students apply their understanding of the elements of art and principles of design to create more dynamic works of art. After successful completion of Art 2 students are able to enroll in Art 3 and more specialized art electives.

Lab Fee: 1.0 = \$10; 0.5 = \$5

PREREQUISITE : Art 1

ART 3

| | | |
|--------|-----|-------|
| ART301 | 1.0 | 11-12 |
| ART305 | 0.5 | 11-12 |

Art 3 is an advanced course which explores in-depth a variety of subject matter through a wide variety of techniques and materials. This is a studio course designed to give students the opportunity to develop a mastery in many visual art media in order to better prepare them for a career in the arts. A strong emphasis will be on portfolio preparation, technical skills and the development of art throughout history. This course is designed for the serious art student interested in advancing to the next course: AP Studio Art, an art course at the college level or the dedicated hobbyist.

Lab Fee: 1.0 = \$20; 0.5 = \$10

PREREQUISITE : Art 2

STUDIO ART AP

| | | |
|--------|-----|----|
| ART404 | 1.0 | 12 |
|--------|-----|----|

This course focuses on preparing a body of artwork within the parameters prescribed by the College Board. Two types of portfolios are considered acceptable: 2-Dimensional Design or Drawing. Each portfolio contains 24-30 artworks submitted in slide form. All portfolios share a basic three-section structure: Concentration, Breadth and Quality. Within these areas students will demonstrate a depth of investigation, a fundamental grounding in visual principles and confident ability with a variety of techniques. Ultimately students will produce works that show synthesis of the areas. The primary aim of this course is to have students demonstrate a fundamental competence and range of understanding in visual awareness and methods of application in various media. In order for students to accomplish the goals of the course they will find it necessary to work beyond scheduled class periods. At the conclusion of the course, students will submit a portfolio to the College Board.

Lab Fee: \$30

PREREQUISITE : Art 3

N.B. Students will be expected to schedule and take the Advanced Placement examination administered by the College Board.

MIXED MEDIA & FINE CRAFT

| | | |
|--------|-----|------|
| ART501 | 1.0 | 9-12 |
| ART505 | 0.5 | 9-12 |

This introductory level hands-on studio course explores the art of fine craft in both functional and artistic forms. Students will use historical and multicultural inspirations to develop work in a variety of media including paper, printmaking, collage, jewelry, clay, plaster masks, fibers and glass mosaic. This course is designed for a student who is interested in making practical art objects.

Lab Fee: 1.0 = \$30; 0.5 = \$15

CERAMICS 1

| | | |
|--------|-----|------|
| ART601 | 0.5 | 9-12 |
|--------|-----|------|

This is a beginning level course that emphasizes the application of two and three dimensional design principles in the medium of ceramics. Students will focus on hand-building methods of ceramic production and have extensive use of the potter's wheel. Students will also explore the significance of clay to human development in primitive cultures through a study of art history, criticism, aesthetics and philosophy. A variety of topics and experiences will provide students with a foundation for further in-depth course work in ceramics.

Lab Fee: \$20

CERAMICS 2

| | | |
|--------|-----|-------|
| ART605 | 0.5 | 10-12 |
|--------|-----|-------|

This course is for the advanced ceramics student who has successfully completed Ceramics 1. Emphasis will be placed on mastery of the potter's wheel, figurative sculpture, plaster casting procedures and study of professional ceramic artists' work. Students will have the ability to create work requiring an advanced level of functionality and creativity.

PREREQUISITE : Ceramics 1

Lab Fee: \$20

HUMAN FIGURE

ART701 0.5 11-12
ART705 1.0 11-12

This intermediate studio course focuses on the structure, anatomy and expressive qualities of the human form in a variety of ways. Students will develop an understanding of proportion, gesture, movement and portraiture in drawing, painting and sculpture. This course can aid in the development of observational drawings required for college admission portfolios.

Lab Fee: 1.0 = \$10; 0.5 = \$5

PREREQUISITE : Art 2

PAINTING

ART801 1.0 11-12
ART805 0.5 11-12

The painting student will explore and become familiar with a variety of painting media including acrylic paint, watercolor, gouache and pastels. Painters will become adept with under painting, glazing, hard edge painting, washes, gradations and experimental mixed media. A variety of painting surfaces including found objects will be considered. Emphasis will be placed on color theory, composition, originality and self-reflection. Students will gain an aesthetic appreciation and be inspired by historical models.

Lab Fee: 1.0 = \$30; 0.5 = \$15

PREREQUISITE : Art 2 or teacher approval

COMPUTER ART

ART806 0.5 9-12

This course will provide students who have obtained basic art skills to apply them to the solution of computer-oriented assignments. Students will be provided a working knowledge of the computer, software, processes and techniques to produce digital works of art. Digital illustration will mostly be created using the computer as an art tool. Assignments will be oriented to fine art and commercial artwork. Creative interpretation is developed through the use of additional hardware such as the digital camera, scanners and various printing techniques. **NO COMPUTER EXPERIENCE NECESSARY!**

Lab Fee: \$20

Art 1 is recommended but not required.

COMMERCIAL ART

ART807 1.0 11-12

This course provides the opportunity to explore career possibilities within the arts. The principles and practices of commercial art in advertising will be presented through projects ranging from digital illustration to graphic design. Assignments will be oriented to commercial artwork using the computer as an art tool. Students will explore layout, illustration, printmaking, package design and display with an emphasis on creativity and presentation using digital technology and traditional methods. **NO COMPUTER EXPERIENCE NECESSARY!**

PREREQUISITE : Art 1

Lab Fee: \$20

DIGITAL PHOTO

ART900 0.5 10-12

Students will learn to use digital imaging software and digital cameras. Coursework will include but not limited to assignments and exercises emphasizing the use of software tools, composition, color, montage, digital imagery and the use of digital imaging for illustrative and expressive purposes. Projects will include theme-based assignments emphasizing sophisticated digital processes and personal expression. Students must provide their own digital camera. **NO COMPUTER EXPERIENCE NECESSARY!**

Lab Fee: \$25

N.B. Students must provide their own digital or 35 mm camera.

PHOTO 1

ART901 1.0 10-12

ART905 0.5 10-12

Students will learn to use a 35 mm SLR camera and black and white film. Projects include portraiture, landscape, still-life, and action subjects with a concentration on composition, camera functions, film development and darkroom procedures.

Lab Fee: 1.0 = \$100; 0.5 = \$50

NOTE: Students must provide their own single lens reflex (SLR) camera.

PHOTO 2

ART902 1.0 11-12

This advanced course is for students who have successfully completed Photography I. Students will expand their knowledge of camera controls and lighting through assignments emphasizing advanced skills in composition, darkroom manipulations and display. Creativity and personal expression are encouraged. Projects include photojournalism, night and low-light photography techniques, large format printing and experimentation in color through Polaroid transfers.

Lab Fee: \$125

PREREQUISITE : Photography 1

N.B. Students must provide their own single lens reflex (SLR) camera.

BUSINESS, COMPUTERS and INFORMATION TECHNOLOGY

Curriculum Coordinator: Dolores McAdams, M.Ed., M.S.

The purpose of the Business, Computers and Information Technology Department is to prepare students for the changing world of technology and the economic environment in which they live and will work. The courses offered are designed to benefit students who are college-bound as well as career-bound. Students will have the opportunity to develop proficiency in word processing, computer software applications, networking, web page design, application of accounting concepts, interpreting financial data, personal financial management, interpretation of the law, project management, communication technology, TV production, and career experience. These proficiencies will assist students whose future career plans include: accounting, office administration, computer-science/information, network management, web page design, criminal justice/law, financial/investment management, human resources/personnel management, international business, management, marketing, public relations, and media careers.

Students interested in testing out of Computer Applications may fulfill this graduation requirement by demonstrating proficiency in a performance test offered on Saturday, April 24, 2010, from 8:30 AM until 11:30 AM. (This is the only date that students will have to test out of this required technology course. There will be no make-up test or retakes.)

BUSINESS, COMPUTERS, AND INFORMATION TECHNOLOGY DEPARTMENT PROFICIENCY CERTIFICATE PROGRAM and MICROSOFT USER SPECIALIST (MOS) CERTIFICATION PROGRAM

An increasing number of businesses and colleges are requiring specific computer skills. The Business, Computers, and Information Technology Department's *Proficiency Certificate Program and MOS Certification Program* are designed to provide a list of the competencies a student has acquired in a certain area of study. Each program identifies the areas of concentration and the courses taken. These certificates are suitable for college and business entrance portfolios. To receive a certificate, the student must successfully complete the courses listed under each area with a grade of C or better. With a wise choice of electives, a student could qualify for two or more certificates. Students are required to earn 3.5 credits in any of the following areas. Plus, students who demonstrate proficiency in software applications will have the opportunity to test and become Microsoft Office Specialist (MOS) certified.

The Proficiency Certificate Areas
Accounting
Technology/Business
General Business Exploration
Microsoft User Specialist (MOS) Certification

Pennsylvania Career Education and Work Standards
Pennsylvania Science and Technology Standards
National Business Education Standards
Are Reflected In All Courses

COMPUTER APPLICATIONS (Required Course)

BCI101 0.5 9-12

This hands-on course utilizes Microsoft Excel, Access, Word, and PowerPoint software, which are used in many businesses and colleges today. This course provides students the opportunity to develop solid skills in worksheets and database management, including an introduction to blogging. Current topics in the field of information processing will be presented. The skills and software presented can be used in many different fields.

NOTE: Since this is one of the most important skills you will need in the 21st Century, this course is required of all Grade 9 students.

THE WORLD OF BUSINESS

BCI102 0.5 9-12

Run your own virtual retail business. This course is an exploratory course for students who are considering a career in the world of business. The course examines the current state of the economy and its relation to business. Students will learn to use VB-Retail, which is a software-based simulation of a convenience store that helps students learn and apply the basic fundamentals of pricing, purchasing, marketing, promoting, merchandising, and financial statements. This course is project-based and concludes with the preparation and completion of a business plan.

PROGRAMMING WITH HTML/JAVA & FLASH

BCI501 0.5 10-12

Games! Do you want to develop the essential skills you need to take your game ideas from concept to reality? Do you want to find out what is behind the scenes of the World Wide Web? HTML, Java, and Flash will take your skills to a new level. Since Java is considered the language of the future, learn how it is structured and how it operates. Develop the necessary programming skills needed to succeed in object-oriented programming. This course should be taken by students who are exploring programming for the first time.

DIGITAL COMMUNICATION

BCI502 0.5 10-12

Using technology effectively, productively, and ethically has become an essential skill in every aspect of society—at home, at school, at work, or at play. In this course, students will learn cutting-edge information technology skills by using PDAs, Tablet PCs, Digital Video, Still Cameras, and Dragon Naturally Speaking 7.0 Voice Recognition software. Microsoft Office Suite will be featured with a focus on advanced Word and Excel skills which are included in the MOS certification test. Podcasting and blogging are current hot technology topics that will also be explored. The integration of these types of technologies is a real-world application that meets and exceeds the needs of the 21st Century learner

PREREQUISITE: No prior technology violation.

CONTROL YOUR FUTURE

BCI504 0.5 10-12

Investigate the 16 career clusters as outlined by the United States Department of Education. Students will have the opportunity to research career opportunities available within each career cluster using a variety of technologies to explore and document their findings in a career portfolio format. This comprehensive career course will take the students from the high school classroom to the company board room by exploring the entire employment process, including important skills in the following units: Self-Assessment, Career Planning, Employment Evaluations, Changing Workplaces, Job Search, Employer Research, Resume and Cover Letter Writing, Interviewing, Employment Tests, and Career Management.

MARKETING PROJECT MANAGEMENT

BCI506 1.0 10-12

This advanced course for students considering a career in business utilizes Microsoft Project software, a business development software system used by many companies in today's business market. The course will also integrate Microsoft Word, PowerPoint, Access, and Excel programs. The students will learn business development strategies while developing a product from the idea phase through research, development, and production. Using the Virtual Business-Sports and Virtual Business-Management simulations, the students will learn critical marketing and management skills, including specific lessons regarding business locations, ticket pricing, market research, player management, sponsorship, licensing, promotions, distribution, sales/logistics, risk management and employee supervision. The students will rotate through the following clusters to get a full business experience: Finance, Marketing/Advertising, Production/Quality Control/Sales, Information Technology, Human Resources/Legal and Public Relations. The software will be used for the planning, implementation, and analysis phase of business operations. The project-based curriculum will reinforce the importance of time-management and accuracy in completing business tasks. Professional interaction with members of the local business community, via guest speakers and/or partnership development, will enhance the student's "real world" business experience.

ACCOUNTING 1

BCI507 1.0 10-12

Accounting is the language of business. Students will learn both manual and computer-based accounting procedures including analyzing, interpreting, and reporting financial business transactions. These procedures will be explored using QuickBooks. This course is designed for students who are college bound in a business-related field such as Accounting, Business Administration, Marketing, Finance or Management. Students who are career bound will acquire the necessary skills to obtain employment in an entry-level office/accounting position.

ACCOUNTING 2

BCI508 1.0 10-12

A great foundation for the college business major—this course includes the integration of emerging technologies such as QuickBooks. This course is designed for students who wish to continue learning beyond Accounting I. The course offers an excellent background for those students who aspire to become accountants, entrepreneurs, business managers, or who wish to link their knowledge to a variety of other business-related fields.

NOTE: Bucks County Community College is offering our students who successfully complete this course and register at BCCC the opportunity to earn 3 college credits by testing out of Introductory Accounting (ACCT090). BCCC requirements are to score a minimum of 70% on the CREX (Challenge by Examination) exam and a \$75 fee. In addition to passing the CREX, students will have the opportunity to earn 4 college credits by testing out of Principles of Accounting I (ACCT100). BCCC requirements are to score a minimum of 50 on the CLEP (College Level Examination Program) exam and fee.

PREREQUISITE: Accounting I

WEBPAGE DESIGN 1

BCI701 0.5 10-12

Learn the latest in web design and web software! Students will be able to identify common web page elements, design and create a site, link the site, and include images, colors, and text. Student will learn to organize and design a site by creating storyboards and flowcharts. Students will be introduced to HTML. Students will also have the opportunity to draw, color, animate, and work with layers using Flash MX.

PREREQUISITE: No prior technology violation.

