

# Lower Merion

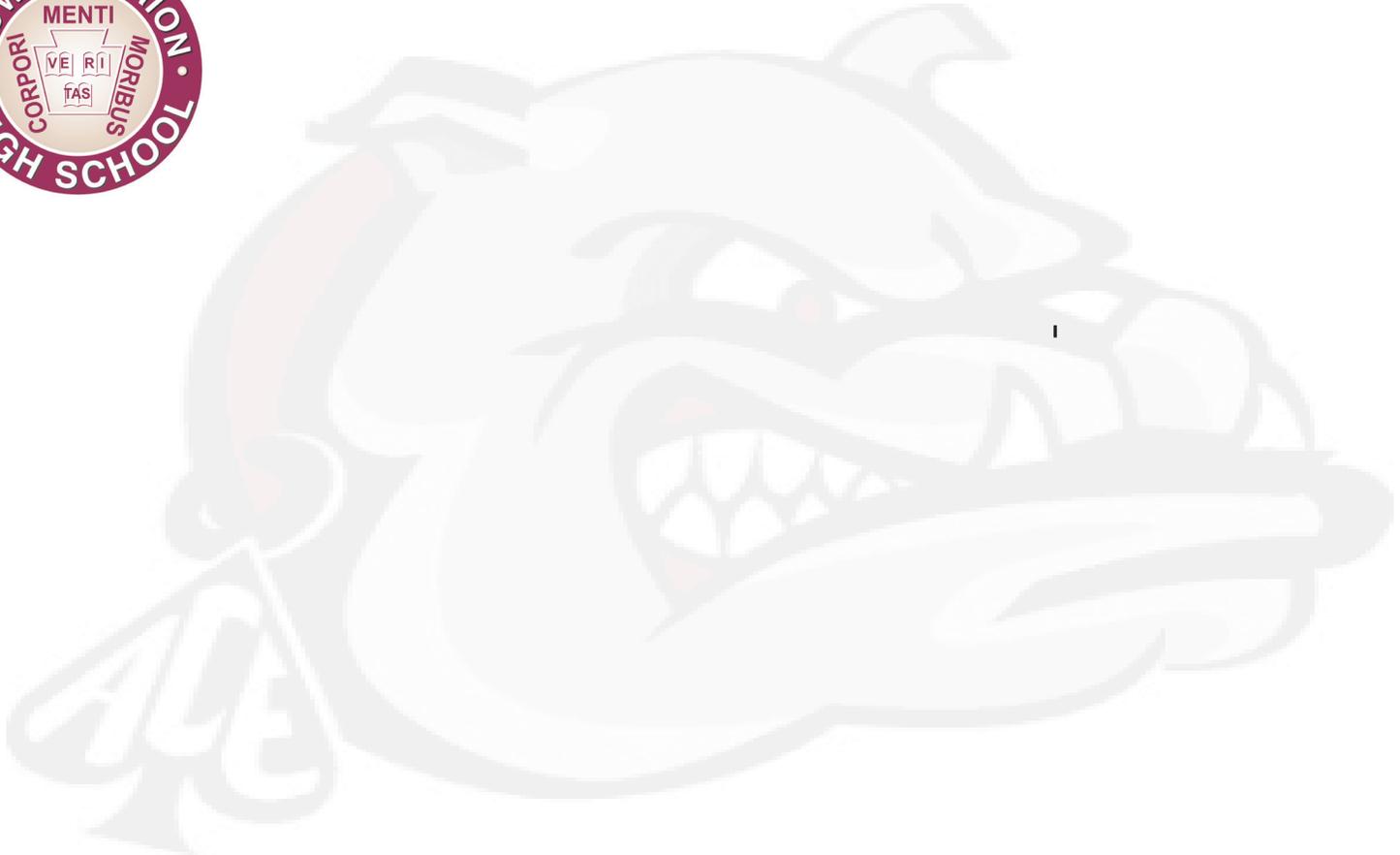
— School District —

## 2016-2017 High School Planning Guide

Harrington High School  
Lower Merion High School



*“Enter to Learn,  
Go Forth to Serve”*



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# Lower Merion School District

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Robert Copeland • Superintendent of Schools

Dear Students and Parents/Guardians,

The Harriton High School and Lower Merion High School staff is committed to providing a program of studies that will prepare all students to succeed in achieving their post high school goals.

Experience has shown that most students' educational needs are best satisfied by selecting a comprehensive and challenging array of courses each year. To assist students and parents in making the most appropriate selections, the following items are recommended for careful consideration:

1. Students' educational goals and interests
2. Past scholastic record
3. Achievement in current courses
4. Teacher recommendations
5. Prerequisites for certain courses
6. Total course load anticipated for next year
7. Range of anticipated activities – curricular and extra curricular

This Program Planning Guide describes the high school program of studies available to both Harriton and Lower Merion students. It also contains current policies and other information that could influence the selection of courses. Please read the Guide carefully and do not hesitate to seek assistance from counselors, teachers and administrators in selecting the best distribution of courses.

Educationally yours,

Dr. Scott Eveslage, Principal

Mr. Sean Hughes, Principal

Mr. Mike Johnson Assistant Principal

Mr. Jon Fadely, Assistant Principal

Mrs. Lauren Marcuson, Assistant Principal

Mrs. Karen deFranco, Assistant Principal

Mrs. Lindy Matsko, Assistant Principal

Mr. G. Scott Kilpatrick, Assistant Principal

Mr. Tom Ferguson, Athletic/Activities Director

Mr. Don Walsh, Athletic/Activities Director

We believe that:

- All people have equal intrinsic worth.
- People learn in different ways and at different rates.
- Each person bears responsibility for the well-being of society and the quality of the environment.
- Learning occurs everywhere and is a lifelong pursuit of knowledge, truth and wisdom.
- High quality public education directly benefits the entire community and is essential for a democratic society.
- The responsibility for learning rests primarily with the individual; however, education is the shared responsibility of the student, home, family, school and the entire community.
- Individuals learn best when actively engaged in the learning process.
- Excellence demands sustained effort.
- All individuals can be successful learners.
- High expectations yield high results.
- Society benefits when individual rights are balanced with social responsibility.
- Ethical conduct is essential to the quality of life.

### **Mission Statement**

Committed to excellence and continuous improvement, the Lower Merion School District strives to ensure that all students achieve their highest level of critical thinking and creativity, that they value themselves and the diversity of others, and that they are knowledgeable, contributing citizens capable of excelling in a rapidly changing world. This is accomplished by individuals engaging in innovative, active experiences tailored to the myriad ways of learning and in partnership with our community.

### **Vision**

Students are our reason for being. We create an environment designed to fulfill the individual learning needs and aspirations of each student. Lower Merion School District develops active partnerships at all levels of our learning community and values the individual contributions of each member. We view learning as a dynamic, innovative collaboration. Individuals learn best when their hearts, minds and spirits are intimately engaged in the learning process. Enter to learn. Go forth to serve.

### **Lower Merion School District's Learning and Organizational Goals**

- Understand and provide for every child.
- Value an atmosphere in which the educational community works collaboratively to foster the growth of its members.
- Coordinate district systems to integrate education, technology, information systems, human resources, facilities, transportation, business and food service.
- Create a meaningful, dynamic curriculum.
- Cultivate alternative funding and other resources to support the educational program.
- Provide facilities to ensure high quality educational programs.
- Establish the flexible use of the members of the learning community: "Tapping all Talents."

## **Lower Merion School District's Statements of Strategic Intent**

### **BOLD STATEMENT OF STRATEGIC INTENT 1: REDEFINING SUCCESS**

*LMSD's definition of success incorporates creativity, critical thinking, love of learning, and innovation for each and every child to encourage globally aware and engaged students. We reach far beyond standardized test scores, embracing and celebrating the many ways in which students demonstrate individual growth.*

### **BOLD STATEMENT OF STRATEGIC INTENT 2: TRANSFORMATIVE CURRICULUM**

*LMSD offers a transformative interdisciplinary curriculum that is student-driven and fosters innovation and positive risk-taking. It transcends Standards, is inquiry-based, and connects the classroom to the world. Our curriculum encompasses diverse perspectives, promotes global awareness, and makes use of culturally responsive teaching and learning practices. This dynamic, adaptable curriculum provides vertically and horizontally aligned curricular experiences, ensuring every student learns from the connections across subject areas and receives a comprehensive and balanced education. Subject material is relevant to the world our children will enter in college and as adults. Innovation is the rule and not the exception.*

### **BOLD STATEMENT OF STRATEGIC INTENT 3: COMMITMENT TO PROFESSIONAL LEARNING**

*LMSD is a community that values educators and the critical role they play in ensuring our students' success. We trust our professionals and seek to support their perpetual growth and development through collaborative professional learning opportunities rooted in self-reflection and inquiry. We believe in providing resources to staff that encourage a culture of engagement, innovation, and exploration.*

### **BOLD STATEMENT OF STRATEGIC INTENT 4: STUDENT-DRIVEN SCHOOLS**

*LMSD students engage in navigating their own learning and growth in close partnership with our professionals. We create an environment where students value self-reflection and inquiry and play a central role in identifying their passions and achieving their goals. We nurture and celebrate the individual strengths of our students and help them to develop competencies that ensure their success beyond the LMSD experience.*

### **BOLD STATEMENT OF STRATEGIC INTENT 5: SPIRIT OF COMMUNITY**

*LMSD takes pride in being a central part of the community. We value the diverse, dynamic talents of every member of our community and their enduring support for public education. We honor this spirit through consistent outreach and the creation of meaningful relationships to promote experiential learning, ongoing service, and engagement that will strengthen and support the student experience during the LMSD years and beyond.*

## Minimum Graduation Requirements

Students are urged to make the best use of their time by enrolling in courses at appropriate levels of challenge that will offer them a rigorous program of studies throughout their four years. This generally means that students should earn more than the minimum number of credits required for graduation. A total of 21 credits are required for graduation and a diploma from Lower Merion School District. All students are required to take the minimum of 5.25 credits each year. NOTE: These graduation requirements are governed by Lower Merion School Board Policy. These credits are in the following areas:

### Requirements by Department

#### *ENGLISH*

Four Courses Minimum  
English 1 .....1.0 credit  
English 2 .....1.0 credit  
English 3/AP/IB .....1.0 credit  
Heroes & Monsters: Classic British  
Literature/Non-Fiction/Modern &  
Contemporary Literature/AP/IB.....1.0 credit

#### *SOCIAL STUDIES*

Four Courses Minimum  
Global Studies 1 (grade 9).....1.0 credit  
Global Studies 2 (grade 10) .....1.0 credit  
US History (grade 11) ..... 1.0 credit  
US Government (grade 12) ..... 1.0 credit

#### *MATHEMATICS*

Three Courses Minimum  
Mathematics Courses .....3.0 credits

#### *SCIENCE*

Three Courses Minimum  
Science Courses ..... 3.0 credits

#### *ARTS & HUMANITIES ELECTIVES*

Arts and Humanities, as defined by the PA Department of Education, include courses in the humanities (English and/or Social Studies courses beyond the minimum graduation requirements listed above), World Languages, Music and Art. No other coursework can be counted in this area.  
Arts & Humanities Electives.....2.0 credits

#### *ADDITIONAL ELECTIVES*

Elective Credit.....6.0 credits

\*Courses listed under Community Based Learning (pgs. 42-44) do not count toward graduation requirements.