WEBPAGE DESIGN 2

BCI702 0.5 10-12

This hands-on course utilizes networked computers with DreamWeaver, Flash, and Fireworks. Students will continue their experience with Podcasting and will learn more complex techniques for creating web sites affording them the opportunity to work in partnership with others in their community through more in-depth practice, creation, and technical support through project-based instruction. The students will serve as the liaisons for the established high school and community sites. They will be building self-confidence and business relationships while they are experiencing practical school-to-work application.

PREREQUISITE: Web Page Design I and no prior technology violation.

NETWORKING FUNDAMENTALS 1

BCI703 0.5 10-12

This hands-on course is designed for students interested in a career in computers and networking administration. Students will be introduced to: topologies, physical media, protocols, architectures, configurations, and the OSI model. Students will have the opportunity to configure a self-contained network while learning basic LAN structure-including the types of physical cables used, and how those cables are connected and how hardware platforms (such as servers and workstations) attach to LANs.

Lab fee: \$10.00

PREREQUISITE: No prior technology violation.

NETWORKING FUNDAMENTALS 2

BCI704 0.5 10-12

This hands-on course provides the opportunity to channel your computer skills to prepare for a beneficial and profitable career. The Networking curriculum is divided into two segments: Networking I consists of Networking Fundamentals and Local Area Networks; Networking II consists of more advanced Networking concepts and the network planning and design process. With post-secondary education, these courses prepare the students for careers such as: computer information systems, computer networking engineering, and technology support and services.

Bucks County Community College is offering our students who successfully complete this course and register at BCCC the opportunity to earn 3 college credits by testing out of Essentials of Networking. BCCC requirements are to score a minimum of 70% on the CREX (Challenge by Examination) exam and a \$75 fee.

Lab fee: \$10.00

PREREQUISITE: Networking Fundamentals 1 and no prior technology violation.

PERSONAL FINANCE & MONEY MANAGEMENT

BCI705 0.5 11-12

This course is designed to give the student a practical understanding of the financial world as it affects everyday living. This includes budgeting, personal banking, investments (stocks, bonds and mutual funds), insurance and risk management, credit, home purchasing, and consumer decision-making. The class will examine current and historic economic conditions and their relationship to the financial world. The students will complete research projects on actual investment opportunities. Students will have the opportunity to compete in the Stock Market Game Simulation. The simulation, sponsored by EconomicsPA, is an internet driven educational tool that affords students the opportunity to engage in real-time trading with a \$100,000 investment base. The unit culminates with a written prospectus where the students outline their financial experiences and future plans.

BUSINESS & PERSONAL LAW

BCI706 0.5 11-12

Business & Personal Law is designed to give the students a practical understanding of the law and how it affects business and individual lifestyles. This course has great practical value, providing students with the opportunity to explore social and ethical issues in the law. With units on ethics, contracts, understanding the rights and duties of citizens, torts, consumer rights, employment rights and business structure, this course outline practical issues while preparing students for a business future. The legal consequences of decision-making will also be explored through case analysis and legal interpretation.

INTERNSHIP

BCI801 0.5 11-12

The William Tennent Internship Program is a career exploration experience. The design of the program is to integrate school-based learning and work-based experience. The objective of the program is to provide students with academic and occupational skills necessary to succeed in the present workplace. The Internship Program will operate under the direction of William Tennent High School and will include the participation of local businesses. The program is a collaborative School-Business partnership that exposes a small number of highly motivated students to a variety of careers. The business partners will mentor students in various careers associated within their industry. The students will shadow representatives of the business partner in the workplace. The students will be responsible for journaling and completing a career development curriculum. The Internship Program is also involved with the planning, coordination and staffing for the Career Showcase, College Fair, and the end-of-year Partnership event.

CAREER WORK EXPERIENCE

BCI802 1.0 12

The Career Work Experience Program is a career-related, employment opportunity. The design of the program is to offer the student the opportunity to develop academic and occupational skills while functioning as a paid employee of a company. Each student will participate in one work experience with an employer in the community, based on an affiliation agreement and individual work experience plan. Students will be responsible for obtaining their own employment, their own transportation, journaling their experience, and completing their own personal career development portfolio. Students will focus on the workplace skills that are applicable to their individual career choice. One period per week will be scheduled for instruction at William Tennent High School. The teacher will visit each student at the work experience site monthly. Career work experience will be scheduled for the last period of the school day. The students will be selected from a list of eligible candidates prepared by the program coordinator. The selection process includes the completion of the specified application and an interview. The interview may include school and workplace personnel. The student must meet all the requirements of the program as stated in the application.

BCIT TRANSITIONAL OFFICE SKILLS COURSE

BCI961 1.0 10-12

The BCIT Transitional Office Skills Program is designed as an outcome-oriented process which offers multi-year, multi-level individualized hands-on learning activities in a skill-based, career development environment. This unique, specially designed curriculum will engage students in meaningful educational experiences as a component of their transition goals, preparing them for post-secondary education/training, employment and independent living. These goals will be implemented through one professional development component technology-based environment. *In the technology-based environment*, students will develop skills in keyboarding speed and accuracy, electronic calculator skills, which would include Word Processing and PowerPoint, Excel and Access using the latest Microsoft Office Suite. Initial assessment of each student's incoming level of competency will determine the particular software skills to be developed from the Microsoft Office Suite.

PREREQUISITE : Students will be selected from a list of eligible candidates prepared by the Program Coordinator. The selection process includes the completion of the specified application and an interview. The student must meet all the requirements of the program as stated in the application.

BCIT TRANSITIONAL OFFICE SKILLS PROGRAM

BCI962 1.0 10-12

The BCIT Transitional Office Skills Program is designed as an outcome-oriented process which offers multi-year, multi-level individualized hands-on learning activities in a skills-based, career development environment. This unique, specially designed curriculum will engage students in meaningful educational experiences as a component of their transition goals, preparing them for post-secondary education/training, employment and independent living. These goals will be implemented through two professional development components technology-based environment and general office procedures. *In the technology-based environment*, students will continue to develop skills in keyboarding speed and accuracy, electronic calculator skills, Word Processing, PowerPoint, Excel and Access using the latest Microsoft Office Suite. Initial assessment of student's incoming level of competency will determine the particular software skills to be developed from the Microsoft Office Suite. *In the general office procedures environment*, students will develop skills in alphabetic filing, telephone techniques, business math and money, bookkeeping and payroll, work place ethics, and business communications. Students will receive instruction in job search skills and desirable personality traits, attributes and dress for successful employment in an office environment.

PREREQUISITE: Students will be selected from a list of eligible candidates prepared by the Program Coordinator. The selection process includes the completion of the specified application and an interview. The student must meet all the requirements of the program as stated in the application.

ENGLISH

Curriculum Coordinator: Mary Corcoran, M.A.

The purpose of the English program is to develop in all students the language arts and skills they will need and want in order to live productive lives in the twenty-first century. Students learn the standard forms and styles of oral and written language used in the academic, business and technical worlds. Each course requires students to improve grammatical and vocabulary usage, spelling, and methods of analyzing and expressing ideas. The level of literature to be studied in each course is determined by the needs and abilities of the students. Elective courses in English are for enrichment and do not satisfy the English graduation requirements.

HONORS AND ADVANCED PLACEMENT SEQUENCE

This sequence of courses is designed for students with a high degree of interest in the study of the English language and its literature, a demonstrated aptitude for the study of English at an advanced level, and a record of high achievement in the study of English. Students can expect to exercise a great deal of independent responsibility for learning.

PREREQUISITES: Applicants must meet the prerequisites for the specific course. To continue in the honors sequence, students must meet minimum final grade requirements in English courses. Advanced Placement courses are high school English courses taught at the college level. Summer assignments are a requirement of Advanced Placement courses.

ENGLISH 9H

ENG130 1.00 9

Students in the honors course are expected to complete reading and writing assignments with a high degree of critical thought, organization, and attention to details in literature and language. Discussions of literature will emphasize challenging concepts and ideas to prepare for formal education after high school. Vocabulary, spelling, and variety in sentence structure are also emphasized. Students will use technology to research and prepare written and oral reports on topics related to the course. Readings include a variety of short stories, plays, novels, and poetry.

PREREQUISITE: A final grade of A in eighth-grade English course.

ENGLISH 10H

ENG230 1.00 10

This course challenges the self-motivated, college-bound student to hone higher level thinking and problem-solving skills. Emphasis is on an in-depth study of common threads woven throughout a culturally diverse sampling of great literature. Seminar discussions, critical analysis, creative writing assignments, and dramatic presentations are designed to expose and encourage an inquiry-based approach to learning. The course culminates in a major research project that reflects one of the recurring universal themes considered during the year. Essential questions include “Is technology taking over?” “Can you be from two cultures at once?” and “How important is telling the truth?”

PREREQUISITE: A final grade of A in previous English academic level course or B or above in previous English honors course.

ENGLISH 11H

ENG330 1.00 11

This course is designed to expose the college-bound student to a variety of critical readings from contemporary and traditional writers. Emphasis is placed on a culturally diverse sampling of American works. Meaningful homework assignments and in-depth class discussions encourage an inquiry-based approach to learning. A vocabulary program prepares students for the Scholastic Aptitude Test.

PREREQUISITE: A final grade of A in previous English academic level course or B or above in previous English honors course. Themes include “Conformity and Rebellion” “The American Dream,” and “The Human Spirit.”

ENGLISH 12H

ENG430 1.0 12

This course is designed to prepare students for the rigors of college; therefore, students will read, discuss, and analyze literature both in class and through challenging homework assignments. Content will be diverse, with emphasis on some of the great works of traditional British literature, as well as contemporary literature from a variety of sources. Writing assignments will be frequent with emphasis on autobiographical essays and critical analysis. Individual oral reports and group presentations will be assigned. Students will explore various themes, and they will discuss literary works within their historical context. The major literary themes include “Heroes and Heroines,” “Utopia and Dystopia,” a 24 tity and Alienation.”

PREREQUISITE: A final grade of A in previous English academic level course or B or above in previous English honors course.

ENGLISH AP LANGUAGE AND COMPOSITION

ENG441 1.0 11-12

This college-level course critically examines the power of writing with a special focus on non-fiction works. Students will develop the skills needed to analyze language, writing, and literature while learning to communicate their findings in standard academic formats. Major writing units feature: the literature of letters, the autobiographical essay, the rhetoric of logic and argument, and writing for research. Students will read the course text *Language of Composition*, as well as short essays from current periodicals and other literature. Students can expect to work with sample AP questions to prepare for the exam. The course is excellent preparation for advanced studies in literature, including English Literature and Composition (AP).

PREREQUISITE: A final grade of A in previous English academic course, B or above in previous English honors course. It is the recommendation of both the College Board and the English Department that students select the Language and Composition Course prior to taking the Literature and Composition Course. Prior to the end of the school year, it is the student's responsibility to obtain and complete the Summer Assignment.

N.B. Students will be expected to schedule and take the Advanced Placement examination administered by the College Board.

ENGLISH AP LITERATURE AND COMPOSITION

ENG442 1.0 11-12

This college-level course develops the skills needed to analyze and criticize language and literature and to communicate findings in standard academic formats. Students will apply accepted approaches to confront different types and styles of literature. The course is an excellent preparation for advanced studies in literature and for college-level writing and literature study. Major units for the year include Narrative Poetry and Fiction, Poetry, Drama, and the Modern Novel. Students should expect to read a significant work every two to three weeks on average, to complete a study guide as they read, and to have a major test or essay on each. Students will also be responsible for vocabulary study as well as grammar and punctuation reviews throughout the year. Students will have direct instruction on writing thesis papers and will be expected to apply in their papers the principles that are discussed in class.

PREREQUISITE: A final grade of A in previous English academic course, B or above in previous English honors or AP course. It is the recommendation of both the College Board and the English Department that students select the Language and Composition Course prior to taking the Literature and Composition Course. Prior to the end of the school year, it is the student's responsibility to obtain and complete the Summer Assignment.

N.B. Students will schedule and take the Advanced Placement examination administered by the College Board.

ACADEMIC SEQUENCE

ENGLISH 9A

ENG120 1.0 9

The goal of Elements of Literature and Writing is to develop the habits, knowledge and skills required for future studies in high school classes. Students learn to expand and organize ideas and use supporting details in reports and essays of five to eight paragraphs. Students will improve vocabulary, spelling, and the structure, punctuation and variety of their sentences. Students will improve their ability to focus on reading assignments by finding main ideas and recording important details. Students will use technology to research and prepare written and oral reports on topics related to the course. Readings include a variety of short stories, plays, novels, and poetry.

ENGLISH 10A

ENG220 1.0 10

This course is designed to develop language and literature skills through a study of selected culturally diverse literature. Written assignments will emphasize development of expository, persuasive, and critical writing skills. A vocabulary program is required and vocabulary tests are administered in preparation for the Scholastic Aptitude Test. The course culminates in a major research project that requires a process approach to research and writing. Essential questions include "Is technology taking over?" "Can you be from two cultures at once?" and "How important is telling the truth?"

ENGLISH 11A

ENG320 1.0 11

This course provides an in-depth study of the great works of American literature with a focus on nineteenth and twentieth century writers. Tests and written assignments stress reading comprehension, vocabulary recognition and grammar proficiency. A vocabulary program is required and vocabulary tests are administered in preparation for the Scholastic Aptitude Test. The major literary themes include “Conformity and Rebellion,” “The American Dream,” and “The Human Spirit.”

ENGLISH 12A

ENG420 1.0 12

The goal of this course is to prepare students for success in college and/or career. Students will read, discuss, and write about literature from a variety of sources, with emphasis on some of the great works of traditional British literature. Contemporary literature from a variety of sources will also be explored. Writing assignments will be frequent with an emphasis on personal and formal essays. Individual oral reports and group presentations will be planned. Literature from various time periods will be included, and students will come to understand literature’s place in the world. The major literary themes include “Heroes and Heroines,” “Utopia and Dystopia,” and “Identity and Alienation.”

BASIC SEQUENCE

ENGLISH 9B

ENG110 1.0 9

This course is designed for students requiring additional opportunities to improve basic skills in language and reading. Students will complete appropriate assignments using a practical, workshop approach. Students will use technology to research and prepare short written and informal oral reports on topics related to the course. Readings include a variety of short stories, novels, and poetry to develop the focusing skills and stamina required in future high school work.

ENGLISH 10B

ENG210 1.0 10

This course continues opportunities for the improvement and application of practical communications skills in reading, writing, speaking and listening. Written assignments will emphasize development of expository, persuasive, and critical writing skills. A vocabulary program is required and vocabulary tests are administered. The course culminates in a major research project that requires a process approach to research and writing. Essential questions include “Is technology taking over?” “Can you be from two cultures at once?” and “How important is telling the truth?”