#### *SENIOR EXPERIENCE*

In addition to the above credit requirements, LMSD requires that seniors, as a condition of graduation, complete a culminating Senior Experience. The procedures relating to this requirement are explained in detail to students beginning in the spring of their junior year.  
Senior Experience Credit .....0.5 credits

#### *HEALTH AND PHYSICAL EDUCATION*

8 semesters (2 semesters per year-one per semester) of PE plus one year of Health  
PE 9..... 0.33 credits  
PE 10.....0.33 credits  
Health (10th grade).....0.667 credits  
PE 11.....0.33 credits  
PE 12..... 0.33 credits

**TOTAL MINIMUM CREDITS REQUIRED FOR GRADUATION .....21.0 credits**

## **Keystone Exams**

The graduating class of 2017 is the first graduating class that must demonstrate proficiency in Algebra I, Biology, and Literature in order to meet state graduation requirements. Keystone Exams are state-developed, end-of-course assessments in designated content areas. The Keystone Exams serve two purposes: (1) high school graduation requirements for students beginning with the class of 2017, and (2) high school accountability assessments for federal and state purposes. All public school districts in the State of Pennsylvania are held accountable for the participation and performance of all students in Algebra I, Biology and Literature Exams.

The Algebra I and Literature Keystone Exams include items written to the Assessment Anchors/ Eligible Content aligned to the Pennsylvania Common Core Standards in Mathematics and English Language Arts. The Biology Keystone Exam includes items written to the Assessment Anchor/ Eligible Content aligned to the enhanced Pennsylvania Academic Standards for Science. Each exam consists of two modules that include multiple-choice questions and constructed response, or open-ended questions. A student will receive a score on each module and must receive an overall average proficient score to reach proficiency on an exam.

If a student does not demonstrate proficiency on a Keystone Exam, he/she must receive school-based supplemental instruction until the student can demonstrate proficiency in the subject area on the Keystone Exam.

If a student is unable to score proficient or above after two attempts on a Keystone Exam, the student may attempt to satisfy the Exam requirement through satisfactory completion of a Project-Based Assessment. A Project-Based Assessment module must be completed for each module of the Keystone Exam in which a student did not score proficient.

A student cannot opt out of the Project-Based Assessment.

## **Transition from 8th to 9th Grade**

“The importance of a smooth transition from 8th grade to 9th grade cannot be emphasized enough, as this transition will determine each student’s success in high school as well as decisions about their post-secondary school life” – Cooper, Robert. & Markoe-Hayes, Suzanne.

As students move from middle school, with its emphasis on instructional teaming, to the more independently organized world of high school, they face a myriad of new situations that can cause distress both academically and emotionally. [National High School Center (2007), EPE Research Center (2006), NCES (National Center for Educational Statistics), Breakthrough Collaborative (2011) et al.] Nationally, ninth grade students self-report that they receive less support from teachers and administrators, and generally like school less than they did in middle school. In fact, research from Wheelock, A. and Maio, J. (2005) shows that “a ninth grade student is three to five times more likely to fail a class than students in other grades.”

Lower Merion School District is committed to supporting students through this transition. Following the practice recommended by all Professional Learning Communities (PLCs) that are detailed in the works of Fullan and Hargreaves, Deal and Kennedy, Dufour and Marzano, et al., 9th grade teacher teams at both Harriton and Lower Merion High Schools “meet regularly as a team to identify essential and valued student learning, develop common formative assessments, analyze current levels of achievement, set achievement goals, and then share and create lessons to improve upon those levels” as described by Schmoker (2006). The result is a more familiar learning environment for new high school students who feel valued and supported by their teams of teachers.

It is our mission that all ninth grade students are known by a team of teachers and are appropriately placed in challenging courses with systemic support to encourage academic and emotional success. Teams are comprised of teachers from the following subject areas: English, math, social studies, science, special education, guidance and Administration.

Goals:

- To provide a supportive learning environment that encourages achievement.
- To appropriately place students in a challenging academic environment.
- To implement interdisciplinary work for teachers and students.
- To increase opportunities for underrepresented students in honor level courses.
- To form positive academic and social relationships between students of all ethnic backgrounds.
- To increase support and communication among parent/guardian, student and teacher.
- To support college preparedness skills.
- To have high expectations for student performance.
- To vary instructional and assessment techniques to encourage success.

PLC Purpose for 9th Grade Student Development:

- Ease transition from middle school to high school through research-based instructional teaming appropriate for 9th grade students.
- Improve student achievement through personalization and focused discussions about student learning.
- Increase collaboration for teachers.
- Provide built-in meeting time for teachers, students, and parents/guardians.
- Establish consistency in expectations in academic performance and skills.

## **Resources and Support**

There are a variety of resources available for Lower Merion School District students at the high school level.

- **Lunch and Learn:** The Lunch and Learn period is one hour each day in which students and teachers have a thirty minute lunch and thirty minute for teacher office hours, student collaboration, time in the gym, quiet study or downtime.
- **Learning Center:** The Centers are open at both high schools from 7:30 a.m. - 2:40 p.m. They are staffed with teachers from all major subject areas. Students may meet with a teacher to have specific questions answered regarding a variety of academic concerns.
- **National Honor Society (NHS) tutors:** Students may request to meet with an NHS tutor in a specific subject. This peer tutoring occurs during a free, Academic Recovery/RAM, or study hall. Students may see their counselors for more information.
- **Academic Enrichment:** Students may be recommended by a teacher or could self-select to attend Academic Enrichment after school. Students work individually or in small groups in Math/Science or History/English.
- **College Access Counselor:** The College Access Counselor is available at both high schools to provide one-on-one support regarding the college search process. It is recommended that the student first meet with his/her counselor and then follow up with the College Access Counselor.
- **Mental Health and Wellness Counselor:** The Mental Health and Wellness Counselor is available at both high schools to provide one-on-one support regarding a variety of wellness issues including but not limited to peer interactions, stress and mental health concerns.
- **Guidance and Transition Experience (GATE):** GATE involves group guidance sessions that are tailored to each grade level and occur throughout the school year.

## Scholars' Program of Studies

The Scholar's Program of Studies is intended to encourage students to pursue a broad liberal arts program of studies that exceeds the minimum high school graduation requirements. It consists of a distribution of credits among major academic subjects and procedures for recognizing students who complete the Program successfully and those who complete the Program with distinction.

### **A. The Program of Studies**

Students will complete the Scholar's Program of Studies if they exceed the minimum graduation requirements by earning at least 3 additional credits along with these additional subject requirements:

14 credits in these four academic disciplines\* Mathematics, Science, Social Studies, World Language  
(\*distributed as four credits in two disciplines and three in the other two disciplines)

NOTE: Three credits in Mathematics and Science and four credits in Social Studies are required for graduation; a World Language is not required for graduation. Earning four credits in Mathematics is strongly recommended.

NOTE: Although the credits (3 above the required credits for graduation) for the Scholar's Program may include some courses graded on a pass/fail basis, the credits applied to the required English, Mathematics, Science, Social Studies, and World Language distributions must be graded on the A to F scale.

### **B. Distinguished Scholars**

In addition to the required credits, students will be recognized for completing the program with distinction if they attain a grade-point average of 4.0 with no failing grades. See page 21 to view course levels, grades and weighted and unweighted values. In calculating a student's grade point average for possible recognition as a Distinguished Scholar, only those courses graded A through F will be used.

### **C. Procedural Guidelines**

1. Counselors will verify a student's eligibility for the Scholar's Program when they review transcripts and supporting documentation at the beginning of the student's twelfth grade.
2. Those students who are enrolled in the Scholar's Program will have their grades reviewed at the conclusion of the third quarter of their senior year to determine eligibility for the Scholar's Program or Distinguished Scholar's Program

## **Guidelines For Obtaining A High School Diploma In Fewer Than Four Years**

A high school diploma will be awarded by the Lower Merion School District in fewer than the normal four years under the following plan:

A student may complete the requirements for a high school diploma in three years or three and a half years by attending regular and summer sessions at Lower Merion or Harriton High Schools or at other accredited high schools.

In order to qualify for a diploma as outlined above, students must follow this procedure:

1. Students should meet with his/her counselor to develop a tentative plan for meeting all graduation requirements. Prior to the start of the student's last semester, a letter of request signed by both the student and parent/guardian should be submitted to the counselor. The letter must specify the purpose of the request and outline the tentative program for fulfilling all graduation requirements.
2. Obtain approval of his/her program from the counselor in writing.
3. Receive final approval from the Principal.
4. Assure that credits are accrued in accordance with the graduation requirements.

## **Commonwealth Secondary School Diploma**

Students who leave high school without earning sufficient credits to graduate should consider taking the General Educational Development (GED) in order to receive a Pennsylvania State Diploma. Verification of this is needed by the high school principal. If students have earned 16 credits from either Lower Merion or Harriton, they are eligible for a diploma after passing the GED. Students must be 17 years of age and their cohort must have graduated prior to the student taking the GED test.

### **Requests for Level Changes**

Level change requests are contingent upon available space. Students may request level changes through **June 20, 2016** for the following school year. After this deadline, level changes are considered only in consultation with the student's parent/guardian, teacher, department chair, assistant principal and counselor. When students change course levels, their quarterly and exam grades will transfer as recorded. Adjustments to the final grade are at the recommendation of the teacher and in accordance with district policy.

### **Schedule Changes**

Requests for schedule changes must be made in writing on a form provided by the Counseling Department by June 20, 2016. Students must state specific reasons for requests. A parent/guardian must approve any changes in writing. Students must attend all scheduled classes until change requests are approved in writing. Failure to do so will result in a cut for the missed class(es).