ENGLISH 11B

ENG310 1.0 11

This course is designed for students requiring additional opportunities to improve basic skills in language and reading. Students will complete appropriate assignments using a practical workshop approach. A major content focus is on nineteenth and twentieth century American writers. Tests and written assignments stress reading comprehension, vocabulary recognition and grammar proficiency. The major literary themes include “Conformity and Rebellion,” “The American Dream” and “The Human Spirit.”

ENGLISH 12B

ENG410 1.0 12

The goal of this course is to assist students in developing reading and writing skills needed for success. Students will read, discuss, and write about topics of interest to them including responses to literature from a variety of sources. Some classic works of literature will be studied, and individual oral reports and group presentations will be planned. The major literary themes include “Heroes and Heroines,” “Utopia and Dystopia,” and “Identity and Alienation.”

ENGLISH ELECTIVES

CREATIVE WRITING

ENG501 0.5 9-12

Students will study the nature of creativity for the purpose of developing fluency and confidence in writing poetry, short stories, and scripts. They will study numerous creative genres and will compose pieces ranging from a personal narrative to a reflective poem to a thematic performance piece. Students will have the opportunity to share their drafts in conferences with their classmates and teachers as an aid in the revision process, and the final projects will be published in a literary journal.

FROM SCRIPT TO SCREEN

ENG502 0.5 11-12

The goal of this course is for students to understand the concepts and techniques of adapting written works to other media. Using close readings of fiction and short excerpts of film masterpieces as models, students will analyze how plot, character, setting, and theme can be expressed through video and audio presentations and how different cultures and times affect technological and artistic decisions. Students will increase their understanding of the vocabulary used in literary criticism, cinematic production, and computer technology. With simple computer-based equipment, students will adapt written materials to appropriate electronic audio/video presentations as a service to the school, district, and community.

NOTE: The course requires that students read several novels over the course of the semester.

INTRO TO THEATER

ENG503 0.5 9-12

This is a theater class open to students with all levels of interest and understanding. Theatrical literature, terms, and skills will be taught and developed. Included are units on characterization, costume, make-up, design and staging, as well as play production. Outside readings, play attendance, and short papers are required.

ADVANCED THEATER WORKSHOP

ENG504 0.5 10-12

This course includes the continuation of development of acting skills learned in Introduction to Theater. Units in the course include: play production, audition preparation and presentation, clown, mime and scripting. Different materials are used each year.

PREREQUISITE: Introduction to Theatre

MYTH AND LANGUAGE

ENG505 1.0 9-12

In this course students will investigate the many contributions Greek and Roman civilizations have made to modern culture. Students will learn the highlights of Greek and Roman history and read excerpts of the historical figures in portions of Plutarch's Lives. Areas of focus will be language, art, architecture, poetry, religion, lifestyle, and government. The students will learn the rudiments of the Latin language. By the end of this course the students will be able to translate simple sentences and short passages from Latin to English and vice versa. Students will research and present a piece of Roman architecture, an in-depth project on a Roman god or goddess, and a Roman poem or song. Students will demonstrate their creativity by presenting models, skits, parodies, dramatic readings, and other activities. Current technology will be used to assist students in their translations and other assignments. The students will present information in both English and Latin. The study of Latin and Greek mythology will provide a strong foundation for further studies of literature and language.

PUBLIC SPEAKING – THE ART OF COMMUNICATION AND PERSUASION

ENG506 0.5 9-12

Students will gain knowledge about the power of the spoken word by exploring the elements of classical rhetoric as it has developed and been refined through the ages. They will study many of the world's great speakers, both throughout history and in contemporary society. Persuasive writing and the analysis of persuasion used in the media will also be a focus. This course is primarily project-based so that students can practice the skills they learn through speeches and debates. Students will also be guided in the use of 21st Century technology tools to assist them in their research and preparation. Emphasis will be on speaking skills to promote success in the "real world."

TWENTY-FIRST CENTURY MASS COMMUNICATIONS

ENG507 0.5 11-12

Students will become media literate through the investigation of printed news, broadcast and advertising. Students will receive instruction in the basic skills of journalism and will be given practical experience producing *The Panther Press*. Students will write articles, headlines, and concise captions incorporating the rules of journalistic style and grammar. Teacher approval for the course will be required. An application needs to be completed before a student is enrolled in the course. Students enrolled in the course must be on the newspaper staff. This course may not be used to fulfill English graduation requirements, but it may be used to fill elective or arts and humanities requirements.

PREREQUISITE: Grade of B or above in previous English course.

ART & LITERATURE

ENG930 0.5 9-12

This course will focus on the nature of creativity in literature and the arts. Students will study creative expression through the ages and will focus on selected artists and writers whose work reflects a particular time and place, but also invites connections to the world today. Students will study the nature of the artistic mind and design, research, create, and present various individual projects based on self-selected explorations into the nature of their own creativity.

PREREQUISITE: Identification as a mentally gifted student or a final grade of "A" in previous Honors English course.

PHILOSOPHY & ISSUES

ENG931 0.5 9-12

This course will explore the significant contributions of scientists, philosophers, historians, and others who have made a permanent impact on the development of ideas through the ages. Students will learn to analyze and critically evaluate philosophical beliefs, problems, theories, and personalities. This course requires students to gain in-depth knowledge of a variety of belief systems which have impacted some of the great thinkers through the ages. Concurrently, students will develop their skills of analysis, synthesis, and communication through intensive classroom experiences and individual projects.

PREREQUISITE: Identification as a mentally gifted student or a final grade of "A" in previous Honors English course.

ENGLISH as a SECOND LANGUAGE

The Centennial School District provides educational programs for the diverse population it serves. ESL is intended for those students whose native language is not English and who have not yet attained English language proficiency.

ENGLISH LANGUAGE ACQUISITION I

ESL101 3.0 9-12

This is a fundamental English course for newcomer/entering students only. Essential content level and survival vocabulary are stressed. All four domains (listening, speaking, reading and writing) are taught with an emphasis on establishing literacy skills while working to develop academic skills for success in high school. Public speaking and presentation skills are practiced throughout the course. Students who take this course satisfy one of the four English units required for graduation. This is a course for students who score at Level 1 on the designated English language proficiency test.

ENGLISH LANGUAGE ACQUISITION II

ESL201 2.0 9-12

This course is designed for beginning and low-intermediate students whose first language is not English. In this course, students at this proficiency level focus on vocabulary development, language form, and literacy skills. Reading skills and strategies are introduced, and there is extensive work on writing skills with an emphasis on the writing process. Speaking and presentation skills are further developed. Students who take this course satisfy one of the four English units required for graduation. This is a course for students who score at a high Level 1 or a Level 2 on the designated English language proficiency test.

ENGLISH LANGUAGE ACQUISITION III

ESL301 1.0 9-12

This course is designed for intermediate students whose first language is not English. In this course, students will continue to develop academic skills while improving their listening, speaking, writing, and reading skills in English. Content emphasizes vocabulary development, language form, and literacy skills. Reading skills and strategies are further developed, and there is extensive work on writing skills with an emphasis on the writing process. Speaking and presentation skills are also further developed. Students who take this course satisfy one of the four English units for graduation. This is a course for students who score at a high Level 2 or Level 3 on the designated English level proficiency test.

ENGLISH LANGUAGE ACQUISITION IV

ESL401 1.0 9-12

This course is designed for advanced students whose first language is not English. In this course, students will continue to develop academic skills while improving their listening, speaking, writing, and reading skills in English. Content emphasizes vocabulary development, language form, and literacy skills. Reading skills and strategies are further developed, and there is extensive work on writing skills using the writing process. Speaking and presentation skills are refined. This course satisfies one of the four English units required for graduation. This is a course for students who score at a high Level 3 or Level 4 on the designated English level proficiency test.

ENGLISH LANGUAGE ACQUISITION V

ESL405 0.5 9-12

This course is designed for advanced students whose first language is not English. Emphasis is placed on comprehension, analysis, and discussion of a variety of genres. Writing and speaking is stressed with an emphasis on providing the supporting details and appropriate text references when discussing the elements of literature as a group or through writing. This is a course for students who score at a high Level 4 or Level 5 on the WIDA exam and have not met the Pennsylvania Department of Education's (PDE) ESOL exit criteria on the designated English level proficiency test. The course will meet every other day for the year. The course will be offered on an as-needed basis.

ESOL DISCOVERY SCIENCE

ESL501 1.0 9-12

This course introduces the beginning ESOL student to basic science vocabulary and contextual development. Emphasis is placed upon chemistry, physics, earth science, and astronomy in order to prepare the student for further study. Earth systems, forces at work, introductory electricity, magnetism, waves and environmental sciences will be the focus of the exploration. The students will have a greater opportunity to experience a scientific approach to learning and investigation. This course is laboratory-oriented. This course satisfies one unit of the science requirement.

ESOL BIOLOGY

ESL601 1.0 9-12

This course presents the basic biological concepts that contribute to the unity and diversity of all living things. Areas of study include structure and function, growth and development, organization, classification, interaction and interdependence. Units will include genetics, evolution, anatomy, biochemistry and ecology. Students will be given insights into problem solving in the biological sciences, as well as the practical applications of biological principles to their own lives. This course satisfies one unit of the science requirement for graduation.

FAMILY and CONSUMER SCIENCES

Curriculum Coordinator: Lindsay Hessler, B.S.

Family and Consumer Sciences is a discipline composed of a strong content and a commitment to establishing relevancy between course content and real world needs of students. The carefully designed courses offered have been written to empower individuals and families to manage the challenges of living and working in a diverse, global society. The focus is on the practical life scenarios of individuals and families. An integrative approach is utilized to support individuals and families in identifying, creating and evaluating goals and alternative solutions to significant challenges of everyday life which are recognized throughout the life span. This approach encourages lifelong learning. Students are taught to recognize and accept the consequences of their choices relevant to their personal, family and workplace environments as they relate to all stages of their life span.

CULTURE THROUGH CUISINE

FCS101 0.5 9-12

Students will have a multicultural experience as they study the foods, dietary needs, family traditions and celebrations of people around the world. Students will prepare delicious, easy to make main dishes, side dishes, salads, and desserts as they discover new flavors, tastes, cultures and customs from the major continents. Units of Study: (1) Basic nutrition; (2) Safe kitchen and food preparation techniques; and (3) Basic food preparation measurements and techniques.

Seven regions will be covered in this course. As students study each region, they will identify geographic and climatic factors that have influenced the country's foods. Students will study the culture of the area and the food safety practices. The regions are as follows: United States and Canada, Latin America/South America, Europe, Asia, Middle East, Far East, and Africa.

Lab Fee: \$15

FOOD SCIENCE and NUTRITION

FCS102 0.5 9-12

This course is designed to enable students to understand and maintain their nutritional needs. Some of the units that are integrated into the course are: How the body uses the chemical components in foods; the elements of a healthy diet; the importance of a healthy diet; how to analyze my diet; how to make wise food choices throughout the life cycle; types of diets (vegetarian, sports, health issues); food preparation designed to meet nutritional needs; diet disorders; weight management; digestive and metabolism processes; kitchen and food preparation safety procedures; food contamination issues; food chemistry; practical experiences in food preparation labs; and career exploration.

Lab Fee: \$15

GOURMET

FCS103 0.5 10-12

This course is designed for the highly motivated culinary student. This advanced foods course will offer students the chance to be creative, inventive, and knowledgeable in the culinary field. Students will learn food techniques and will prepare more exquisite dishes from countries all throughout the world. Topics include: European, American, South American, Asian, and Central American cuisines. Lab Fee: \$20
PREREQUISITE: A Grade of a C or higher in either Food Science and Nutrition or Culture through Cuisine.

LIFE ON MY OWN

FCS201 0.5 11-12

This comprehensive course provides students with life skills needed after high school. Students will learn basics for managing many aspects of adult life including: personal development; goal setting and the decision-making process; interpersonal relationships; resource management; consumerism; housing; acquiring, maintaining, and advancing in careers; communication skills and positive conflict resolution for family and the workplace; healthy lifestyles; and balancing family and work responsibilities.

GETTING READY FOR COLLEGE LIFE

FCS301 0.5 11-12

If you are anticipating the many complexities of college life, you will definitely want to join other students in this class. Are you excited, and yet apprehensive, thinking about this transition in your life? If you are thinking about a suitable major based on your personality traits or the type of college environment you would feel most comfortable in and whether or not you want to live at home or in a dorm or apartment miles from home, you will benefit from this class. Some other concerns addressed will be ways to pay for college, relationship changes between parents and friends as well as communication skills needed for professors or roommates. You will find it helpful to explore your personality traits as they relate to possible career paths. What to pack, how to maintain good nutrition and manage your time, energy and money will also be addressed. Plan on joining other college bound students who share your same concerns.

HUMAN DEVELOPMENT AND PARENTING SKILLS

FCS302 0.5 11-12

If you are interested in a career that involves working with children of all ages or with families, this course will be beneficial to you. It is designed to enable students to understand the responsibilities of parenting and family dynamics. Some of the units of study are self-awareness; career and life goal exploration; theories of child development; media influences on children; fetal development and nutrition; childbirth; care of children at various stages; discipline techniques; child abuse; and child care facilities. Time management skills, particularly those necessary to balance the demands of family and work will be emphasized. The numerous careers available within the areas of human development will be identified. Guest speakers, sharing sessions with adults and observations within a childcare facility are an integral part of this class. A TB test within the last year will be required.

GRADUATION PROJECT

At William Tennent High School, students complete a graduation project in the eleventh grade. The Graduation Project consists of three parts:

- Students must propose and develop a graduation project that relates to a career and /or post-secondary pursuit.
- Students must complete an activity such as: participate in a community-based project or an internship, volunteer with a community organization, shadow a professional, construct a model, produce a product, or present a performance.
- Students must complete a research paper including documentation and reflection on their project and prepare a presentation that incorporates computer technology.

The successful completion of this course is required for graduation.

GRADUATION PROJECT

GRP101 0.5 11

Students may select a topic related to English, social studies, music, art, technology, or other areas determined to be related to the humanities, science, and technology. Students are required to successfully complete each step listed above in order to gain credit for this course. Successful completion of this course is required for graduation. Students will be monitored and guided throughout the process. They will apply reading, writing, presentation and research skills which they have learned throughout their school years. Students are encouraged to choose a topic which will promote creative thinking and expand their world.

GRADUATION PROJECT

MBIT

MBI100 0.5 11

Students may select a topic related to their course of study at MBIT. Students are required to successfully complete each step listed above in order to gain credit for this course. Successful completion of this course is required for graduation. Students will be monitored and guided throughout the process. They will apply reading, writing, presentation and research skills that they have learned throughout their school years. Students are encouraged to choose a topic that will promote creative thinking and expand their world

HEALTH and PHYSICAL EDUCATION

Curriculum Coordinator: Craig Shapiro, Ed.M.

The goal of the Health and Physical Education curriculum is to prepare our students to face the challenges that they will encounter each day throughout their life span. The courses are designed to foster interest in physical activity and to empower the students with the skills, knowledge, and values to succeed in today's society. A major focus of Physical Education is to have the students find enjoyable activities, which promote healthy lifestyles. These activities are designed to help the students make constructive use of their leisure time, and to further develop those skills in teamwork, cooperation, and leadership that are today's global environment.

The emphasis of Health Education is on health promotion and disease prevention. This goal is accomplished through focusing on effective communication skills: behavioral change strategies; refusal skills; abstinence; coping strategies; stress management activities; and the identification of at-risk behaviors. Our Health and Physical education courses meet the requirements of the PA Department of Education.

HEALTH/PE 1 (REQUIRED)

HPE101 0.5 9

Students are required to pass both the physical education section and the health portion of this course in order to graduate. The focus will be on improving fitness levels through various activities that are based on, but not limited to, individual and team sports; swimming and conditioning techniques. All students must successfully complete the instructional swimming course. The emphasis on health is to help develop the students' ability to make responsible decisions pertaining to the contemporary issues that confront them. Students will set goals after examining at risk behaviors in the six categories of tobacco and alcohol dependence. They will also learn about the male and female reproductive systems. . N.B. Students are required to be dressed in sweat pants, shorts, tee shirt and/or sweat shirt for physical education class.

HEALTH/PE 2 (REQUIRED)

HPE201 0.5 10

Students are required to pass both the physical education section and the health portion of this course in order to graduate. The focus will be on improving fitness levels through various activities that are based on, but not limited to, individual and team sports; conditioning techniques and pool activities. Students will review and revise the goals set in PE/Health 1 to reduce involvement in at risk behaviors.

PREREQUISITE: Health/PE 1

N.B. Students are required to be dressed in sweat pants, shorts, tee shirt and/or sweat shirt for physical education class.

HEALTH/PE 3 (REQUIRED)

HPE301 0.5 11-12

Students are required to pass both the physical education section and the health portion of this course in order to graduate. The focus will be on improving fitness levels through various activities that are based on, but not limited to, individual and team sports; conditioning techniques; and pool activities. Students will focus on nutrition, fitness design, steroid and club drug use during their portion of health education.

Prerequisite: Health/PE 2

N.B Students are required to be dressed in sweat pants, shorts, tee shirt and/or sweat shirt for physical education class.

ADAPTIVE PE

HPE 401 0.5 9-12

Adaptive physical education is a diversified program of developmental activities, games, sports and rhythms suited to the interests, capacities and limitations of certain students who may not safely or successfully engage in unrestricted physical activities. The program is designed to help students who have orthopedic and postural problems, which carefully selected exercise may improve, or prevent from becoming worse.

N.B. Students may be assigned this course as a part of or in place of a regular physical education class based on medical documentation.

PHYS. ED. LIFE FITNESS ELECTIVE

HPE501 0.5 10-12

This course is designed for students who wish to improve their overall health and wellness. The class will incorporate activities that will improve their quality of life, both present and future. The focus of this course will be to increase muscular strength, improve cardiovascular and muscular endurance, and enhance the physical skills of the human body. Students will receive supplemental units involving nutrition, current health topics and personalized training. Students will learn how to design their own individual fitness program. The activities will consist of strength training, aerobic exercise, and plyometrics. The facilities utilized will be the fitness center, pool, auxiliary gym and the general area surrounding WTHS.

COMMUNITY SPORTS AND LEADERSHIP

HPE502 0.5 10-12

This course is intended for students who will pursue careers in sports related fields, for student athletes, and for students who want to be involved in athletic leadership on a volunteer or professional level. Students will learn about the physiology of different sports, the discipline required to compete in sports, and the differences between individual and team sports. Students will become familiar with the impact of Title IX and the opportunities for both boys and girls, who wish to play college sports. Students will obtain valuable information regarding the college recruiting process and how it impacts the student athlete. Students will discover the growing problems that are occurring in youth sports today. Finally students will become familiar with the ways in which they can give back to their community by becoming involved as a coach, referee, or leader of a youth organization.

FAMILY, LIFE and HUMAN SEXUALITY

HPE504 0.5 11-12

The scope of this course is to develop responsible and assertive attitudes concerning family life, gender roles, reproduction, forcible behaviors, and life skills. The content presents valuable information to allow students to make informed decisions concerning sexuality. The course advocates sexual abstinence and sensitivity to familial differences. It honors diversity and helps to develop responsible and compassionate choices. Parental note of permission required.

LIFEGUARDING

HPE505 0.5 10-12

This course is designed to provide students with the prerequisite skills necessary for summer employment at community/private swim clubs. The class will provide them with the knowledge of professional CPR and First Aid techniques, disease transmission, and AED. Students will obtain American Red Cross certification as a lifeguard upon completion of all necessary exams and payment of the fee required by the American Red Cross. To receive certification, payment must be received before the last day of the class. If the student does not qualify for certification, the fee will be returned. (Students must be a minimum age of 15 years old.)

PREREQUISITE: Physical education department approval (based on swimming ability)

EXAM FEE: TBA by American Red Cross

FIRST AID AND SPORTS MEDICINE

HPE506 1.00 11-12

This course is designed for juniors and seniors who wish to pursue a career in athletics or in one of the many health care professions. The course provides basic athletic training techniques and first aid information, along with the basic skills to provide such care. The scope of the course is introductory in nature with a primary emphasis on anatomy, terminology, causes, signs, symptoms, first aid, CPR skills, elementary taping and dressing procedures. Instruction is also included to cover the application of selected treatment modalities when directed to provide such care. Students will be certified through the American Red Cross in Standard First Aid and CPR upon successful completion of the exam.

Lab Fee: \$30

INTERDISCIPLINARY STUDIES

DIGITAL PRODUCTION I

IDS101 1.0 9-12

This course is designed to teach the basics of digital video production and editing. The course introduces students to hands-on training in camera, sound, lighting, graphics, directing, recording, editing, script writing and on-air performance. The course will meet the needs of the students who want to explore a future in communications, film or other related video careers. In addition, students will explore movie making through a historical perspective, script development, and film effects (primarily focusing on the application of lighting, camera angles and music).

DIGITAL PRODUCTION II

IDS201 1.0 10-12

Digital Production II advances students' knowledge and skill in studio and remote television production in areas including script writing, directing, camera technique, stage presence, editing and work-management. Level II students will delve further into these topics in order to build skills that allow for individual creativity and proficiency with our studio equipment and in the production of live shows. In addition, this course will explore communication theory, broadcast journalism and media's impact on modern society. Students will script, direct, shoot, and edit a number of productions, including features for closed-circuit television and have the opportunity to be a part of the WTHS news show.

PREREQUISITE: Digital Production I

MATHEMATICS

Curriculum Coordinator: Heather Stek, M.Ed.

The purpose of mathematics is to help students to understand, interpret, and prepare for an increasingly technological world. To that end, the mathematics program seeks to connect mathematics to real life situations while stressing problem solving strategies, communication skills, mathematical reasoning, and the appropriate use of technology. There are three levels of mathematics courses: honors, academic, and basic. The course topics for all three levels are similar, but their depth and application are designed to meet the needs of each level's student population. Movement from one level to another may occur when the student's achievement changes and/or when a teacher recommends the move. Algebra 1, the entry level mathematics course, is provided at both middle schools and at William Tennent High School.

CALCULATOR POLICY

Calculator Requirement

The Centennial School District recognizes that calculator use in school will ensure that students' experiences in math will match the realities of everyday life. The effective use of calculators also promotes reasoning skills. In Centennial, graphing calculators are used as part of the classroom instructional program, as part of the homework program, and as part of the evaluation program.

All students at William Tennent High School shall obtain a graphing calculator appropriate for the level of instruction. Below you will find some additional details on recommended models/features for graphing calculators. Should you have any questions, please contact the assistant principal responsible for mathematics (441-6181 ext. 3117).

Calculator Loan Provisions

In those cases in which a student cannot afford a calculator, the District will lend the required calculator to the student, who will be required to accept full responsibility for replacing it if lost, stolen or damaged. As the high school possesses a limited number of these calculators, first priority will be given to those students who meet the criteria established for participation in the "free and reduced lunch program." Remaining calculators will be distributed on a "first-come, first-served basis."

Graphing Calculators: Why, When, Which One?

Access to a graphing calculator is essential for success in the majority of math courses at William Tennent High School. While students must still master fundamental concepts, and much instruction is "paper and pencil" based, graphing calculators offer multiple advantages: students can solve more complex problems, teachers can present multiple examples to illustrate course concepts, and instruction can include more real-life applications. Use of the graphing calculator is also consistent with the latest developments in mathematics instruction as specified in the standards of the National Council of the Teachers of Mathematics (NCTM).

The William Tennent High School mathematics faculty recommends the purchase of a Texas Instrument Graphing Calculator, Model TI84+, for the following reasons:

- The TI84+ has become the norm across the nation. Many textbooks, including those in use at WTHS, make reference to the TI84+ in their graphing calculator exercises. The TI84+ is also the model most frequently recommended by other high schools in the area and across the nation.
- The WTHS mathematics faculty is familiar with the features of the TI 84+ and will be able to assist students more readily with questions on calculator operations.
- Much classroom instruction will make reference to the TI84+. The majority of the overhead display panels used for classroom presentation in math are based on the TI84+.
- There are a number of other TI models available (TI 83, 86, 89, 92). We believe the TI84+ (estimated cost \$120) is sufficient to satisfy the needs of math students at WTHS. We have also received favorable comments from students who have used the Casio graphing calculator. The chief advantage of Casio models is their lower cost. Please be aware, however, that students who purchase a Casio will require greater independence in mastering the features of the calculator.

SEQUENCES OF STUDY

| <u>Grade 9</u> | <u>Grade 10</u> | <u>Grade 11*</u> | <u>Grade 12*</u> |
|-------------------------------|-----------------|--|---|
| Honors Geometry H | Algebra 2H | Adv Alg/Trig H OR Adv Alg/Trig H and AP Stat or Stat H | AP Calc or Calc H AND/OR AP Stat or Stat H |
| Academic Algebra 1A | Geometry A | Algebra 2 A | Adv Alg/Trig A OR AP Stat or Stat H |
| Geometry A | Algebra 2 A | Adv Alg/Trig A Stat H | Calc H or Intro to Calc AND/OR AP Stat or Stat H |
| Basic Algebra 1B | Geometry B | Algebra 2 B | Applied Math/Trig B |

HONORS SEQUENCE AND ADVANCED PLACEMENT

This sequence of courses is designed for students with a high degree of interest in the study of mathematics, a demonstrated aptitude for the study of mathematics at an advanced level, and a record of high achievement in the study of mathematics. Students can expect to exercise a great deal of independent responsibility for learning. It is expected that all students in honors courses will have personal access to a graphing calculator for use in school and at home.

PREREQUISITES

Applicants must meet the prerequisites for the specific course. To continue in the honors sequence, students must meet minimum final grade requirements in mathematics courses. Advanced Placement (AP) courses are honors level courses taught at the college level. All students taking Advanced Placement courses are expected to complete summer assignments. It is expected that all students in Advanced Placement courses schedule and take the Advanced Placement Examination administered by the College Board. The Advanced Placement Educational Examination costs approximately \$90. (There are special provisions to have this fee waived for students with a verified financial need. See the Guidance Office for details.)

ALGEBRA 1 (Accelerated)

MAT130 1.0 9

Designed for the high-achieving, highly motivated mathematics student, this course is intended to prepare the student for the rigors of the honors sequence of mathematics courses. Topics included are equations, graphing, inequalities, polynomials, and factoring.

PREREQUISITE: Grade of A in previous mathematics course.

GEOMETRY H

MAT230 1.0 9-10

Designed for students with high achievement in mathematics who wish to pursue mathematics at the most difficult level. The course includes proofs, deductive/inductive logic, parallelism, congruence, similarity, area, volume, surface area as well as an introduction to Trigonometric topics. A review of Algebra is included at the appropriate points of the Geometry curriculum. In addition, a comprehensive look at probability and statistics are included in the course

PREREQUISITE: Grade of A in previous academic course, or grade of a B or above in previous honors course.

ALGEBRA 2 H

MAT231 1.0 10-11

Designed for students with a sincere interest and aptitude in math, this advanced course is a continuation of topics covered in Algebra 1. Course content includes systems of equations, matrix operation, properties of the complex number system, quadratic functions, exponential and logarithmic functions and models, polynomial and rational functions, as well as sequences, series, and conic sections.

PREREQUISITE: Grade of A or higher in both Geometry A and Algebra A, or grade of B or above in both Geometry H and (Accelerated) Algebra 1 H course.

ADVANCED ALGEBRA/TRIGONOMETRY H

MAT330 1.0 11-12

Designed for the high-achieving, highly motivated mathematics student, this course will provide students with the background necessary to move on to a Calculus course. It includes an in depth study of trigonometry, and a review of various advanced Algebra topics. In addition students will be introduced to Calculus topics including limits, differentiation, and integration.

PREREQUISITE: Grade of A or higher in both Geometry A and Algebra 2 A or grade of B or above in both Geometry H and Algebra 2 H

APPLIED CALC H

MAT331 1.0 12

Intended for students who will pursue college majors in liberal arts, business or other technical areas, the focus will be on the application of various calculus topics including limits, differential and integral calculus through integration by parts.

PREREQUISITE: Grade of A in Trig/Stat A or grade of B or above in TRIG/STAT H.

STATISTICS H

MAT332 1.0 11-12

Designed for students who have completed the academic or honors mathematics sequence and would like to continue their instruction in mathematics, but not enroll in an Advanced Placement course. The emphasis will be on statistics as a process: the design of the experiment or the survey, the collection of data, the summarizing of the data, and the testing of the hypothesis. Students should have a good understanding of mathematics through Algebra 2.