### **Academic Deadlines for 2016-2017**

June 20, 2016	Last student day and last day to request a course and/or level change for all courses for the 2016-2017 school year
September 23, 2016	Final day to withdraw from a first semester or year-long course without appearing on a student's transcript
October 28, 2016	Final day to withdraw from a first semester course with a "WP" or "WF"
February 16, 2017	Final day to withdraw from a second semester course without having it appear on the student's transcript
March 17, 2017	Final day to withdraw from a second semester course with a "WP" or "WF"

### **Auditing Courses**

Students may audit courses offered at Harriton High School or Lower Merion High School on a space-available basis. Auditing courses can provide students with an opportunity to explore an area of interest.

The student must submit a written request and obtain written approval from the counselor, assistant principal and course teacher prior to beginning the course.

### **Credit Earned As A Result Of Receiving Tutoring**

The Lower Merion School District does not recognize credit programs taken by students under the direction of private tutors. However, homebound students may receive individual instruction and earn credit for such instruction with the approval of the Superintendent.

## **Lower Merion School District Summer School Program**

Each summer, Lower Merion School District offers a six-week summer school program that provides two basic opportunities for students:

1. Make-Up: Students may make up a course failed during the regular school year.
2. Advanced Credit: Students may take courses for advanced credit if they are in good academic standing.

During the spring semester of the regular school year, summer school offerings will be made known to students. To be offered, a course must have 15 students registered by the last day of registration.

Additional information about summer school is available from the Counseling Department. Please see the summer school bulletin for tuition costs. Students in the free/reduced lunch program are exempt from tuition.

### **Credit Earned At Institutions Other Than LMSD Summer School**

A student who desires to complete work in a non-District summer school must have that program approved in writing by the high school principal or counselor prior to registering for the course. Credit will not be granted without prior approval. In addition, the school must offer courses at 120 hours per credit.

## NCAA Academic Eligibility Requirements

### **2016 Division I Academic Requirements**

College-bound student athletes first enrolling at an NCAA Division I school on or after August 1, 2016, will need to meet the following academic rules to practice, compete and receive athletics scholarships during their first year.

#### **Full Qualifier:**

- Graduate from high school
- Complete 16 core courses:
  - Ten of the 16 courses must be completed before the seventh semester (senior year) of high school
  - Seven of the 10 core courses must be in English, Math, or Science
- Earn a core-course GPA of at least 2.300
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale

#### **Academic Redshirt:**

- Graduate from high school
- Complete 16 core courses
- Earn a core-course GPA of at least 2.000
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale

Full Qualifier: College-bound student athletes may practice, compete and receive athletics scholarships during their first year of enrollment at an NCAA Division I school.

Academic Redshirt: College-bound student-athletes may receive athletic scholarships during their first year of enrollment and may practice during their first regular academic term but may NOT compete during their first year of enrollment.

Nonqualifier: College-bound student-athletes cannot practice, receive athletics scholarships or compete during their first year of enrollment at an NCAA Division I school.

### **After August 1, 2016**

1. A college-bound student-athlete completes nine courses prior to the seventh semester of high school. However, he/she is an **academic redshirt** because only nine of the 10 required courses were completed before the seventh semester. He/she would be permitted to practice and receive scholarships, provided he/she presents 16 core courses and meets the minimum core-course GPA and test-score requirement at the time of graduation.
2. A college-bound student-athlete completes 16 core courses in the required coursework with a 2.300 core-course GPA and a 79 sum ACT. The college-bound student-athlete is full qualifier under the new sliding scale because the minimum GPA requirement is 2.300 with an ACT sum score of at least 75.
3. A college-bound student-athlete completes 15 core courses with a 2.500 core-course GPA and an 820 SAT score (critical reading and math). The college-bound student-athlete is a nonqualifier because only 15 core courses were completed, not the required 16 core courses.

## Test Scores

When students register for the SAT or ACT, they should use the NCAA Eligibility Center code of 9999 so scores are sent directly to the NCAA Eligibility Center from the testing agency. Test scores on transcripts will not be used in academic certification.

A combined SAT score is calculated by adding students' reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. You may take the SAT or ACT an unlimited number of times before you enroll full time in college. If students take either test more than once, the best sub score from different tests are used to meet initial eligibility requirements.

If students take the current SAT before March 2016 and then take the redesigned SAT at a later date, the NCAA Eligibility Center will not combine section scores from the current and redesigned SAT when determining your initial eligibility. The NCAA Eligibility Center will only combine section scores from the same version of the test. Because the redesigned SAT varies in design and measures different academic concepts than the current SAT, a numerical score on the current test may not be equivalent to the same numerical score on the redesigned test.

**Division I  
Full Qualifier Sliding Scale**

*Use for Division I beginning August 1, 2016*

	Core GPA	SAT	ACT Sum
		Reading/Math	
	3.550	400	37
	3.525	410	38
	3.500	420	39
	3.475	430	40
	3.450	440	41
	3.425	450	41
	3.400	460	42
	3.375	470	42
	3.350	480	43
	3.325	490	44
	3.300	500	44
	3.275	510	45
	3.250	520	46
	3.225	530	46
	3.200	540	47
	3.175	550	47
	3.150	560	48
	3.125	570	49
	3.100	580	49
	3.075	590	50
	3.050	600	50
	3.025	610	51
	3.000	620	52
	2.975	630	52
	2.950	640	53
	2.925	650	53
	2.900	660	54
	2.875	670	55
	2.850	680	56
	2.825	690	56
	2.800	700	57
	2.775	710	58
	2.750	720	59
	2.725	730	60
	2.700	740	61
	2.675	750	61
	2.650	760	62
	2.625	770	63
	2.600	780	64
	2.575	790	65
	2.550	800	66
	2.525	810	67
	2.500	820	68
	2.475	830	69
	2.450	840	70
	2.425	850	70
	2.400	860	71
	2.375	870	72
	2.350	880	73
	2.325	890	74
	2.300	900	75
<b>ACADEMIC REDSHIRT</b>	2.299	910	76
	2.275	910	76
	2.250	920	77
	2.225	930	78
	2.200	940	79
	2.175	950	80
	2.150	960	81
	2.125	970	82
	2.100	980	83
	2.075	990	84
	2.050	1000	85
	2.025	1010	86
	2.000	1020	86

## 2018 Division II New Academic Requirements

Initial-eligibility standards for NCAA Division II college-bound student athletes are changing.

College-bound student-athletes first enrolling at an NCAA Division II school on or after August 1, 2018, need to meet new academic rules to practice, compete and receive athletics scholarships during their first year.

### Full Qualifier:

- Graduate from high school
- Complete 16 core courses
- Earn a core-course GPA of at least 2.200
- Earn the ACT/SAT score matching your core-course GPA on the Division II sliding scale

### Partial Qualifier:

- Graduate from high school
- Complete 16 core course
- Earn a core-course GPA of at least 2.000
- Earn the ACT/SAT score matching your core-course GPA on the Division II sliding scale

Full Qualifier: College-bound student-athletes may practice, compete and receive athletics scholarship during their first year of enrollment at an NCAA Division II school.

Partial Qualifier: College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term but may NOT compete during their first year of enrollment.

Nonqualifier: College-bound student-athletes may not practice, compete or receive athletics scholarships during their first year of enrollment at an NCAA Division II school.

### After August 1, 2018

1. A college-bound student-athlete completes 15 core courses, earns a 2.200 core-course GPA and earns an 840 SAT score. He/she would be a nonqualifier because he/she did not complete the 16 required core courses. He/she would not be permitted to practice, compete or receive scholarships during his/her first year of full-time enrollment at an NCAA Division II school.
2. A college-bound student-athlete completes 16 core courses, earns a 2.000 core-course GPA and earns a 68 sum ACT score. He/she would be a partial qualifier because he/she did not meet the minimum core-course GPA to match the ACT score on the Division II sliding scale.
3. A college-bound student-athlete completes 16 core courses with a 2.500 core-course GPA and earns an 820 SAT score. He/she would be a full qualifier because he/she meets the minimum core-course GPA to match their SAT score on the Division II sliding scale.

### Test Scores

If you take the current SAT before March 2016 and then take the redesigned SAT at a later date, the NCAA Eligibility Center will not combine section scores from the current and redesigned SAT when determining your initial eligibility. The NCAA Eligibility Center will only combine section scores from the same version of the test. Because the redesigned SAT varies in design and measures different academic concepts than the current SAT, a numerical score on the current test may not be equivalent to the same numerical score on the redesigned test.

<b>Division II</b>		
<b>Full Qualifier Sliding Scale</b>		
<i>Use for Division II beginning August 1, 2018</i>		
Core GPA	SAT Reading/Math	ACT Sum
3.300 & above	400	37
3.275	410	38
3.250	420	39
3.225	430	40
3.200	440	41
3.175	450	41
3.150	460	42
3.125	470	42
3.100	480	43
3.075	490	44
3.050	500	44
3.025	510	45
3.000	520	46
2.975	530	46
2.950	540	47
2.925	550	47
2.900	560	48
2.875	570	49
2.850	580	49
2.825	590	50
2.800	600	50
2.775	610	51
2.750	620	52
2.725	630	52
2.700	640	53
2.675	650	53
2.650	660	54
2.625	670	55
2.600	680	56
2.575	690	56
2.550	700	57
2.525	710	58
2.500	720	59
2.475	730	60
2.450	740	61
2.425	750	61
2.400	760	62
2.375	770	63
2.350	780	64
2.325	790	65
2.300	800	66
2.275	810	67
2.250	820	68
2.225	830	69
2.200	840 & above	70 & above

<b>Division II</b>		
<b>Partial Qualifier Sliding Scale</b>		
<i>Use for Division II beginning August 1, 2018</i>		
Core GPA	SAT Reading/Math	ACT Sum
3.050 & above	400	37
3.025	410	38
3.000	420	39
2.975	430	40
2.950	440	41
2.925	450	41
2.900	460	42
2.875	470	42
2.850	480	43
2.825	490	44
2.800	500	44
2.775	510	45
2.750	520	46
2.725	530	46
2.700	540	47
2.675	550	47
2.650	560	48
2.625	570	49
2.600	580	49
2.575	590	50
2.550	600	50
2.525	610	51
2.500	620	52
2.475	630	52
2.450	640	53
2.425	650	53
2.400	660	54
2.375	670	55
2.350	680	56
2.325	690	56
2.300	700	57
2.275	710	58
2.250	720	59
2.225	730	60
2.200	740	61
2.175	750	61
2.150	760	62
2.125	770	63
2.100	780	64
2.075	790	65
2.050	800	66
2.025	810	67
2.000	820 & above	68 & above

## **Division III Initial Eligibility**

Division III schools provide an integrated environment focusing on academic success while offering a competitive athletics environment. Division III rules minimize potential conflicts between athletics and academics and focus on regional in-season and conference play. While Division III schools do not offer athletics scholarships, 75 percent of Division III student-athletes receive some form of merit or need-based financial aid. If a student is planning to attend a Division III school, he/she does not need to register with the NCAA Eligibility Center. Division III schools set their own admissions and eligibility standards. Students can visit [NCAA.org/d3](http://NCAA.org/d3) or contact the Division III school they are planning to attend.

## **New SAT Format**

If a student-athlete takes the current SAT before March 2016 and then takes the redesigned SAT at a later date, the NCAA Eligibility Center will not combine section scores from the current and redesigned SAT when determining the student-athlete's initial eligibility. The NCAA Eligibility Center will only combine section scores from the same version of the test. Because the redesigned SAT varies in design and measures different academic concepts than the current SAT, a numerical score on the current test may not be equivalent to the same numerical score on the redesigned test.

## Course Selection Process

At the time of course selection for the next school year, students should make a very careful choice of courses in cooperation with parents/guardians, teachers and a school counselor. Teachers will assist the student by making a recommendation based upon their assessment of the student's demonstrated abilities and prerequisites for the course. Counselors will meet with each student to determine courses that are appropriate for long term goals.

Students should choose those courses and levels (honors, college prep, AP, IB) that are appropriate to their needs, abilities and the competitive realities of college admissions and employment opportunities.

Level changes will be made after the last school day in September for one year or first semester courses (or at the end of February for second semester courses) only in consultation with a student's parents/guardians, teacher, department chair, assistant principal and counselor.

## Course Levels

Most courses in the Lower Merion School District Program Planning Guide are taught at more than one level of difficulty to provide an appropriate challenge for students. The symbols listed below are used throughout the Program Planning Guide.

<u>Course Designation</u>	<u>Symbol</u>
College Preparatory	(No Symbol)
Honors	H
Advanced Placement	AP
International Baccalaureate	IB

Grade point average (GPA) is calculated at the end of each school year using only final grades in the five major academic areas: English, Mathematics, Science, Social Studies and World Languages. Honors, AP and IB level courses are calculated in a weighted 5.0 scale and College Prep and all other courses are calculated on a 4.0 scale. The GPA is reported on a weighted 5.0 scale.

Grade	Course Levels	
	Unweighted College Prep	Weighted AP/IB/H
A	4.0	5.0
B+	3.3	4.3
B	3.0	4.0
C+	2.3	3.3
C	2.0	3.0
D+	1.3	2.3
D	1.0	2.0
F	0.0	0.0

## College Preparatory (no designation)

The college preparatory level applies to required and elective courses that are appropriate for students preparing for college. Expectations for achievement are maintained at a challenging level for the typical academic student. The grades in these courses are not weighted.

## Honors (H)



Courses designated honors level are courses for which prerequisites have been defined. Instruction and expectations are maintained at a highly rigorous level. Honors level courses are weighted.

## Advanced Placement (AP)



Courses designated Advanced Placement follow the specific curriculum guidelines of the College Board's Advanced Placement Program. Advanced Placement serves students who wish to pursue college level studies while still in high school. Students are expected to take The College Board's Advanced Placement Exam at the end of an Advanced Placement Course. Students who score above a certain level may be eligible for college credit, dependent upon the university.

Advanced Placement courses are offered in both high schools. While the availability of classes differs between the schools, Lower Merion School District offers a variety of courses in the Humanities (including the Arts), Math and Science. Students who elect AP courses should have a particular desire to learn the content material and must be dedicated to the increased work involved. The College Board curriculum and assessment are based on the level of thinking and the depth of knowledge that is expected from equivalent college courses. AP level courses are weighted.

## International Baccalaureate (IB)



The IB Diploma Program (DP) is an academically challenging and balanced program of education, with final examinations, that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The program, has gained recognition and respect from the world's leading universities.

## **International Baccalaureate Diploma Program (IB)**

### **IB is offered at Harriton High School only.**

Courses designated International Baccalaureate follow the specific curriculum guidelines of the IB curriculum. Students must be accepted into the IB program in order to enroll in the IB Diploma program. However, students may enroll in select IB electives which are available to non-IB students. The International Baccalaureate Diploma Program (IB) is located at Harriton High School. The 2-year IB Diploma Program is designed to meet international standards of excellence and is typically completed by students in grades 11 and 12. IB features a comprehensive and broadly based curriculum that includes languages, social studies, science, mathematics and electives culminating with examinations in six subject areas.

Prerequisites are stated in several courses. Prerequisites are guidelines to registering for these courses. Questions regarding prerequisites and placement should be addressed with the appropriate counselor.

### **What is the benefit of AP or IB courses?**

The choices you make now will determine the future course of your life. By taking college-level Advanced Placement (AP) or International Baccalaureate (IB) classes, you enter a world of knowledge and a learning environment that you might not otherwise experience in high school. By taking AP or IB exams, you have the opportunity to earn credit or advanced standing at many of the nation's colleges and universities.

The greatest benefit of AP/IB is the experience of taking academic courses in an enriched environment with classmates who, are seeking intellectual challenge, are motivated to learn, and are committed to excellence. The courses offer students opportunities to delve more deeply into content, research in a scholarly fashion, and learn in a college-like inquiry based manner. AP: Most four-year colleges in the United States and colleges in more than 60 other countries give students credit, advanced placement or both on the basis of AP Exam scores. By entering college with AP credits, students will have the time to move into upper level courses, pursue a double-major or study abroad. Students must take the AP exam in order to be eligible for college credit. More information on the Advanced Placement Program can be obtained from the school counseling office or by visiting the website:

*<http://www.collegeboard.com/student/testing/ap/about.html>.*

IB: Founded in 1968, the International Baccalaureate Diploma Program was designed to provide a rigorous high school diploma experience for students who are internationally mobile. The Diploma serves as an entrance credential to universities throughout the world. The IB's headquarters are in Geneva, with a curriculum and assessment department in Cardiff. Worldwide operations are supported by offices in Bethesda, Vancouver, Buenos Aires, The Hague and Singapore.

Though intended originally for students who are internationally mobile, the vast majority of Lower Merion School District's IB students grew up in the United States and plan to attend US colleges. The program has proven to prepare Lower Merion School District students exceedingly well for university study in institutions throughout the world, including every Ivy League School in the US as well as their approximate equivalents in many countries.

The IB Program is a Lower Merion School District offering that is housed at Harriton High School. Students who are interested in applying, do so during their sophomore year and would then complete their IB studies at Harriton in their junior and senior years.

### **More Information about the IB Program**

Unlike the Advanced Placement program, the International Baccalaureate Program is not offered in most high schools. For that reason, more information is provided here. This and more can be found on the website:

*<http://www.ibo.org>.*

## **International Baccalaureate Diploma Program (IB)**

Because the IB is a diploma program, students take courses in all disciplines: a literature course in their first language; a language acquisition course; a history course; an experimental sciences course; a mathematics course; and an elective chosen from Visual Arts, Music, Psychology, Economics, Theatre or a second science. IB students seek a balanced education: a humanities-oriented student can craft an IB schedule that is rooted in the humanities, but he/she must still study math and sciences; likewise, the math and science-oriented student can craft a schedule that is very heavy in quantitative studies, but he/she must still study the humanities.

In addition to these six courses, students complete three “core elements” of the Diploma Program:

- CAS (creativity, action, service), a program of out-of-classroom experiences that includes community service as well as endeavors that engage the students in creativity and action and encourages critical reflection on these activities;
- Extended Essay, a 4000 word essay on original research;
- Theory of Knowledge, a metacognitive course that engages the students in the evaluation of the nature of knowledge and how we come to understand the world around us.

The six subjects and the core are unified philosophically by the IB’s mission statement and learner profile (see below) as well as the fundamental understanding that acquiring knowledge is a critical step toward the greater goal of critical thinking. IB teachers foster an environment conducive to the development of critical thinking skills, including long-term projects, active engagement of the students in seminar-type lessons, research tasks and writing assignments.

Key features of the IB experience include:

- an interdisciplinary study in which inter-curricular links are natural;
- an emphasis on internationalism;
- a cohort experience in which a common group of students studies a common set of subjects, fostering close ties among each other and their teachers;
- an international flavor, as the program attracts students from throughout the world who seek an IB diploma to facilitate their university studies either back in their homeland or a future destination;
- CAS, Extended Essay, Theory of Knowledge

Students who elect not to enroll in the Diploma Program are welcome to take the IB electives: Psychology, Economics, Visual Arts, Theatre and Music. Further information is available from Mr. Thomas O’Brien, IB Coordinator, at (610) 658-3958 or [obrient@lmsd.org](mailto:obrient@lmsd.org).

### **MISSION STATEMENT of the IBO:**

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

**LEARNER PROFILE:** IB learners strive to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.

© International Baccalaureate, Strategic Plan of the IBO, April 2004 and Learner Profile, March 2006.

## Penn State Dual Enrollment Courses

Lower Merion School District has partnered with the Pennsylvania State University (PSU) Brandywine Campus to provide juniors and seniors with opportunities for successful transition from high school to college. The Dual Enrollment Program is offered to Harriton High School juniors and seniors and allows students to take four courses and earn up to 13 college credits upon successful completion of the program. Credits earned can be applied to a Penn State University degree and may also be considered for transfer to other institutions of higher learning. The PSU Dual Enrollment Program, a realistic college forum with on-site academic support, helps students establish a collaborative academic bridge from high school to college and facilitates students' preparedness for a college environment. A member of the Harriton High School PSU Support Staff will meet with students interested in enrolling in the program to provide additional information and complete the application process.

### **Introduction to Business**

Length/credit: 1 semester - 0.5 credit from HHS; 3 credits from PSU with paid tuition  
Grade(s): 11, 12  
Prerequisite: Application and approval of the Penn State Business Program Committee  
Course Number: 18091003

This is a Penn State University dual enrollment and/or Harriton elective course for students interested in a career in business. This course is a one-semester business education course allowing students to become familiar with unique business environments and provides a comprehensive view of contemporary business topics.