PREREQUISITE: Algebra 2

CALCULUS AB & ANALYTIC GEOMETRY AP

MAT441 1.0 12

A college level course equivalent to first semester college calculus, this course is for students with a demonstrated aptitude for higher-level mathematics that will pursue college majors in mathematics, science, computer science, or engineering. Students will be exposed to a rigorous development of the concepts of calculus including limits, derivatives, applications of derivatives, integrals, and applications of integrals. Students are expected to complete summer assignments.

PREREQUISITE: Grade of B or above in Adv Alg/Trig H or A in Adv Alg/Trig A.

N.B. Students will be expected to schedule and take the Advanced Placement examination administered by the College Board.

AP CALCULUS & ANALYTIC GEOMETRY BC

MAT442 0.5 12

Taken in conjunction with AP Calculus AB, this course is equivalent to a first and second semester college calculus class. It is for students with a demonstrated aptitude for higher-level mathematics that will pursue college majors in mathematics, science, computer science, or engineering and are also enrolled in the AP Calculus & Analytic Geometry AB. The course will use the core calculus concepts covered in the AB course to study differential equations, improper integrals, integration by parts, partial fractions, logistic applications, L'Hopital's Rule, derivatives and integrals of parametric, polar and vector

functions, polynomial approximations of infinite series, Taylor and MacLaurin series and radius of convergence. Students are expected to complete summer assignments.

PREREQUISITE: Grade of "A/B" in TRIGOMETRY/STATISTICS H

COREQUISITE: Enrollment in AP CALCULUS & ANALYTIC GEOMETRY AB

N.B. Students will be expected to take the Advanced Placement examination administered by Board.

STATISTICS AP

MAT443 1.0 11-12

The purpose of the AP course in statistics is to 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: observing patterns and departures from pattern. 2. Planning a Study: Deciding what and how to measure. 3. Anticipating Patterns: Producing models using probability theory and simulation. 4. Statistical Inference: Confirming models. Students are expected to complete summer assignments.

PREREQUISITE: Successful completion of ALGEBRA 2.

N.B. Students will be expected to schedule and take the Advanced Placement examination administered by the College Board.

ACADEMIC SEQUENCE

This sequence of courses is designed for students who have an interest in the study of mathematics, plan to continue their education at the college/university level, and have a successful record of achievement in the study of mathematics. To continue in this sequence, students must earn a least a C average in previous academic mathematics courses. It is expected that all students will have personal access to a graphing calculator for use in school and at home.

ALGEBRA 1 A

MAT120 1.0 9

This course is designed for students who have successfully completed the Algebra Topics course in 8th grade. Topics to be studied and applied include algebraic operations, solutions of equations and inequalities, systems of equations, exponents, and factoring.

PREREQUISITE: Grade of A or B in 8th grade Algebra Topics, or Grade of D or F in 8th Grade Algebra 1.

GEOMETRY A

MAT220 1.0 9-10

This course is designed for students to gain an understanding of the relationships between geometric figures and shapes in the geometric world in which we live. Topics to be studied and applied include deductive and inductive logic, parallelism, congruence and similarity, transformations, area/volume, circles as well as an introduction to Trigonometric topics. In addition, a comprehensive look at probability and statistics are included in the course

PREREQUISITE: Grade of C or better in Algebra 1 or grade of A in Algebra 1B.

ALGEBRA 2 A

MAT320 1.0 10-11

Course content includes systems of equations, matrix operations, properties of the complex number systems, quadratic functions, exponential and logarithmic functions and models, polynomial and rational functions, as well as sequences and series. This course is designed for the college-bound student.

PREREQUISITE: Grade of C or better in GEOMETRY A and Algebra 1A or grade of A in Geometry B or Algebra 1B.

ADVANCED ALGEBRA/TRIGONOMETRY A

MAT420 1.0 11-12

This is a standard college preparatory course. The curriculum includes an in depth study of trigonometry Additionally various Advanced Algebra topics are covered including functions and their graphs, polynomial and rational functions, exponential functions, and logarithmic functions

PREREQUISITE: Grade of C or better in Algebra 2A or grade of A in Algebra 2B.

INTRODUCTION TO CALCULUS A

MAT421 1.0 12

This course is sequential to the Trigonometry and Statistics course. It is designed for the college bound student. The course includes a review of previous math topics necessary for calculus topics covered.

PREREQUISITE: Grade of C or better in Adv Alg/Trig A or A in Applied Math/Trig B

BASIC SEQUENCE

This sequence of courses is designed for students who plan to continue their education at a college, university, or technical school, or who plan to enter the working world immediately after graduation. The courses are designed for students who have difficulty understanding mathematical concepts and operations. Applications to real world situations will be stressed. It is expected that all students will have personal access to a graphing calculator for use in school and at home.

ALGEBRA 1 B

MAT110 1.0 9

This course is designed for students who have completed the Algebra Topics course in 8th grade. Topics to be studied and applied include algebraic operations, solutions of equations and inequalities, systems of equations, exponents, and factoring.

PREREQUISITE: Algebra Topics

GEOMETRY B

MAT210 1.0 9-10

This course is designed to teach fundamental algebra and geometry concepts in order to gain an understanding of the relationships between geometric figures and shapes in the geometric world in which we live. Topics to be studied and applied include deductive and inductive logic, parallelism, congruence and similarity, transformations, area/volume, and circles. There is an emphasis on concrete examples and real life applications. In addition, a complete look at probability and statistics are included in the course

PREREQUISITE: Algebra 1.

ALGEBRA 2 B

MAT310 1.0 10-12

This course is the completion of Algebra 2 topics continuing from Geometry B. Course content includes systems of equation, matrix operations, properties of the complex number system, quadratic functions, exponential and logarithmic functions and models, polynomial and rational functions, as well as probability and statistics.

PREREQUISITE: Geometry and Algebra 1

APPLIED MATH AND TRIGONOMETRY B

MAT410 1.0 11-12

This is a course for students who have difficulty with mathematical concepts, but who plan to major in a technical field in college. Included in the curriculum will be the application of mathematics to real-life, practical situations. Among the topics covered are functions, quadratic equations, solving equations and inequalities as well as a study of trigonometry.

PREREQUISITE: Algebra 2.

ELECTIVES

INDEPENDENT PROGRESS MATHEMATICS

MAT500 1.0 9-10

This course is designed for motivated, advanced and self-directed mathematics students who prefer to work independently. Entering students will begin their studies with either the Algebra 2 or Geometry curriculum (as determined by their previous mathematics course). Using web-based and other computer-aided instructional resources, students in Independent Progress (IP) Mathematics will proceed through the William Tennent High School mathematics curriculum at their own pace. While the majority of instruction will be delivered via technology, the mathematics teacher will be available daily to assist individual students with some segments of small group instruction on a weekly basis. Students must complete all curriculum-based assessments (e.g., unit tests, cornerstone assessments, semester exams); grading will be based on student performance on these assessments. It is expected that advanced students will master more mathematics content at a quicker rate than in a traditional mathematics course, permitting them to progress more quickly into advanced mathematics studies. Students who continue with IP Mathematics for a second year will begin their studies in Year 2 from the point they completed in Year 1. Students who exit IP Mathematics after one year will continue their mathematics studies with the next course in the traditional mathematics sequence that follows the last full course curriculum they mastered in IP Mathematics. This is a one-credit course and will count as one of the three mathematics credits required for graduation.

PREREQUISITE: Algebra 1

PROBABILITY & STATISTICS

MAT501 0.5 11-12

Students will be exposed to how the topics in the areas of probability and statistics are used in real-life situations. Current events will be implemented to integrate math in the real world. An in-depth interdisciplinary project and a technology-based presentation will be required in this course.

PREREQUISITE: Algebra 2

SAT PREP COURSE - MATH

MAT502 0.5 Grade 10–12

This course is intended for students that are planning to attend college as part of their post-secondary plans. It is designed to prepare students for the PSAT and SAT. The course is computer-based and will allow students to progress at their own pace and focus on their areas of need. The teacher will provide small group instruction and test-taking strategies in order to earn the best score possible.

PROBLEM SOLVING

MAT503 0.5 11-12

Being able to make sound decision and solve problems effectively is a necessary and vital part of your future. This course is designed to improve your decision-making and problem solving skills. By applying mathematical thinking, logic, game theory, computer-modeling to real-world situations, the course will prepare you to “think outside the box” and look at situation from various perspective before acting. For every “problem” you will look for *clues*, create a *game plan*, *solve*, and *reflect*.

PREREQUISITE: Algebra 2

PROFICIENCY COURSES

Required for students who score basic or below basic in the PSSA

PSSA MATH GRADE 9

MAT901 0.5 9

This course is required of all 9th grade students who did not score in the proficient or advanced category in the 8th grade PSSA mathematics. This course is designed to help students meet Pennsylvania Academic Standards in Mathematics.

PSSA MATH GRADE 12

MAT902 0.5 12

This course is required of all 12th grade students who did not score in the Proficient or Advanced category in the 11th grade PSSA mathematics. This course is designed to help students meet Pennsylvania Academic Standards in Mathematics.

NB: Successful completion of this course is required for graduation from WTHS for those students who did not score at the Proficient or Advanced level on the 11th Grade Mathematics PSSA.

MIDDLE BUCKS INSTITUTE of TECHNOLOGY

Director: Kathryn Strouse, M.Ed.

Middle Bucks Institute of Technology offers a complete array of career, technical, and pre-professional courses to enhance the academic program of all students. The Middle Bucks Campus is located on Old York Road in Jamison, Warwick Township. The school is operated jointly by four participating school districts: Centennial, Central Bucks, Council Rock, and New Hope/Solebury. The school provides both a morning and afternoon program, with students spending the other half of the day at their high school, studying their required subjects and participating in co-curricular and interscholastic activities. Students entering 10th, 11th or 12th grades are eligible to apply for admission. Transportation to Middle Bucks is provided by the school district.

VARIETY OF CAREER DEVELOPMENT EXPERIENCES

Depending on individual career plans and goals, students may enroll for one semester (18 weeks) or for one, two, three, or four-year experiences. Students whose career plans include college will find any of the career programs to be meaningful and appropriate enhancements to a college prep curriculum. Middle Bucks also offers many technical programs ideal for the employment-bound student.

All programs provide internship, clinical, or other work-based experiences in business and industry. Partnership agreements are in place for advanced credit in associate and/or baccalaureate programs at such colleges as: Bucks County Community College, Delaware Valley College, Drexel University, Gwynedd-Mercy College, Northampton County Community College, Penn State University, and Pennsylvania College of Technology, a Penn State affiliate. Students will complete their high school graduation project at MBIT.

THE EDUCATIONAL PROGRAM

The educational program at Middle Bucks Institute of technology is organized into ten career clusters and twenty-one career pathways (i.e., major courses of study). Typically, students enroll in one career pathway as their major field of study, then they complete a core set of courses common to the career cluster and a highly rigorous technical sequence of courses related to their career pathway. Students may complete additional specialized courses as they advance beyond standard secondary curriculum. The career cluster model is recognized as one of the most effective educational initiatives for preparing young people for the new economy.

ADMISSION

Students must complete a Middle Bucks application to be considered for admission. Selection is based on completion of selected prerequisites, aptitude and achievement scores, interest inventories, attendance records, behavior patterns, emotional stability, and staff recommendations. Selected programs require prerequisites. Applications may be obtained from your school counselor or by calling Middle Bucks Institute of Technology at (215)-343-2480.

CAREER CLUSTERS & PATHWAYS

ARCHITECTURE & CONSTRUCTION

MBI101 Construction Carpentry
MBI102 Drafting & Design Technology
MBI103 Electrical & Network Cabling
MBI104 HVAC and Plumbing
MBI105 Practical Environmental Landscaping

ARTS, A/V TECHNOLOGY & COMMUNICATIONS

MBI200 Commercial Art and Design
MBI201 Multimedia Technology

HEALTH SCIENCE

MBI202 Dental Assisting
MBI203 Health Occupations
MBI204 Health Sciences (Senior Opportunity: Penn State University/MBIT Dual Enrollment Courses)

HOSPITALITY & TOURISM

MBI301 Culinary Arts

HUMAN SERVICES

MBI401 Cosmetology
MBI402 Early Childhood Care & Education

INFORMATION TECHNOLOGY

MBI501 Networking & Operating Systems Security
MBI502 Web Page, Digital Multimedia, & Information Resources Design

LAW, PUBLIC SAFETY, & SECURITY

MBI601 Public Safety

MANUFACTURING

MBI701 Precision Machining Technology
MBI702 Welding Technology

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

MBI901 Engineering Related Technology (Senior Opportunity: Penn State University/MBIT)

TRANSPORTATION, DISTRIBUTION & LOGISTICS

MBI801 Automotive Collision Technology

MBI802 Automotive Technology

MUSIC

Curriculum Coordinator: Joseph Lovecchio, M.A.

The goal of the Music Department is to bring to every student the deepest possible understanding and realization of his or her full potential through self-expression, skills as aids to musical expression, appreciation through participation, interdependence of people and cultures, and structures of musical forms. This is the joy of music, and it must be available to every person. Students in instrumental groups are required to attend a minimum of three individualized testing sessions each semester. Ensemble performance music classes meet every other day for the entire year.

NOTE: Students enrolled in performance groups MUST ATTEND UP TO TWO AFTER-SCHOOL OR EVENING REHEARSALS BEFORE EACH MAJOR, SCHEDULED PERFORMANCE.

CHORUS

MUS101 0.5 9-12

Chorus provides an opportunity to study and perform choral music from many different styles and eras. Part-singing, note reading, and proper choral technique will be studied, with three opportunities for concert singing as part of Combined Choirs which are part of the course requirements. Chorus is open to all students without audition.

CHORALE

MUS102 0.5 10-12

This is a select choral ensemble, which specializes in American popular, jazz and contemporary music. Students will be taught various vocal and choral blending techniques. Students will participate in various community performances. Students are also required to sing three concerts per year as part of the Concert and Combined Choirs that are part of the course requirements. Admission is by audition only.

PREREQUISITE: Audition.

MADRIGALS

MUS103 0.5 10-12

This is a select choral ensemble specializing in chamber music of all eras in the original language. Emphasis is on development of an ensemble sound and musical style. Participation in performances outside of school is required. Students also sing three concerts per year as part of Concert and Combined Choirs which are part of the course requirements.

PREREQUISITE: Audition.