### **Social, Legal, and Ethical Environment of Business**

Length/credit: 1 semester - 0.5 credit from HHS; 4 credits from PSU with paid tuition  
Grade(s): 11, 12  
Prerequisite: Introduction to Business & approval of Business Program Committee  
Course Number: 18092433

This is a Penn State University dual enrollment and/or Harriton elective course for students interested in a career in business. This course is a one-semester business education course allowing students to explore the ethical, political, social, technological, legal, and demographically diverse environments of business.

### **Introductory Microeconomic Analysis and Policy**

Length/credit: 1 semester - 0.5 credit from HHS; 3 credits from PSU with paid tuition  
Grade: 12  
Prerequisite: Social, Legal, and Ethical Environment of Business and approval of Penn State Business Program Committee  
Course Number: 18090023

This is a Penn State University dual enrollment college and/or Harriton elective for students interested in a career in Business. This course is a one-semester Business Education course that teaches students the methods of economic analysis and their use; price determination; theory of the firm; distribution.

### **Introductory Macroeconomic Analysis and Policy**

Length/credit: 1 semester - 0.5 credit from HHS; 3 credits from PSU with paid tuition  
Grade(s): 12  
Prerequisite: Introductory Microeconomic Analysis and Policy and approval of Penn State Business Program Committee  
Course Number: 18090043

This is a Penn State University dual enrollment college and/or Harriton elective course for students interested in a career in Business. This course is a one-semester Business Education course that provides student knowledge on the national income measurement; aggregate economic models; money and income; policy problems.

**Central Montco Technical High School**  
**(CMTHS)**



The Lower Merion School District participates in programs that offer vocational-technical courses at the Central Montgomery County Vocational Technical School. Courses are scheduled for a half- day—LMSD participates in the AM program. Students attend regular classes one-half day at Harriton High School or Lower Merion High School and one-half day at the Central Montgomery County Vocational Technical School.

**How to Apply:**

1. Obtain a pre-enrollment application and a student information card from the Student Services Office.
2. Complete the application and the information card and return them to your Student Services Office. Be sure to indicate your residence as LMSD.
3. Your application will be reviewed and your requested course evaluated by the Student Services Office.
4. Your Student Services counselor will inform you of further admission procedures. Descriptions of the courses are available from the Student Services Office.

**The Learning Environment and the Faculty**

From the first day’s orientation to graduation, students learn a broad-based technical curriculum in a relaxed and supportive environment. Having just completed a 20 million dollar renovation, Central Montco Technical High School is a first-rate facility with state-of-the-art equipment and technology.

At CMTHS, a caring and highly qualified professional staff share their skills while challenging and encouraging their students. Many of the instructors have established high profiles in their fields of expertise prior to becoming teachers. Students not only get to know their teachers, but the teachers get to know them and respond to their individual needs as they extend their support and enthusiasm while preparing students for the future. The students are able to obtain a variety of state and nationally recognized certifications and licenses.

**Philosophy**

Central Montco Technical High School provides educational programs in cooperation with each member school district which will prepare students to pursue post-secondary career studies and/ or obtain employment in a global economy. The educational programs are designed to provide students with the necessary knowledge, skills and attitudes that will enable them to become a contributing member of society in an ever-changing workforce need.

**Mission Statement**

Shaping Today’s Students for Tomorrow’s Careers

## **Scholarships**

In order to address our philosophy of encouraging all students to be prepared for “lifelong learning,” the Central Montco Technical High School has allocated in excess of \$800,000 in financial aid to graduating seniors. Through this competitive privately funded program, seniors have been able to attend a wide variety of post-secondary schools. Preparation for a scholarship commences with the first day at CMTHS and culminates with the formal application for a scholarship, made in January of the senior year.

## **Work-Based Studies**

How do you get experience in your chosen field while still in school? At Central Montco Technical High School, Work-Based Studies (WBS) connects classroom learning with work-based experience and teams employers, educators, community leaders, students and parents. The Work-Based Studies Experiences at CMTHS include:

- Clinical Experiences: Non-paid, work-based experiences in hospitals, long term care facilities and day care centers.
- Internships: Paid and non-paid work-based experiences for a specified length of time.
- Cooperative Education: Program related placements that are paid, on-the-job training positions and are considered an extension of the classroom. The timeline for placement is individualized and based on student need. Students are trained under the direct supervision of the employer and are assigned a mentor. Students’ progress is monitored and evaluated by the school and the employer on a continual basis.

## **Student Assistance Center**

The purpose of the Student Assistance Center is to enhance student achievement by providing a variety of support services. These services are available to any student who is experiencing some difficulty or impediment to learning.

## **Support Services**

CMTHS provides supplementary assistance to our students who are enrolled in an approved technical program. Career evaluation, instructional counseling and placement are provided. These evaluation services are designed to provide the student with the necessary information to make a more informed career choice. An assessment counselor is also present to interpret the career interest and aptitude information about the student, and help them maximize the educational value of their chosen career or technical program. Career related math and reading instruction are also provided through Perkins funding. The academic instructional staff includes a certified math teacher and reading specialist. The math and reading programs are designed to address the needs of students in their chosen technical area and provide assistance with home school assignments.



### **Program Options**

There are 15 programs open to 10th, 11th and 12th grade students. The programs are clustered into the following major areas: Health and Human Services, Communications/Computers, Transportation and Construction.

#### **Health and Human Services Cluster:**

- Allied Health Technology Honors (Dual Enrollment)
- Cosmetology
- Culinary Arts/Baking & Restaurant Practices (Dual Enrollment)
- Early Childhood Education (Dual Enrollment)
- Health Occupations (Dual Enrollment)
- Pre-Nursing (Dual Enrollment)
- Public Safety

#### **Communications/Computer Cluster:**

- Networking Technology (Dual Enrollment)
- Commercial Art
- Web Design / Digital Media

#### **Transportation Cluster:**

- Automotive Technology (Dual Enrollment)
- Collision Repair Technology

#### **Construction Cluster:**

- Construction Technology
- Landscape Design

## Art

### **Introduction to Art Studio 2-D**

Length/credit: 1 semester - 0.5 credit

Grade(s): 9, 10, 11, 12

Course Number: 06070300

This is an introductory course in art that will provide students with a basic understanding of two-dimensional art in many areas. Students will develop basic skills and techniques within drawing, print making, painting and design while studying and discussing artists and art movements. Together, the courses, Intro to Art Studio 2-D and 3-D, provide a sampling of the full range of art offerings and are meant to help students when making decisions about future art courses.

### **Introduction to Art Studio 3-D**

Length/credit: 1 semester - 0.5 credit

Grade(s): 9, 10, 11, 12

Course Number: 06070400

This is an introductory course in art that will provide students with a basic understanding of three-dimensional art. Students will develop basic skills and techniques within sculpture, fibers, ceramics, and metals while studying and discussing artists and art movements. Together, the courses, Intro to Art Studio 2-D and 3-D, provide a sampling of the full range of art offerings and are meant to help students when making decisions about future art courses.

### **Computer Animation**

Length/credit: 1 semester - 0.5 credit

Grade(s): 9, 10, 11, 12

Course Number: 09020700

Interested in learning to create cutting-edge animation for a website or other multi-media project? Using industry standard software, this course will give students an introduction to Design, Time & Motion, Animation Techniques, and Interactive Interfaces. Students will examine classic animation techniques through the lens of modern technology. The course will begin with an introduction to Photoshop design. Students will be involved in every process from traditional drawing, character development, storyboarding, digital animation, and publication to the web and other digital formats. Students will learn to use a combination of logical reasoning, critical thinking, problem solving, and artistic creativity.

### **Art History**

Length/credit: 1 semester - 0.5 credit

Grade(s): 9, 10, 11, 12

Course Number: 06040100

Scandal! Upheaval! Revolution! Great Loves! Great Deceptions! The history of our world is chronicled by the art and crafts of past cultures. They are the concrete evidence of the life and societies of the past. This course is designed to enlighten students about the arts of past and present cultures and how these cultures impact us today. Students will study images, artists, materials, aesthetics and criticism. They will take field trips, view films and do research. While this is mostly an academic course, there will also be hands-on activities.

## Art and Modern Culture

Length/credit: 1 semester - 0.5 credit  
Grade(s): 10, 11, 12  
Course Number: 06050100

This is a one semester elective dealing with our cultural identity as Americans. TV, movies, fashion, video games, magazines, billboards, web pages, catalogs are all part of the visual culture around us. Who assigns value to them? Where does quality come from? In this class, students will explore and investigate the things that are cultural identifiers using visual images. They will also have the opportunity to produce graphic artwork. No art background is necessary for this course.

## Metal Arts 1

Length/credit: 1 semester - 0.5 credit  
Grade(s): 9, 10, 11, 12  
Course Number: 06020100

Basic metalworking and jewelry-making techniques are covered in this introductory course. Working with a variety of metals including copper, silver and brass, students learn how to craft small metal objects and wearable art. Possibilities range from containers and mobiles to bracelets, neckpieces, earrings, rings and anklets. Techniques introduced are sawing, soldering, riveting, stone setting and inlay. This course emphasizes design and also focuses on adornment from different cultures.

## Metal Arts 2

Length/credit: 1 semester - 0.5 credit  
Grade(s): 9, 10, 11, 12  
Prerequisite: It is recommended that interested students have a grade of "B" or higher in Metal Arts 1  
Course Number: 06020502

This course is a continuation of skill building from Metal Arts 1. In this course, students improve their basic metalworking and jewelry-making techniques by working with a variety of metals including copper, silver, and brass to craft small metal objects and wearable art. Possibilities range from containers and mobiles to bracelets, neckpieces, earrings, rings, and anklets. Techniques include sawing, soldering, riveting, stone setting and inlay. This course emphasizes design and also focuses on adornment from different cultures.

## Advanced Metal Arts 3 H

Length/credit:  1 year - 1.0 credit  
Grade(s): 10, 11, 12  
Prerequisite: It is recommended that interested students have a grade of "B" or higher in Metal Arts 2 and the recommendation of the instructor  
Course Number: 06020703

This course teaches advanced Metal Arts skills. Chasing, embossing, forging, appliqué, marriage of metals, chain mail, casting, and the construction of hollow forms are introduced. Projects are assigned that involve more complicated soldering techniques and more advanced design approaches. In addition to metal, the exploration of alternative materials is encouraged, i.e., wood, plastic, glass. At this level students will work more conceptually.

### **Advanced Metal Arts 4 H**

Length/credit: 1 year - 1.0 credit  
Grade(s): 11, 12  
Prerequisite: It is recommended that interested students have a grade of “B” or higher in Advanced Metal Arts 3 and the recommendation of the instructor.