CONCERT BAND 1

MUS201 0.5 9

Band 1 will develop basic skills of ensemble and individual musicianship as applied to wind and percussion instruments. Concert Band 1 and 2 present three or more concerts annually which are part of the course requirements.

PREREQUISITE: Must play a band instrument.

CONCERT BAND 2

MUS202 0.5 10-12

Concert Band 2 will develop moderately advanced skills of ensemble and individual musicianship as applied to band instruments. Concert Band 1 and 2 present three or more concerts annually which are part of the course requirements.

PREREQUISITE: Must play a band instrument.

ORCHESTRA

MUS203 0.5 9-12

Orchestra will develop basic skills of orchestral musicianship as applied to string instrument techniques. The WTHS Orchestra presents three or more concerts annually which are part of the course requirements.

PREREQUISITE: Must play an orchestral string instrument.

WIND ENSEMBLE

MUS204 0.5 10-12

Symphonic Wind Ensemble is by audition only. Symphonic Wind Ensemble will develop advanced skills of ensemble and individual musicianship. Music literature of the highest caliber is studied and performed. This group annually performs at significant events outside the community as well as three annual school concerts that are part of the course requirements.

PREREQUISITE: Audition

MUSIC THEORY

MUS301 0.5 9-12

This course gives students a working knowledge of the fundamentals of music, with opportunities to use this knowledge for creative expression. Some of the topics covered are elements of sound, notation, rhythm, dictation, sight reading, major, minor scales and chords.

DIGITAL MUSIC I

MUS501 0.5 9-12

Students will learn how to take the music you create instrumentally, vocally, or electronically and put it into a format that others can listen to, read and play. This course will focus on the creation of musical composition, sequencing and elements of theory through the use of electronic musical keyboards and related MIDI and audio devices. "Garage Band" software is utilized. The course will also examine multi-track recording, preparation for internet uploading and creative music rights.

DIGITAL MUSIC II

MUS502 0.5 10-12

This class builds on the skills learned in Digital Music I. "Garage Band" and other software found in college music labs and professional sound studios will be utilized. Students will notate compositions using "Finale" software and produce finished audio recordings using "Logic" software.

PREREQUISITE: A grade of B or above in Digital Music 1 and/or departmental approval.

GUITAR CLASS

MUS701 0.5 9-12

This course is an opportunity to continue working on the guitar skills taught in middle school. Students will improve their tablature, reading, picking and fingering techniques while learning to play enjoyable songs to entertain family and friends.

ROCK, POP, JAZZ & FILM

MUS702 0.5 9-12

Students will survey the development of popular music through the 20th Century. They will examine the definitive characteristics and analyze the use of music in film to elicit a response and bring the story to life.

CONTEMPORARY & BROADWAY SINGING

MUS703 0.5 9-12

This course will examine the proper techniques of singing Jazz, Contemporary and Broadway music by developing your ability to perform with confidence, style and audience appeal. The course will provide opportunity for voice lessons, methods of reading music, vocal recording, lead sheets and performance practice.

MUSIC THEORY AP

MUS440 1.0 10-12

This course covers first year college music theory in depth and detail. Students are required to spend "after school" time in the music lab at least once weekly. Students study advanced theory, harmony and ear training in preparation for the AP Music Theory Exam. This includes four-part writing using functional harmony from the common practice period, melodic, rhythmic, and harmonic dictation, and solfeggio. Homework assignments are graded and assigned daily. Students will be required to complete a summer assignment. This is an excellent class for students wishing to compose music or perform music at a higher level and students planning on a music or music ed. major in college.

PREREQUISITE: Successful completion of Music Theory with a grade of B or higher on the Music Theory Final Exam and departmental approval

N.B. Students will be expected to schedule and take the Advanced Placement examination administered by the College Board.

READING

Curriculum Coordinator: Nancy Major, Ed. M.

INTENSIVE READING

RDG100 1.0 9

This reading course is required for ninth grade students who perform at the Basic or Below Basic level on the Reading PSSA in 8th grade and are identified by a decoding placement test as needing a decoding intervention. Topics will include explicit and direct instruction in comprehension, decoding, fluency and vocabulary development. Emphasis will be placed on decoding skills. This course meets every day for two consecutive semesters and is taught by a certified reading specialist. This course is designed to help students meet Pennsylvania Academic Standards in Reading.

READING FOR PROFICIENCY (Part A)

RDG101 0.5 9

This reading course is required for ninth grade students who perform at the Basic or Below Basic level on the Reading PSSA in 8th grade. Topics will include explicit and direct instruction in comprehension, decoding, fluency and vocabulary development. Emphasis will be placed on comprehension skills. This course meets every day for one consecutive semester and is taught by a certified reading specialist. This course is designed to help students meet Pennsylvania Academic Standards in Reading. Upon completion of Part A, an individual evaluation will be completed to determine if students need to continue with Part B.

READING FOR PROFICIENCY (Part B)

RDG102 0.5 9

This reading course is required for ninth grade students who perform at the Basic or Below Basic level on the Reading PSSA in 8th grade. Topics will include explicit and direct instruction in comprehension, decoding, fluency and vocabulary development. Emphasis will be placed on comprehension skills. This course meets every day for one consecutive semester and is taught by a certified reading specialist. This course is designed to help students meet Pennsylvania Academic Standards in Reading. Upon completion of Part A, an individual evaluation will be completed to determine if students need to continue with Part B.

READING FOR PROFICIENCY 2

RDG201 0.5 10, 11

This course is highly recommended for all tenth and eleventh graders who performed at the Basic or Below Basic level on the Reading PSSA in 8th grade and who did not meet proficiency at the end of Reading for Proficiency 1. Topics will include explicit and direct instruction in comprehension, decoding, fluency and vocabulary development. Emphasis will be placed on comprehension skills. This course meets every day for one consecutive semester and is taught by a certified reading specialist. This course is designed to help students meet Pennsylvania Academic Standards in Reading.

READING FOR PROFICIENCY 3

RDG301 0.5 11

This course is highly recommended for all eleventh graders who performed at the Basic or Below Basic level on the Reading PSSA in 8th grade and who did not meet proficiency at the end of Reading for Proficiency 1 and 2. Topics will include explicit and direct instruction in comprehension, decoding, fluency and vocabulary development. Emphasis will be placed on comprehension skills. This course meets every day for one consecutive semester and is taught by a certified reading specialist. This course is designed to help students meet Pennsylvania Academic Standards in Reading.

READING FOR LIFE & WORK

RDG901 0.5 12

This Reading course is REQUIRED of all 12th grade students who did not score at the Proficient or Advanced level on the 11th grade Reading PSSA. Topics will include explicit and direct instruction in comprehension, decoding, vocabulary development and fluency. Emphasis will be placed on reading and writing strategies necessary for success in post-secondary education and/or the workplace. This course meets every day for one semester and is taught by a certified reading specialist. This course is designed to help students meet Pennsylvania Academic Standards in Reading.

N.B. Successful completion of this course is required for graduation from WTHS for those students who did not score at the Proficient or Advanced level on the 11th Grade Reading PSSA.

SCIENCE

Curriculum Coordinator: Loreen LaBelle, M. Ed.

SCIENCE CURRICULUM

The science curriculum is designed with emphases in two major areas: (1) the process of scientific inquiry through laboratory investigation and (2) the core content findings of past research. Both areas of emphasis are geared to fulfilling three goals: (1) to prepare for further study and potential careers in science; (2) to instill an ongoing curiosity and clarity of thought that will empower success and enjoyment in ever broader areas of learning, and (3) to allow full participation in our culture, so strongly based in science and technology, by becoming literate in these fields. Inquiry and curiosity are stimulated as students investigate their environment through first hand laboratory investigation. Students will be challenged to experiment, collect data, analyze results and report their findings. The classroom experience will augment and expand the students' experiences in the lab, field and library. Students have the opportunity to use new technologies in their learning, including gel electrophoresis, internet research, and computer programs from generalized spread sheets to course-focused software. Facility with standard laboratory equipment for data gathering will be augmented by use of computer-based external sensors.

All science offerings are laboratory based. The required course sequence for all students choosing honors level science courses is as follows: Grade 9 – Biology Honors, Grade 10 – Chemistry Honors and Grade 11 – Physics Honors. While we do not recommend deviating from this sequence, we recognize there may be circumstances that compel a student to pursue a grade 11 science course other than Physics H. Courses that may be elected in lieu of Physics Honors requirement are as follows: Physics Academic, Biology AP, Chemistry AP or Anatomy & Physiology. Choosing one of these alternate courses requires that a) the student meets with the counselor to discuss this issue and b) a parent complete and submit a copy of a parental override letter. All other students are required to take Discovery Science followed by Biology Academic and either Chemistry Academic or Applied Chemistry.

HONORS SEQUENCE AND ADVANCED PLACEMENT

All of the honors-level courses, including the AP courses are laboratory-based courses. To succeed in an honors-level science course, students should be highly motivated for the study of science at a scholarly level. They must also have demonstrated an aptitude for the study of science and mathematics at an advanced level and a record of high achievement in the study of science. Creative thought, sophisticated problem solving, and the skills to make ongoing, independent discoveries are emphasized. Students can expect to exercise a great deal of independent responsibility for learning. Students are expected to complete a summer assignment. Advanced Placement courses are honors level courses taught at the college level and follow a sequence of topics recommended by the College Board.

PREREQUISITES

Students applying for Honors and AP level science courses must achieve a final grade of B in the previous honors level or AP science course or a final grade of A in the prerequisite Academic science course; students must also achieve a final grade of B in the prerequisite honors level mathematics courses or a final grade of A in the prerequisite Academic Math course.

BIOLOGY H

SCI230 1.0 9-10

This course is structured around lab activities. Critical thinking skills and creativity are emphasized. Topics studied include: science as a process, ecology, evolution, taxonomy, biochemistry, genetics, human systems, and modern biological concepts, such as science discoveries reported in the news.

PREREQUISITE: Discovery Science with minimum grade A, or teacher recommendation from current 8th grade science teacher.

CHEMISTRY H

SCI330 1.0 10-12

Chemistry honors is a laboratory-based course. Relying on a high level of mathematics ability, topics studied include: measurement and uncertainty, physical and chemical properties of matter, the mole, stoichiometry, chemical reactions, gases, atomic structure, periodic table, bonding, solids, liquids, solutions, equilibrium, and acid-base reactions

PREREQUISITE: Biology and Algebra 2 with minimum grade of B in honors level or A in academic level for both prerequisite courses.

PHYSICS H

SCI430 1.0 11-12

Relying on a high level of mathematics ability, creative thought and imaginative approaches to scientific problem solving are developed while thoroughly studying mechanics (including motion, forces, gravity, momentum, power, and energy) and electricity/magnetism.

PREREQUISITE: Chemistry and Algebra 2, Trig/Stat with minimum grade of B in honors level or A in academic level for both prerequisite courses.

ANATOMY & PHYSIOLOGY H

SCI431 1.0 10-12

A case-based approach to human anatomy and physiology including anatomical terminology, biochemistry, cells and tissues, and the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic/immune, respiratory, digestive, urinary, and reproductive systems. This course includes a study of human body systems, the dissection of selected chordates/vertebrates, and related laboratory exercises. It is designed for individuals interested in entering the medical/health professions. Eleventh-grade students may take this course concurrently with Chemistry A or H.

PREREQUISITE: Biology with minimum grade of B in honors level or A in academic level.

BIOLOGY AP

SCI440 1.0 11-12

This college-level course follows the recommended sequence of topics listed by the College Board. Topics studied include: evolution, ecology, chemistry, cells and transport, photosynthesis, cellular respiration, genetics, taxonomy, and a body system survey. Also required are 12 college-level lab exercises. Students are expected to complete a summer assignment

PREREQUISITE: Chemistry with minimum grade of B in honors level or A in academic level prerequisite course.

N.B. Students will be expected to schedule and take the Advanced Placement examination administered by the College Board.

CHEMISTRY AP

SCI441 1.0 11-12

This college-level course includes such topics as: structure of matter, states of matter, solutions and concentrations, reactions of matter (acid/base, redox, equilibrium, kinetics, and thermodynamics), stoichiometry, descriptive chemistry, physics, and mathematics. Physics may be taken concurrently. Laboratory activities are an integral part of this course.

PREREQUISITE: Chemistry H & Algebra 2; with minimum grade of B in honors level or an A in academic level prerequisite course.

N.B. Students will be expected to schedule and take the Advanced Placement examination administered by the College Board.

PHYSICS AP

SCI442 1.0 11-12

Advanced Placement Physics offers both high school and college credit. The course concentrates deeply on both mechanics (including motion, forces, gravity, momentum, power, and energy) and electricity/magnetism. Calculus is taught as needed and applications of calculus occur frequently. AP physics is learned via creative thought and imaginative labs. The hard-working student is expected to master the AP exam in the spring.

PREREQUISITE: PHYSICS AND TRIG/STAT with minimum grade of B in honors level or A in academic level prerequisite course.

N.B. Students will be expected to schedule and take the Advanced Placement examination administered by the College Board.

ACADEMIC SEQUENCE

DISCOVERY SCIENCE

SCI120 1.0 9

This course is designed to provide a foundation for the rest of the science sequence. Earth systems, forces at work, introductory electricity, magnetism and waves will be the focus of the exploration. The students will have a greater opportunity to experience a scientific approach to learning and investigation. This course is laboratory oriented. Students can expect to exercise a great deal of independent responsibility for learning.

BIOLOGY

SCI220 1.0 10-11

This course focuses on living systems from the level of environmental relationships to their biochemical makeup. The course will provide knowledge basic to the understanding of the current advances in biology and biological technology that are shaping our world.

PREREQUISITE: Passing Grade in Discovery Science.

CHEMISTRY

SCI320 1.0 10-12

Academic chemistry is a laboratory-based course that introduces students to the topics of: physical and chemical properties of matter, the periodic table, stoichiometry, chemical reactions, gases, atomic structure, bonding, solutions, equilibrium, and acid-base reactions. Emphasis will be placed on developing connections between the structure of matter, its resulting properties, and their practical uses.

PREREQUISITE: Passing grade in Biology and Algebra 2.

PHYSICS

SCI420 1.0 10-12

This course stresses problem solving and creative thinking using laboratories, practical applications and mathematics. Topics studied are motion, forces, vectors, momentum, work, power, and energy. Topics covered are an extension of those covered in Discovery Science. Some knowledge of trigonometry is recommended, but not required. The major goal of this course is to prepare students for college: it is intended for college-bound, non-science/math majors.

PREREQUISITE: Passing grade in Biology and a B in Algebra 2.

BASIC SEQUENCE

CHEMISTRY APPLIED

SCI310 1.0 11-12

This laboratory based course explores the basic nature of materials and the theories that have been developed to explain our observations. Students will develop their chemistry vocabulary and scientific reasoning through investigations. Topics discussed include: physical and chemical properties, reactions, gases, solutions, the periodic table, atoms, and bonding.

PREREQUISITE: Passing grade in Biology and Algebra/Geo 3 or higher level math course.

SCIENCE ELECTIVES

ANATOMY and PHYSIOLOGY A

SCI421 1.0 11-12

A case-based approach to basics of human anatomy and physiology including anatomical terminology, basic biochemistry, cells and tissues, and the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic/immune, respiratory, digestive, urinary, and reproductive systems. This course includes the dissection of selected chordates/vertebrates, and related laboratory exercises, as well as an introduction to common human disease processes.

Prerequisite: Biology with a minimum grade of a C.

CONCEPTUAL PHYSICS

SCI501 0.5 11-12

Students will perform experiments and activities in which math will be used to foster problem solving skills. The course will focus on the topics of motion, forces, energy, electricity, and magnetism. Applications through project design and construction will be encouraged. This course is an extension of the on the concepts covered in the eighth grade science course.

PREREQUISITE: Passing grades in DISCOVERY Science and Algebra 1B or higher level math course.

CONTROVERSIES IN SCIENCE

SCI502 0.5 11-12

This course will explore the advances in science and technology which will be shaping our lives in the future. The topics will come from all branches of science and will include genetics (cell research), energy (fuel cell vehicles), integrated computer technologies (from iPods to “smart” fabrics), and global health and environmental topics. The course emphasizes research, debates, problem-based learning, and developing skills for analytical reasoning, writing, and public speaking – skills that will support students in all of your career goals.

PREREQUISITE: Minimum grade of C in 2 previous science courses.

FORENSIC SCIENCE

SCI503 0.5 11-12

This course is designed to give students an understanding of the techniques and procedures used by forensic scientists. Drawing from all areas of science students will analyze and synthesize the intricate and varied evidence found at a crime scene.

PREREQUISITE: Passing grade in Biology.

EARTH AND SPACE SCIENCE

SCI504 1.0 10-12

This course is designed for students who are interested in a more in-depth study of the earth, the moon, and their place in the universe. Emphasis will be placed on the physical features of the earth and the forces that tear it down. Rocks and minerals, water systems and mountains are some of the many topics. Many of the features we see in Pennsylvania will be studied. Moving from the earth, the course investigates space with planetarium visitations.

PREREQUISITE: Passing grade in Biology.

ENVIRONMENTAL STUDIES

SCI505 1.0 10-12

Environmental Science enables students to develop an understanding of the natural environment and the environmental problems our planet faces. From our own backyards in Pennsylvania to the many biomes around the world, we will learn how everything in nature is interconnected. Students will investigate the following: ecology, populations, water, air, and land, mineral and energy resources, our health and our future. Students will develop an environmental awareness as a basis for making ethical decisions and career choices. The relationship between society, politics, and the environment is also examined.

PREREQUISITE: A minimum grade of C in Biology or recommendation of previous science teacher.

ORGANIC AND EQUILIBRIUM CHEMISTRY

SCI506 0.5 11-12

This laboratory-based course explores the basic nature of organic chemistry and acid-base equilibrium. Topics include nomenclature, structure and functional groups, acid-base titrations, equilibrium concepts, and indicators. This course is intended for those students wishing to pursue a major in pre-med or science at the college level, but who cannot or do not wish to take AP Chemistry.

PREREQUISITE: Chemistry and Algebra II with minimum grade of C in honors level or B in academic level Chemistry and a minimum grade of B in honors level or A in academic level Algebra II.

OUR BLUE PLANET

SCI507 0.5 10-12

This course gives you the opportunity to experience the wonder, the beauty, and the fury of our blue planet Earth. The dynamics of weather, climates, and the atmosphere are explored in the meteorology segment, while the oceanography segment delves into the fascinating world of the oceans that cover much of our planet’s surface. In the Astronomy portion, we will explore the wonders of space. Both the physical aspects that make our world so unique and the creatures that inhabit it are investigated through laboratory simulation, reading, discussion and video sources.

PREREQUISITE: Passing grade in Biology.

WAVES AND OPTICS

SCI508 0.5 10-12

This course offers the opportunity to study sound, light, color, mirrors, and lenses and to expand on topics covered in Discovery Science. Students will perform experiments and activities in which math will be used to foster problem solving skills.

PREREQUISITE: Passing grade in DISCOVERY Science and a minimum grade of C in Algebra 1B or higher level math course.

GENETICS AND BIOTECHNOLOGY

SCI509 1.0 11-12

Genetics and Biotechnology are transforming the fields of medicine, agriculture, energy production, materials science, forensics, nanotechnology, and environmental sciences. This project-based course is designed to allow students to investigate inheritance, the molecular basis of disease, DNA extraction, gel electrophoresis, DNA fingerprinting, PCR, genetic engineering through transformation, stem cells, cloning, population genetics, and epigenetics. Additionally students will explore the social, political, and ethical dimensions of these scientific advances, and the many careers and industries associated with these fields.

PREREQUISITE: Grade of B or higher in both Biology and Chemistry

SOCIAL STUDIES

Curriculum Coordinator: Joseph O'Connor, M.Ed.

The basic purpose of the Social Studies program is to provide the motivation, understanding, knowledge and skills necessary for informed and active citizenship in the United States and the global community. Ideally, each pupil who completes the program should understand the basic principles upon which this nation functions and should be motivated to support these principles actively as a patriotic, participating citizen. The selection of social science materials for inclusion in the school curriculum is made with this purpose in mind. Students are required to take Social Studies courses in grades 9, 10, & 12. All students must complete the following social studies courses for graduation—United States and Pennsylvania History in grade 9, Global Studies in grade 10, and Government and Public Policy in grade 12. The Global Studies course in grade 10 may be replaced by Global History AP. The Government and Public Policy course in grade 12 may be replaced by either United States Government AP or United States History AP. Students are also encouraged to take other Social Studies electives during grades 10-12.

HONORS SEQUENCE AND ADVANCED PLACEMENT

To succeed in an honors-level social studies course, students should be highly motivated for the study of social studies at a scholarly level and have demonstrated an aptitude and achievement for the study of social studies at an advanced level. Students are expected to read independently in the area of study and to assume a greater degree of responsibility for learning. **PREREQUISITES:** Students applying for an honors course must meet final grade prerequisites in previous social studies courses as noted in the description of each honors course. Advanced Placement courses are taught and graded at the college level through curriculum approved by The College Board. Completion of a Summer Assignment is required for all AP classes.

UNITED STATES AND PENNSYLVANIA HISTORY H

SOC130 1.0 9

This course will begin with the year 1900 and will survey economic, political, and social developments to the present day. The honors course will emphasize interpretation and analysis of the major issues during the time period. Independent research projects, analysis of primary sources, and supplementary reading will be required of all students. The Honors course will emphasize interpretation and analysis of each major theme.

GLOBAL STUDIES H

SOC230 1.0 10

In this course the students will analyze major questions concerned with the shaping of the modern world. The course is based upon the study of the growth of civilizations and nations spanning ancient times through the present. Beginning with an introduction to ancient civilizations, the course will investigate the contributions of various cultures including Asian, Latin American, European, African and the Middle Eastern. An emphasis will be placed on current global issues such as Human Rights, International and Regional Organizations, Globalization, Conflict and the Environment. This course is required of all tenth grade students. The Honors course will emphasize interpretation and analysis of each major theme.

PREREQUISITE: Grade of A in ninth-grade social studies course.

GOVERNMENT AND PUBLIC POLICY H

SOC430 1.0 12

This course gives students an in-depth look at the American system of government and the major policymaking institutions and processes. In addition to study of the political and governmental processes, there will be a specific focus on significant areas of public policy, including Economic policy, Foreign and Defense policy, Civil Liberties, and Social Welfare. The Honors course will emphasize interpretation and analysis of each major theme.

PREREQUISITE: (1) Senior standing and (2) Grade of B or above in Global Studies H course or A in Global Studies A.

AP WORLD HISTORY

SOC440 1.0 10-12

AP World History is a college-level course designed to develop an understanding of the evolution of global processes and contacts in different human societies. The course will focus on the nature of changes in global frameworks, their causes and consequences, as well as comparisons between major societies, while building an understanding of cultural, institutional, and technical precedents that, along with geography, set the human stage. This will be accomplished through factual knowledge, identification of recurrent patterns and trends and analysis of historical evidence. If taken in grade 10, this course may be substituted for Global Studies. Completion of summer assignment is required.

PREREQUISITES: Grade of A in most recent social studies course, or B or above in previous social studies Honors course.

N.B. Students will be expected to schedule and take the AP World History examination administered by the College Board.

UNITED STATES GOVERNMENT AP

SOC441 1.0 11-12

The Advanced Placement course in US Government is a college level course focusing on the following major concept areas: constitutional underpinnings of the United States government; political beliefs and behavior; political parties, interest groups and mass media, institutions of national government including the Congress, the presidency, the bureaucracy, and the federal courts; public policy; and civil rights and civil liberties. If taken in grade 12, this course may be substituted for US Government and Public Policy.

PREREQUISITES: Grade of A in most recent social studies course, or B or above in previous Honors or AP social studies course. Completion of a summer assignment is required.

N.B. Students will be expected to schedule and take the Advanced Placement examination administered by the College Board.

UNITED STATES HISTORY AP

SOC442 1.0 11-12

The Advanced Placement Course in United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history from the colonial period to the present. The course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those of full-year introductory college courses. If taken in grade 12, this course may be substituted for US Government and Public Policy.

PREREQUISITE: Grade of A in most recent social studies course, or B or above in previous Honors or AP social studies course. Completion of a summer assignment is required.

N.B. Students will be expected to schedule and take the Advanced Placement examination administered by the College Board.

EUROPEAN HISTORY AP

SOC443 1.0 11-12

This is a college-level course concerned with the study of European history from the Renaissance to present day. The course offers the successful student the possibility of advance credit standing in a college or university.

PREREQUISITE: Grade of A in most recent social studies course, or a B or above in previous Honors or AP social studies course. Completion of a summer assignment is required.

N.B. Students will be expected to schedule and take the Advanced Placement examination administered by the College Board.

PSYCHOLOGY AP

SOC444 1.0 11-12

The AP Psychology course is designed as a college-level class, which will engage students in the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students will be exposed to the psychological facts, theories, principles, and phenomena associated with the major sub-fields within psychology including: the history and science of psychology, neuroscience & behavior, the nature and nurture of behavior, development, sensation and perception, states of consciousness, learning, memory, thinking, language, intelligence, motivation, stress and health, personality, psychological disorders, therapy, and social psychology. Students will also learn about the methods psychologists use in their science and practice. It is strongly recommended that a student taking this course have had a successful academic experience in Sociology/Psychology.

PREREQUISITES: Grade of A in most recent social studies course, or a B or above in previous Honors or AP social studies course. Completion of a summer assignment is required.

N.B. Students will be expected to schedule and take the Advanced Placement examination administered by the College Board.

ACADEMIC SEQUENCE

UNITED STATES AND PENNSYLVANIA HISTORY A

SOC120 1.0 9

This course will begin with the year 1900 and will survey economic, political, and social developments to the present day. In each unit, students will examine American culture, literature, art, drama, architecture, religion, education, and the mass media.

GLOBAL STUDIES A

SOC220 1.0 10

In this course, the students will analyze major questions concerned with the shaping of the modern world based. The course focuses upon the study of the growth of civilizations and nations spanning ancient times through the present. Beginning with an introduction to ancient civilizations, the course will investigate the contributions of various cultures including Asian, Latin American, European, African and the Middle Eastern. An emphasis will be placed on current global issues such as Human Rights, International and Regional Organizations, Globalization, Conflict and the Environment. This course is required of all tenth grade students.

PREREQUISITE: Successful completion of U.S. History.

GOVERNMENT AND PUBLIC POLICY A

SOC420 1.0 12

This course gives students an in-depth look at the American system of government and the major policymaking institutions and processes. In addition to studying the political and governmental processes, there will be a specific focus on significant areas of public policy, including Economic policy, Foreign and Defense policy, Civil Liberties, and Social Welfare.

PREREQUISITE: Successful completion of U.S. History and Global Studies.

BASIC SEQUENCE

UNITED STATES AND PENNSYLVANIA HISTORY B

SOC110 1.0 9

This course will begin with the year 1900 and will survey economic, political, and social developments to the present day. In each unit, students will examine American culture, literature, art, drama, architecture, religion, education, and the mass media.

GLOBAL STUDIES B

SOC210 1.0 10

In this course, the students will analyze major questions concerned with the shaping of the modern world in the nineteenth through 21st centuries. Beginning with an introduction to current world issues, the course will focus on different regions of the world from their ancient past to the present day, and development of ideas about future trends in the global community.

PREREQUISITE: Successful completion of U.S. History.

GOVERNMENT AND PUBLIC POLICY B

SOC410 1.0 12

This course gives students an in-depth look at the American system of government and the major policymaking institutions and processes. In addition to studying the political and governmental processes, there will be a specific focus on significant areas of public policy, including Economic policy, Foreign and Defense policy, Civil Liberties, and Social Welfare.

PREREQUISITE: Senior standing. Successful completion of U.S. History and Global Studies.

ELECTIVES

SOCIOLOGY/PSYCHOLOGY

SOC601 1.0 10-12

The purpose of this course is to address some of the major social problems facing our country today. The major focus of this course will be to analyze and understand the causes of such issues as violence in our society, multicultural differences, problems of adolescence, crime, prejudice, and discrimination. The course is divided into two areas. Sociology introduces students to the study of human society and group behavior. The methods of sociological investigation will be examined as a background for the actual areas of group behavior that sociology seeks to explain. Major units of study include Culture, Socialization, Social Stratification, Gender, Race & Ethnicity, and Deviance. Psychology introduces students to the scientific study of behavior, particularly human behavior. Major units of study include Learning, Development, Personality, and Mental Disorders. The methods of psychological research and investigation will be examined as well as the prominent theories explaining behavior which result from such study.