Course Number: 06020903

At this level, students will continue to develop and advance their skills within their chosen Metals concentrations while developing a portfolio of Metal Arts work. Students will be expected to produce work of high quality and quantity. Additionally, homework and research will be expected.

### **Advanced Metal Arts 5 H**

Length/credit: 1 year - 1.0 credit  
Grade: 12  
Prerequisite: It is recommended that interested students have a grade of “B” or higher in Advanced Metal Arts 4 and the recommendation of the instructor.



Course Number: 06021103

At this level students will continue to develop and advance their skills within their chosen metals concentrations while developing a portfolio of advanced metal arts work. Students will be expected to produce work of high-level quality and quantity. Additionally, homework and research will be expected.

### **Ceramics 1**

Length/credit: 1 semester - 0.5 credit  
Grade(s): 9, 10, 11, 12  
Course Number: 06030100

Ceramics is a course in which students work with clay to create functional and sculptural pieces. Hand-building techniques including pinch, coil, and slab are taught as well as basic techniques for using the potter’s wheel and for making ceramic sculpture. Students will design, decorate, glaze and fire their work for permanency.

### **Ceramics 2**

Length/credit: 1 semester - 0.5 credit  
Grade(s): 9, 10, 11, 12  
Prerequisite: It is recommended that interested students have a grade of “B” or higher in Ceramics 1

Course Number: 06030200

In Ceramics 2, students will have the opportunity to improve their skills of using the potter’s wheel and create more advanced hand-built projects. Students will also gain a greater understanding of aesthetic qualities in ceramics and an appreciation of contemporary and historical ceramics.

### **Advanced Ceramics 3 H**

Length/credit:



1 year - 1.0 credit

Grade(s):

10, 11, 12

Prerequisite:

It is recommended that interested students have a grade of “B” or higher in Ceramics 2 and the recommendation of the instructor.

Course Number:

06030503

In Advanced Ceramics 3 H, students will design and create complicated clay works. Students will have the opportunity to concentrate on potter’s wheel techniques, advanced conceptual hand building assignments, or explore both. In addition, students will gain a greater understanding of aesthetic qualities in ceramics, an appreciation of contemporary and historical ceramics and kiln loading and firing procedures.

### **Advanced Ceramics 4 H**

Length/credit:



1 year - 1.0 credit

Grade(s):

11, 12

Prerequisite:

It is recommended that interested students have a grade of “B” or higher in Advanced Ceramics 3 and the recommendation of the instructor.

Course Number:

06030703

Students will continue to develop and advance their ceramic skills within their chosen concentrations while developing a portfolio of ceramic work.

### **Advanced Ceramics 5 H**

Length/credit:



1 year - 1.0 credit

Grade:

12

Prerequisite:

It is recommended that interested students have a grade of “B” or higher in Advanced Ceramics 4 and the recommendation of the instructor.

Course Number:

06030903

Students will continue to develop and advance their ceramic skills within their chosen concentrations while developing a portfolio of advanced ceramic work.

### **Film-Photography 1**

Length/credit: 1 semester - 0.5 credit  
Grade(s): 9, 10, 11, 12  
Course Number: 06060100

Become the next Steven Spielberg or Alfred Hitchcock. Make movies using digital video cameras and edit them in our digital darkroom. Take photos using a digital SLR camera and manipulate them using Adobe Photoshop. Watch great movies and view acclaimed photographs from great directors and artists. This course concentrates on film and photography as both a creative and technical means of communication. Ownership of a camera is not necessary.

### **Film-Photography 2 or Film-Photography 2 H**

Length/credit: 1 semester - 0.5 credit  
Grade(s): 9, 10, 11, 12  
Prerequisite: It is recommended that interested students have a grade of "B" or higher in Film-Photography 1 and the recommendation of the instructor.  
Course Number: 06060200

Course Number: 06060203



Students will continue to develop and advance their filmmaking and photography skills. Photoshop and other Adobe software are further explored as integral parts of furthering student work and portfolio development. Students will be expected to produce work of a higher-level quality and quantity at the Honors level.

### **Advanced Film/Photography 3 H**

Length/credit: 1 year - 1.0 credit  
Grade(s): 10, 11, 12  
Prerequisite: It is recommended that interested students have a grade of "B" or higher in Film-Photography 2 and the recommendation of the instructor.  
Course Number: 06060303



Through photographic/film and writing assignments, students will expand their understanding of the technical and aesthetic investigations of film or photography through an advanced curriculum that includes: photographic/film production; visual presentations; digital literacy; writing assignments; discussions and critiques. Photoshop and other Adobe software are explored as integral parts of furthering students' work and portfolio development. By the end of the course, students will have developed a portfolio of photographs or films and an artist's statement.

### **Advanced Film/Photography 4 H**

Length/credit: 1 year - 1.0 credit  
Grade(s): 10, 11, 12  
Prerequisite: It is recommended that interested students have a grade of “B” or higher in Film-Photography 3 and the recommendation of the instructor.  
Course Number: 06060403



Through photographic/film and writing assignments, students will discover the varied ways in which the photographer/filmmaker can approach and interpret their own ideas, messages and stories through photographic/film imagery. Students entering the Advanced Program should have a strong technical and conceptual foundation and will define a body of work on which they plan to focus. Students will be comfortable while working in digital software programs including the Adobe Suite. Students develop and refine their work through a sequence of unique critique-centric and technical seminars while benefitting from the mentorship of a faculty advisor; studio workshops focused on digital literacy will aid students in more advanced editing and digital manipulation. The Advanced Program emphasizes the role of critique in the creative process; students are actively pushed to challenge and expand their established relationship with photography.

### **Advanced Film/Photography 5 H**

Length/credit: 1 year - 1.0 credit  
Grade(s): 10, 11, 12  
Prerequisite: It is recommended that interested students have a grade of “B” or higher in Film-Photography 4 and the recommendation of the instructor.  
Course Number: 06060503



Through photographic/film and writing assignments, students will discover the varied ways in which the photographer/filmmaker can approach and interpret their own ideas, messages and stories through photographic/film imagery. Students entering the Advanced Program should have a strong technical and conceptual foundation and will define a body of work on which they plan to focus. Students develop and refine their work through a sequence of unique critique-centric and technical seminars while benefitting from the mentorship of a faculty advisor; studio workshops focused on digital literacy will aid students in more advanced editing and digital manipulation. The Advanced Program emphasizes the role of critique in the creative process; students are actively pushed to challenge and expand their established relationship with photography with the simultaneous support of the community. The program culminates in a student exhibition.

### **Art 1 Studio**

Length/credit: 1 semester - 0.5 credit  
Grade(s): 10, 11, 12  
Course Number: 06010200

Come express yourself! Draw, paint, learn color theory, sculpt and discover 2-D and 3-D design. Develop the right side of your brain, through studying artists, both present and past, engaging in fun exercises, and gaining the confidence to create art. The purchase of a sketchbook is required for this course.

### **Art 2 Studio**

Length/credit: 1 year - 1.0 credit  
Grade(s): 11, 12  
Prerequisite: It is recommended that interested students have a grade of “B” or higher in Art Studio 1.  
Course Number: 06010400

Art 2 Studio is intended for students who wish to further develop and expand their creative talents. Students enjoy the opportunity to pursue areas of interest. All media are available for your creative expression.

### **Art 3 Studio**

Length/credit: 1 year - 1.0 credit  
Grade: 12  
Prerequisite: It is recommended that interested students have a grade of “B” or higher in Art Studio 2.  
Course Number: 06010600

As a culmination to the work begun in Art 1 Studio and Art 2 Studio, this course will present you with the opportunity to explore your areas of artistic interest. Be a “real” artist-developing your own ideas independently. Experiment in various media or specialize in the medium of your choice.

### **9th Grade Art H**

Length/credit:  1 year – 1.0 credit  
Grade: 9  
Course Number: 06010903

This year-long, rigorous Honors course introduces ninth-graders to a variety of materials used in both two-dimensional and three-dimensional pieced. Over the course of the year, students will draw, paint, sculpt, and utilize digital technologies to begin developing their portfolios. Successful completion of this course will prepare students for additional years of Art Honors course work.

### **Art 1 H**

Length/credit:  1 year - 1.0 credit  
Grade(s): 10, 11, 12  
Prerequisite: It is recommended that interested students have a grade of “B” or higher in a prior art class and the recommendation of the instructor  
Course Number: 06010303

Interested in developing a great art portfolio? Learn to draw realistically and design like a pro. Work in class and at home in a variety of media. All students will keep a personal sketchbook/research journal.

## Art 2 H

Length/credit:



1 year - 1.0 credit

Grade(s):

11, 12

Prerequisite:

It is recommended that interested students have a grade of “B” or higher in Art 1 Honors and the recommendation of the instructor

Course Number:

06010503

In this course, students continue the studies begun in Art 1 Honors. Color theory and composition continue to be stressed through a variety of media including painting, printmaking, pastels, sculpture and digital media. Personal expression and conceptual thought are introduced.

## Art 3 H

Length/credit:



1 year - 1.0 credit

Grade:

12

Prerequisite:

It is recommended that interested students have a grade of “B” or higher in Art 2 Honors and the recommendation of the instructor

Course Number:

06010713

What does it mean to be an artist? This is a course that focuses on conceptual thinking and technical mastery. The course begins by focusing on oil painting and portfolio completion. The course also encompasses printmaking, bookbinding, sculpture and digital media. In the second semester, students will make a proposal that outlines their independent course of art production.

## AP Studio Art

Length/credit:



1 year - 1.0 credit

Grade(s):

11, 12

Prerequisites:

It is recommended that interested students have successful completion of any LMSD art course and recommendation of the Department Chair

Course Number:

06010804

The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios—2-D Design, 3-D Design, and Drawing—corresponding to the most common college foundation courses. AP Studio Art sets a national standard for performance in the visual arts that contributes to the significant role the arts play in academic environments. Each year the thousands of portfolios that are submitted in AP Studio Art are reviewed by college, university, and secondary school art instructors using rigorous standards. This program provides the only national standard for performance in the visual arts that allows students to earn college credit.

## International Baccalaureate Visual Arts Classes

### **International Baccalaureate Visual Arts Class Sequence:**

IB Visual Arts SL-or- IB Visual Arts HL Part 1 (Year 1)

IB Visual Art HL Part 2 (Year 2)

\*It is not necessary to be a member of the IB Program to take the IB art classes.

#### **IB Visual Arts-SL** (offered at Harriton High School only)

Length/Credit:  1 year - 1.0 credit  
Grade(s): 11, 12  
Course Number: 06080105

This single-year course consists of 70% studio work and 30% homework in a research workbook. This course is designed to meet the needs of students in the program who, as part of their studies, wish to further their understanding of the arts and how they impact on their lives and their futures. IB Visual Arts is also for more advanced students who wish to continue developing a portfolio with the intention of attending art school or another institution of higher learning with an art major. This course will provide all students with the opportunity to develop aesthetic, imaginative, and creative facilities; will enable students to discover and enjoy means of creative visual expression; will encourage the pursuit of quality; and will provide an atmosphere conducive to individual experimentation. The students will develop a portfolio of studio work as well as personal research workbooks and personal responses for assessment by an outside examiner. This course may also be taken by non-IB students. All students enrolled in this class are required to complete all International Baccalaureate assessments.

#### **IB Visual Arts-HL (Part 1)** (offered at Harriton High School only)

Length/credit:  1 year - 1.0 credit  
Grade(s): 11, 12  
Course Number: 06080205

This course is the first half of the two-year Higher Level IB Visual Arts course and consists of 70% studio work and 30% homework in a research workbook. This course is designed to meet the needs of students in the program who, as part of their studies, wish to further their understanding of the arts and how they impact on their lives and their futures. IB Visual Arts is also for more advanced students who wish to continue developing a portfolio with the intention of attending art school or another institution of higher learning with an art major. This course will provide all students with the opportunity to develop aesthetic, imaginative, and creative facilities; will enable students to discover and enjoy means of creative visual expression; will encourage the pursuit of quality; and will provide an atmosphere conducive to individual experimentation. The students will develop a portfolio of studio work as well as personal research workbooks and personal responses for assessment by an outside examiner. This course may also be taken by non-IB students. Please note that taking Part 1 does not guarantee that Part 2 will fit into your schedule. All students enrolled in this class are required to complete all International Baccalaureate assessments.

**IB Visual Arts-HL (Part 2)** (offered at Harriton High School only)

Length/credit:  1 year - 1.0 credit  
Grade: 12  
Prerequisite: IB Visual Arts-HL (Part 1)  
Course Number: 06080305

This course is the second half of the two-year Higher Level IB Visual Arts course and consists of 70% studio work and 30% homework in a research workbook. This course is designed to meet the needs of students in the program who, as part of their studies, wish to further their understanding of the arts and how they impact on their lives and their futures. IB Visual Arts is also for more advanced students who wish to continue developing a portfolio with the intention of attending art school or another institution of higher learning with an art major. This course will provide all students with the opportunity to develop aesthetic, imaginative, and creative facilities; will enable students to discover and enjoy means of creative visual expression; will encourage the pursuit of quality; and will provide an atmosphere conducive to individual experimentation. The students will develop a portfolio of studio work as well as personal research. All students enrolled in this class are required to complete all International Baccalaureate assessments.

## Business, Computer, and Information Technology

### **Foundations of Business**

Length/credit: 1 semester - 0.5 credit  
Grade(s): 9, 10, 11, 12  
Course Number: 09010100

Foundations of Business is a dynamic course designed to introduce fundamental aspects of business. Students will learn how to balance a checkbook, complete an employment application, write a cover letter and resume, and participate in an interview. By developing and using a simulation program, students will learn many of the functional areas of business such as technology, marketing, management, law, accounting, production, and finance. Students will gain a complete understanding and appreciation of how all of these aspects must work together for a business to be successful. Students will engage in all aspects of entrepreneurial thinking and will apply the basic skills of computation, communication, decision-making, and problem solving for success in college and ultimately the workplace.

### **Entrepreneurship**

Length/credit: 1 semester - 0.5 credit  
Grade(s): 9, 10, 11, 12  
Course Number: 09010200

Active learning strategies are utilized in this course to provide students practical experience in applying their knowledge in the context of real life business scenarios. This course allows students latitude to explore individual business interests. The focus of this course will be entrepreneurship, marketing, management, and finance, which will prepare students to write and implement their own business plan in Advanced Entrepreneurship. Students will apply the knowledge of advanced business principles in a research-based project of their interest.

### **Advanced Entrepreneurship**

Length/Credit: 1 semester – 0.5 credit  
Grade(s): 9, 10, 11, 12  
Prerequisite: Entrepreneurship  
Course Number: 09010600

The Advanced Entrepreneur class introduces students to the essential components of a practical business plan and challenges them to start an entrepreneur venture while still in high school. The creative and problem-solving skills taught in the Advanced Entrepreneurship course will enhance the knowledge gained in the other business courses. This course will serve to augment and support the LMSD Entrepreneurship Incubator by giving all students the knowledge and skills necessary to write and present a business plan. Students will have the opportunity to develop practical skill sets (i.e. marketing and advertising, communication, accounting, finance, and management) that will foster success in current and future ventures.

### **Sports and Entertainment Marketing**

Length/credit: 1 semester - 0.5 credit  
Grade(s): 9, 10, 11, 12  
Course Number: 09100400

Sports and Entertainment Marketing takes students on a step-by-step journey through the world of marketing. Students encounter and learn about the key functions of marketing and how those functions are applied to sports and entertainment. Students will develop a thorough understanding of the marketing concepts and theories that apply to sports and events. The course content will be based on business and marketing topics including communication skills, distribution, marketing-information management, pricing, product/service management, promotion, selling, operations, strategic management, and human resource management. This course will include a business simulation directly related to sports and entertainment marketing.

### **Video Production**

Length/credit: 1 semester - 0.5 credit  
Grade(s): 9, 10, 11, 12  
Course Number: 09020400

Students will develop skills, knowledge, and an appreciation of video production. Students will view films in class with an eye on proper shot composition and camera angles. Students will incorporate what they have learned in their own work and will complete hands-on video production and post-production editing. Students will be involved in activities such as planning and storyboarding, gathering information for productions, interviewing, writing scripts, video-taping, utilizing computer-generated imagery, designing layouts and shots, and producing the final product by given deadlines.

### **Advanced Video Production**

Length/credit: 1 semester - 0.5 credit  
Grade(s): 9, 10, 11, 12  
Prerequisite: Video Production  
Course Number: 09020500

Advanced Video Production provides students with the opportunity to build upon the skills & knowledge gained throughout the video production course. This course allows students to develop advanced skills using the latest video editing software. Some additional time outside of the classroom will be required to successfully complete projects. This class is excellent for those students considering a major in communications at a post-secondary school.

### **Television Broadcasting**

Length/credit: 1 year - 1.0 credit  
Grade(s): 10, 11, 12  
Prerequisite: Advanced Video Production or by permission  
Course Number: 09020600

Television Broadcasting is a year-long course building upon the skills acquired in previous video production classes. Students enrolled in this course will work collaboratively as members of production teams on numerous projects which will air on the Lower Merion School District's educational channel LMSDtv. These projects will focus on sports, student life, and entertainment. Students will rotate assignments as camera operators, directors, talent, writers, and video editors. This course will require substantial responsibility on the part of the student.

### **Multimedia Web Design**

Length/credit: 1 semester - 0.5 credit

Grade(s): 9, 10, 11, 12

Course Number: 09020200

Students will learn how to design, create, and manage spectacular web pages and web sites using web design software. Students will also work with HTML, image/graphic manipulation, animations, sound, and other multimedia applications. Students will be able to build effective and creative web pages while developing skills that are essential to achieve academic, business, and personal objectives.

### **Information Technology**

Length/credit: 1 semester - 0.5 credit

Grade(s): 9, 10, 11, 12

Course Number: 09020100

Do you want to develop skills that you will use during high school and beyond? This course is designed to assist students with the mastery of information technologies in the areas of global connections, social networking, multimedia presentations, and web page design. Communication skills and critical thinking are reinforced through the use of software applications and cooperative learning. The economic, ethical, and social issues related to technology use are also explored. This technology course integrates real-life lessons and projects which will enable students to become better prepared in high school, college, and beyond.

## Community Based Learning

Community Based Learning is a form of instruction that takes place in the “real world” and where a student learns by doing. This means that students can earn credit exploring careers and interests, working in a paid position, or doing community service. The student’s individual experience serves as the primary content for Educational Field Experience, Cooperative Work Program, and Community Service Learning. All of the Community Based Learning programs are excellent preparation and assistance for the senior project, as well as for future college and work opportunities. Students secure a service placement, internship, or a work position at a site with a supervisor. The program coordinator must approve any summer hours that the student might have an opportunity to complete, and that approval must be made in the spring prior to beginning the course.

### **Work Experience**

Length:                               1 year  
  1 credit (requires 120 hours of work)  
  0.5 credit (requires 60 hours of work)

Grade(s):                           10, 11, 12

Course Number:                 15110200

This course is designed for students who want to use their jobs as a learning experience for academic credit. Major topics include forming healthy work relationships, personal integrity, ethics in the workplace, networking, interviewing, understanding your work environment, and career exploration. Students must also attend scheduled seminar meetings. The work program helps with college and career direction as well as contacts for your senior project. No summer hours are offered.

### **Important Facts:**

- Work hours can be done during or after school time.
- Students must be actively on the job for most of each quarter in order to receive credit for that quarter.
- Course can be taken for multiple credits.

### **Legal Provisions**

Students in the Cooperative Work Program are required to comply with the regulations established by the Commonwealth of Pennsylvania regarding employment. The rules are shown on the Application for Work Permit (PDE-4565).

## **Educational Field Experience**

Length:	1 year 1 credit (requires 120 hours of EFE) 0.5 credit (requires 60 hours of EFE)
Grade(s):	10, 11, 12
Course Number:	12020110

This program offers an internship in the “real world” for academic credit. An internship (non-paid) is an opportunity to explore a career interest and have a unique and individualized high school experience. Non-paid internships are attractive to many professional settings, and they benefit the student by allowing the possibility of securing “hard to get” experiences. Completing an internship makes you more competitive in the college and job market. Students must also attend scheduled seminar meetings. This program often leads to contacts for your senior project.

### Important Facts:

- Students may complete up to half of the required hours for the coming school year during the summer.
- Placements must be pre-approved in the spring for summer hours to count.
- During the school year hours can be done during or after school and/on weekends.

## **Community Service Learning**

Length/credit:	1 semester - 0.5 credit (60 hours) 1 year - 1.0 credit (120 hours)
Grade(s):	10, 11, 12
Course Number:	12010100

How can one person make a difference in the world? How can a person learn more about the world outside of school? How can a student get involved in a service project? By signing up for the Community Service course, students will have the opportunity to answer these and many other important questions while participating in a service project of choice. Students are required to participate in online academic activities as part of this course and must also attend scheduled seminar meetings. Seminar dates will be posted on the student’s academic schedule. Students use reflection, individual conferencing, and group discussions to facilitate learning. The program coordinator must approve all sites. This course may be taken twice for a total of one credit. It is offered Pass/Fail only.