LAW AND JUSTICE

SOC501 0.5 10-12

This is a survey course in U.S. Law and Justice, which focuses on practical law for high school students. It will contain references to historical jurisprudence (how and why laws are developed). In addition, it examines how laws are maintained, amended, breached and rescinded as determined by changing attitudes among citizens in the United States. This course will overview society's need for law, techniques of law, procedures of law and limits of the law as they relate to individual citizens. The focus of the course will be on the impact of the law on students taking the course. Special features of the course will include presentations by police officers, lawyers and public officials from the court system and the District Attorney's Office. The use of technology and independent research projects will be required of all students. Our high school Mock-Trial team will develop from the class.

COMPARATIVE RELIGION

SOC502 0.5 10-12

This is a survey course of major world religions. The course will provide students with an objective understanding of how various religions approach certain universal subjects. Students will study the world's religions from similar perspectives in reference to the following: beginnings, belief in the supernatural, source of authority, theology, structure and practices. Our study about religions is academic in nature and stresses student awareness and understanding, not acceptance and/or conformity. Our study is descriptive and is conducted in an environment free of advocacy. Indigenous religions and religions originating in the Middle East, China, Japan, & India will all be studied.

INTERNATIONAL STUDIES/CURRENT WORLD ISSUES

SOC503 0.5 10-12

Designed to bring the study of history into the here and now, International Studies is a course that examines issues that affect people around the globe. Areas of study include International Conflict (War & Terrorism), the United Nations, World Geography, Natural Resources, World Population, Pollution, World Poverty and Hunger. Based out of these conceptual topics, major current world issues will be monitored through a variety of forms of news media.

STUDENT LEADERSHIP and ENRICHMENT

STUDENT MENTOR

SLE401 0.5 12

Student mentors are selected students charged with the task of tutoring and mentoring students having academic difficulties. Students are accepted into this program based on their academic, attendance, and disciplinary records.

PREREQUISITE: The supervising school counselors will determine acceptance into the program.

DUAL ENROLLMENT

SLE403 1.0 11-12

The Commonwealth of Pennsylvania provides financial assistance (typically less than 50% of the cost of tuition and fees) in the form of a Dual Enrollment Grant to students who wish to take courses at area colleges, including community colleges. These courses will be taken for high school credit and for college credit. Students who wish to participate in this program must be juniors or seniors in good academic standing. Please see your guidance counselor for additional information.

INDEPENDENT STUDY

SLE404 0.5 12

The purpose of this course is to provide special learning experiences not described in the formal course offerings. The learning experiences must take one of these forms:

1. The student engages a teacher as an advisor, and then submits to the adviser a written proposal for a program of independent research or study in one of the disciplines in the school's curriculum in an area not covered by a course already in existence. The proposal must follow the specific "Guidelines for Independent Study" set forth by the school, a copy of which may be obtained from a guidance counselor or from the principal. The proposal must be approved by the advisor, department administrator, and principal, no later than March 15th.
2. The student engages as an advisor someone in the local community, who will provide the student with an opportunity to perform as an intern in an area of special interest. The internship may not be a paid job experience. A log of activities and a carefully written analytical paper which evaluates the experience are required. Problem-solving and decision-making must be important components of this experience. A proposal for this experience must be submitted to and approved by the principal by March 15th.

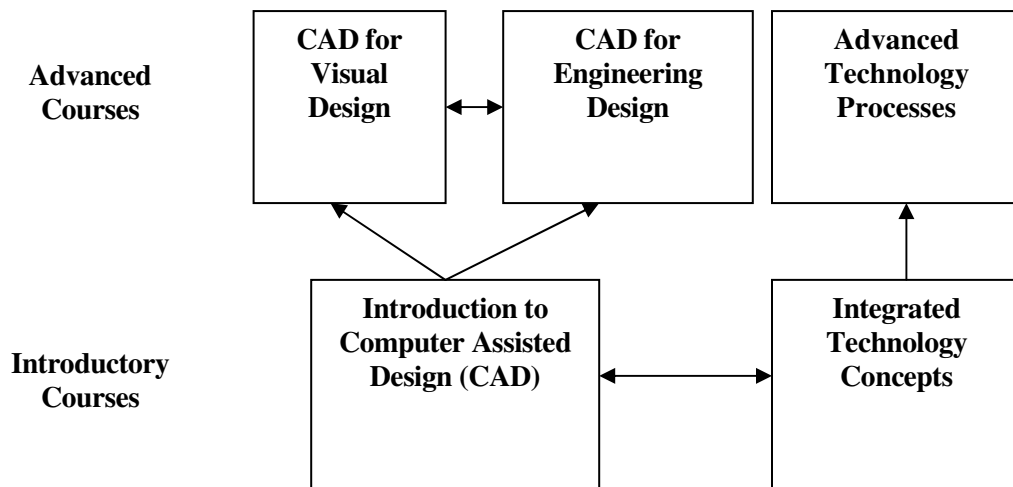
An Independent Study course may not be used to replace a course required for graduation or to resolve a scheduling conflict.

PREREQUISITE: The student must have a cumulative grade point average of 3.5 or above and the written recommendations of two teachers that the student possesses the attributes of a scholar. A completed application form is required.

TECHNOLOGY EDUCATION

Curriculum Coordinator: Jeff Czekaj, M.A.

The Technology Education curriculum uses technology to provide students with skills in planning, designing, drafting, and product development.



INTRO TO COMPUTER ASSISTED DESIGN (CAD)

TEC101 0.5 9-12

Students will learn the basic drawing skills that professionals use to design products, buildings, vehicles, and technology. Classroom projects include sketching, using mechanical drawing tools, three-dimensional drawings, orthographic projections, isometric, oblique, perspective and working drawings. After an introduction to the fundamental skills and concepts of drafting, students will use computers to master the basic functions of AutoCAD software. These functions include lines, circles, arcs, erasing, moving objects, layers, etc. This course is valuable for students interested in engineering, manufacturing, design and drafting

Lab fee: \$5.00 (Students are required to have a minimum 1GB flash drive for use in the class.)

CAD FOR VISUAL DESIGN

TEC201 1.0 10-12

TEC205 0.5 10-12

Using the basic skills learned in the Introduction to Computer Assisted Design, students will design buildings, civil projects (e.g. land, driveways), and textiles. Students will learn about many careers involving visual design such as Architect, Civil Engineer, and Visual Designer. The students will create drawings with sketches and the use of AutoCAD software. Students will design and draw a complete set of house plans including site and plot plans in CAD programs and print them out. Upon completion of house plans students will construct a scale model of the home out of various materials. Students will develop a portfolio of their work to demonstrate the skills they have acquired to higher education admissions representatives or employers.

PREREQUISITE: Intro to CAD with a grade of C or better in the entry level course.

Lab fee: \$5.00 (Students are required to have a minimum 1GB flash drive for use in the class.)

CAD FOR ENGINEERING DESIGN

TEC301 1.0 10-12

TEC305 0.5 10-12

Along with developing student's skills within the AutoCAD software, the student's main focus will be on designing, building and testing various land, air and water vehicles. Within the class students will compete with each other's designs following various design specifications. The students will create sketches and drawings then convert them to AutoCAD. Students will be introduced to Computer Numerical Control (CNC) machining that will enable them to transfer CAD drawings into real products. Using the CNC machine students will design, produce and race their CO2 vehicles with the championship races being held during Fine Arts Festival. Students will develop a portfolio of their work to demonstrate the skills they have acquired to higher education admissions representatives or employers.

PREREQUISITE: Introduction to CAD with a grade of C or better in the entry level course.

Lab fee: \$5.00 (Students are required to have a minimum 1GB flash drive to use in the class.)

INTEGRATED TECHNOLOGY CONCEPTS

TEC401 1.0 9-12

TEC405 0.5 9-12

Interested in learning about how modern manufacturing fields produce items? Then this course is for you! No previous knowledge necessary. You will have to work in groups to produce various projects related to technological systems that you will learn. Some projects include an Automated Tin Can Crusher, a Hydroponic Garden, and an Electric Hovercraft. You must be able to read and work independently in a self-paced learning environment. Students will develop products in teams using a variety of Technical Systems. Course basics include History of Technology, Project Design, CAD, using Computer Numerical Control Machines, Pneumatics, Mechanical, Electronics, Robotics & Automation, and Quality Control systems.

N.B. Fees will be charged for materials used.

ADVANCED TECHNOLOGY PROCESSES

TEC501 1.0 10-12

TEC505 0.5 10-12

Knowledge and skills acquired in Integrated Engineering Processes are applied at a more advanced level. Students will be challenged to design/construct projects demonstrating their competence at an even higher level of achievement. Some group projects that students will choose from will be Steam Powered Catapult, Maglev Train and Automated Draw Bridge. For the final group project, students will design and construct a human powered land or water based vehicle that they will use to race against each other. This is your opportunity to pursue excellence and prepare for a career in the 21st century.

PREREQUISITE: Integrated Technology Processes with a grade of C or better in the entry level course.

N.B. Fees will be charged for materials used.

WORLD LANGUAGES

Curriculum Coordinator: Karen Adams, M.S.

The purpose of the World Language Department is to provide an opportunity for all students to gain proficiency in French, German and Spanish according to their ability and to the pace and depth at which they would like to learn a language. Every effort is made to acquaint the student with the history, the culture and the literature of the countries in which these languages are spoken. A continuum of four or five levels is encouraged for all students, especially students. Due to the sequential nature of learning a second language, students are encouraged not to skip a school year between levels.

HONORS SEQUENCE AND ADVANCED PLACEMENT

To succeed in an honors-level world language course, students must be prepared to work in depth and should desire to complete four or five courses in the language. Students can expect to exercise a great deal of independent responsibility for learning.

PREREQUISITES

For Level 3 Honors, 4 Honors, and AP courses: Final grade of A in previous academic language course or B or above in previous honors language course. Honors and AP courses are rigorous and challenging. Emphasis is placed on literature, advanced grammar, and communication skills. Advanced Placement courses are honors level courses taught at the college level. It is expected that all students in Advanced Placement courses schedule and take the Advanced Placement Examination administered by Educational Testing Service. The Advanced Placement Educational Examination costs approximately \$86. (There are special provisions to have this fee waived for students with a verified financial need. See the Guidance Office for details.)

CONVERSATIONAL SPANISH

WLA001 0.5 9-12

This course is for students who would like to be exposed to the Spanish language and culture but are not ready to take the traditional sequence of courses. The course will emphasize the development of listening and speaking skills in Spanish with cultural awareness. Basic everyday vocabulary will be studied. Student must receive guidance counselor approval before enrolling in this course.

FRENCH 1

WLA101 1.0 9-12

GERMAN 1

WLA102 1.0 9-12

SPANISH 1

WLA103 1.0 9-12

In these courses, students will begin to listen, speak, read, and write in the foreign language. They will learn to express ideas and opinions about a variety of topics in the present and preterite tense in writing and in speaking. They will learn about the geographical areas in which the foreign language is spoken. Students will experience the culture through classroom activities.

FRENCH 2

WLA201 1.0 9-12

GERMAN 2

WLA202 1.0 9-12

SPANISH 2

WLA203 1.0 9-12

In these courses, students will continue the four skills (listening, speaking, reading, and writing) in the present, past, and future tenses. They begin to communicate in longer utterances and paragraphs through guided composition. Students experience the culture through classroom activities.

SPANISH 3

WLA303 1.0 10-12

In this course, students will continue the four skills (listening, speaking, reading, and writing) in more complex sentence structure with advanced verb tenses and with richer vocabulary. They use graded and authentic texts. They exchange ideas in more advanced conversation and continue cultural studies, learning some national history, and 54 1g connections to other subject areas.

FRENCH 3H

WLA331 1.0 11-12

GERMAN 3H

WLA332 1.0 11-12

SPANISH 3H

WLA333 1.0 10-12

Students will continue the four skills (listening, speaking, reading, and writing) in more complex sentence structure with advanced verb tenses and with richer vocabulary by using graded and authentic texts. They exchange ideas in more advanced conversation and continue cultural studies, learning some national history and making connections to other subject areas. Students will be expected to work in depth at an accelerated pace. Students can expect to exercise a great deal of independent responsibility for learning. Students should desire to complete the four-year sequence of study in the language.

N.B. See World Language Prerequisite.

SPANISH 4

WLA401 1.0 11-12

Students will be able to handle a variety of increasingly complicated communicative skills. They will participate in conversations beyond basic needs. Advanced literature and advanced reading selections are emphasized. Students will need to employ higher order thinking skills to write about and to discuss the readings. The history and literature of the target countries will be studied.

FRENCH 4H

WLA431 1.0 12

GERMAN 4H

WLA432 1.0 12

SPANISH 4H

WLA433 1.0 11-12

Students will be able to handle a variety of increasingly complicated communicative skills. They will participate in conversations beyond basic needs. Advanced literature and advanced reading selections are emphasized. Students will need to employ higher order thinking skills to write about and to discuss the readings. The history and literature of the target countries will be studied. Students will be expected to work in depth at an accelerated pace. Students can expect to exercise a great deal of independent responsibility for learning.

N.B. See World Language Prerequisite.

FRENCH AP

WLA441 1.0 12

SPANISH AP

WLA443 1.0 12

Students who elect this course should already have knowledge of the language and culture of the countries where the target language is spoken. They should have attained a level of proficiency in listening comprehension, speaking, reading and writing. This third year college level course emphasizes advanced skills in the four areas of language acquisition. Students will study history, literature, art, poetry, current events and pop culture in the target language. Active communication is emphasized. Much independent learning is required.

PREREQUISITE: Grade of A or B in French or Spanish 4 Honors or grade of A in French or Spanish 4 with teacher recommendation.

N.B. Students are expected to schedule and take the Advanced Placement examination administered by the College Board. The successful student has the possibility of advance credit standing in a college or university.

DISCRIMINATION PROHIBITED

The Centennial School District is an equal opportunity educational service agency and will not discriminate on the basis of race, color, national origin, ancestry, sex, disability, age, or religion in its activities, educational and vocational/programs, or employment practices as required by Title VI of the Civil Rights Act of 1964, Title IX of the 1972 Educational Amendments, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1972 Educational Amendments, Section 504 of the Rehabilitation Act of 1990, and the Pennsylvania Human Relations Act of 1955 as amended. For information regarding civil rights or grievance procedures, contact the Director of Pupil Services at Centennial School District Administration Building, 433 Centennial Road, Warminster, PA 18974, and @ (215) 441-6000 ext. 3034.