### Components of programs:

- 1) hours accumulated
- 2) seminar attendance
- 3) individual conferences
- 4) completion of assignments
- 5) evaluation of site supervisor
- 6) guest speaker opportunities

## **Educational Field Experience**

Length/credit: 1 semester - 0.5 credit (60 hours)  
1 year - 1.0 credit (120 hours)

Grade(s): 10, 11, 12

Course Number: 12020100

This program offers an internship in the “real world” for academic credit. An internship is an opportunity for a student to explore a career interest and have a unique and individualized high school experience. Doing an internship makes a student more competitive in the college and job market. Students are required to participate in online academic activities as part of this course and must also attend scheduled seminar meetings. Seminar dates will be posted on the student’s academic schedule. This program often leads to contacts for the senior project.

### **Important Facts:**

- Students may complete up to half of the required hours for the coming school year during the summer.
- Placements must be pre-approved in the spring for summer hours to count.
- During the school year hours can be done during or after school time and on weekends.
- Students must meet with the coordinator either in seminars or individually.
- Attendance at seminars or individually scheduled meetings is mandatory.
- Job shadowing days are offered for hours.

## **Senior Project**

Length/credit: 1 semester - 0.5 credit

Grade: 12

Course Number: 12040100

The Lower Merion School District Senior Project is to be completed by every graduate. The project will be a self-directed investigative exploration of a topic of interest to the individual student. Each senior will meet with a faculty advisor from January through April for the purpose of developing a research proposal, planning the experimental learning phase (ELP), and completing a reflective paper to be submitted the first week of May. The extended period of independent time is to be used by the student for intense focus on the ELP and preparation of a presentation. Seniors will earn 0.5 of credit for the senior project during the second semester of the senior year. Each senior will earn a grade (“P” or “F”) for each of the following: third quarter, fourth quarter, and the final presentation. The student must pass at least two of these grading periods to earn a “P” for the senior project.

## English

### **Required English**

English is required in each year of high school - English 1 in the freshman year, English 2 in the sophomore year, English 3 or AP Language and Composition in the junior year and Heroes and Monsters: Classic British Literature, Modern and Contemporary Literature, Reading and Writing Non-Fiction or AP Literature and Composition in the senior year. All courses include work in vocabulary, reading, grammar, writing, speaking, and listening. A minimum of 1 credit of English is required each year with a minimum of .5 credit of English each semester.

The English Department faculty recommends that you consider the differences between “Honors” and “College Preparatory” courses before you make your final selection. Courses labeled H (Honors) require that students be willing and able to independently and collaboratively challenge their reading and writing skills.

All year-long literature courses have a required summer reading component. The rationale is as follows:

- Reading should not be something that happens only during the school year. Reading should truly be a part of every student’s daily life.
- Reading improves cognitive and vocabulary skills.
- Summer provides a time for students to enjoy uninterrupted reading.
- Books selected for summer reading not only contribute to students’ literary repertoires but also provide opportunities for personal enrichment.

Students should be prepared to write about, be assessed on and discuss their summer reading book(s) when school resumes.

### **English 1**

Length/credit: 1 year - 1.0 credit

Grade: 9

Course Number: 01010202

This course is designed for students to develop and improve the skills of oral and written expression, critical thinking and inferencing necessary to succeed in an academic environment in high school. Emphasis is placed on helping students to develop organizational and study skills and to begin to discuss and write about literature on an abstract, figurative, and critical level. Language study includes vocabulary, sentence structure, and selected topics in grammar and usage. The composition program consists of descriptive, narrative, and persuasive writings and oral presentations. Emphasis is placed on the development of skills in exposition and the production of critical writings related to the literature presented.

### **English 1 H**

Length/credit:  1 year - 1.0 credit

Grade: 9

Course number: 01010303

This course is designed for students with a strong academic background who have exhibited exceptional performance in written and oral expression, critical thinking and inferencing skills. Because of the rigorous level of reading and writing assignments, students should have strong motivation, highly developed organizational and study skills, and the maturity to discuss literature on an abstract, figurative, and critical level. Language study includes vocabulary, sentence structure, and selected topics in grammar and usage. The composition program consists of descriptive, narrative, and persuasive writings and oral presentations, with an emphasis on improving skills in exposition and the production of critical writings related to the literature presented.

## English 2

Length/credit: 1 year - 1.0 credit  
Grade: 10  
Course Number: 01020202

Students will continue to enrich their language skills in vocabulary, sentence structure, and selected topics in grammar and usage. The composition program consists of descriptive, narrative, and persuasive writings and oral presentations, with emphasis on developing analytical and stylistic skills in exposition. Literature study includes selections from various genres and periods.

## English 2 H

Length/credit:  1 year - 1.0 credit  
Grade: 10  
Course Number: 01020303

This course is designed for students with a strong academic background who have exhibited exceptional performance in written and oral expression. Because of the rigorous level of reading and writing assignments, students should have strong motivation, highly developed organizational and study skills, and the maturity to discuss literature on an abstract, figurative, and critical level. Students should be prepared to engage in in-depth study, both independently and cooperatively. Language study includes vocabulary, sentence structure, and selected topics in grammar and usage. The composition program consists of descriptive, narrative, and persuasive writings and oral presentations, with the emphasis on analytical and stylistic skills in exposition and critical writing related to the literature from various periods.

## English 3

Length/credit: 1 year - 1.0 credit  
Grade: 11  
Course Number: 01030202

This course, which focuses on the study of American literature and non-fiction texts, engages students in becoming skilled readers of prose written for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

## English 3 H

Length/credit:  1 year - 1.0 credit  
Grade: 11  
Prerequisite: It is recommended that interested students have grades of "A" or "B" in English 2 H or an "A" in English 2  
Course Number: 01030303

This course is designed for students with a strong academic background who have exhibited exceptional performance in written and oral expression, critical thinking and inference skills. Because of the rigorous level of reading and writing, students should have strong motivation, highly developed organizational and study skills, and the maturity to discuss literature on an abstract, figurative, and critical level. The eleventh grade texts consist of 19th and 20th century American literature and non-fiction. The curriculum emphasizes close, analytical reading to determine how the writers achieve the intended effect. Vocabulary is drawn from course literature and college preparation lists. Writing requirements include expository, critical, and argumentative assignments in addition to a research component. Grammar studies are integrated into writing lessons. The course also includes expectations of oral presentations and class discussion.

## AP English Language and Composition

Length/credit:

1 year - 1.0 credit

Grade:

11

Prerequisite:



It is recommended that interested students have grades of “A” or “B” in all previous ninth and tenth grade English Honors courses and recommendation of tenth grade teacher.

Course Number:

01030404

Advanced Placement Language and Composition uses close analysis of language, rhetorical strategy, and literary method to elevate reading and writing to a level expected in many first-year college courses. The curriculum examines prose from diverse periods and contexts, helps students grow in their understanding of the interplay between audience, purpose and the resources of language and argument. The reading focuses mostly on non-fiction prose but does include analysis of literary and visual texts. Students will write for diverse purposes, with increased attention to the role of research and synthesis in composing arguments. Practice timed in-class writing is a prominent, but not a controlling, aspect of the class. Students must be highly motivated and self-directed learners. They also need to be active readers and critical thinkers, who are able to navigate complexity and to infer meaning with independence. Finally, the course assumes that students have control of standard written grammar, usage, and stylistic norms; this foundation is necessary for the advanced study of language that can help students progress towards stylistic maturity in their prose.

## Heroes and Monsters: Classic British Literature or Heroes and Monsters: Classic British Literature H

Length/credit:

1 year - 1.0 credit

Grade:

12

Prerequisite for Honors:

It is recommended that interested students have grades of “A” or “B” in English 3 H or an “A” in English 3.

Course Number:

01049102

Course Number:

01049103



This course explores British Literature’s most profound, timeless, and engaging texts. Students will analyze and discuss how heroes experience both courage and weakness when tested by external and internal ‘monsters.’ Students will also examine cultural and historical influences on authors as well as trace the development of the English language over time. The journey begins in the 11th century and ends in contemporary times. The course will challenge students to read and write critically and to pursue their personal curiosity through inquiry.

## Modern and Contemporary Literature or Modern and Contemporary Literature H

Length/credit:

1 year - 1.0 credit

Grade:

12

Prerequisite for Honors:

It is recommended that interested students have grades of “A” or “B” in English 3 H or an “A” in English 3.

Course Number:

01040222

Course Number:

01040223



This course examines modern, worldwide literary cultures to gain insight into the role of literature as an expression of a society’s values or as a challenge to the status quo. In addition to the major works covered, the course includes units on poetry, the short story, and an independent reading. The teaching of writing will be incorporated into the content.

## Reading and Writing Non-Fiction or Reading and Writing Non-Fiction H

Length/credit: 1 year - 1.0 credit

Grade: 12

Prerequisite for Honors: It is recommended that interested students have grades of “A” or “B” in English 3 H or an “A” in English 3.

Course Number: 01040232

Course Number: 01040233



Students in this course read and carefully analyze a challenging range of nonfiction prose selections as well as digital and visual texts to deepen their awareness of rhetoric, argument, and linguistics. Specific genres studied include memoir, literary nonfiction, social commentary and extended argument, and audiovisual documentaries. Some of the core reading experiences allow for student choice. Through close reading and writing in diverse modes, including a research project, students develop their ability to understand texts with a greater awareness of audience, purpose and strategy, while strengthening their own composing abilities. Students learn to apply these strategies to visual and digital texts.

## AP English Literature and Composition

Length/credit: 1 year - 1.0 credit

Grade: 12

Prerequisite:  It is recommended that interested students have grades of “A” or “B” in all previous tenth and eleventh grade English Honors or a grade of A or B in previous AP courses and a recommendation from the sending teacher.

Course Number: 01040404

This course is taught at the college level and is designed to give students a critical and scholarly perspective in the analysis of challenging literature. Advanced Placement English examines concurrent themes in a selection of American, British, and European literature as determined by the AP canon. After careful reflection and discussion, students are challenged to present and defend original theses through the effective development of expository essays, style analysis papers, and oral presentations. AP practice sessions are also part of the curriculum. Advanced Placement English Literature and Composition engages students in the careful, deliberate reading and critical analysis of imaginative literature. Through the close reading of selected texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure. Students will examine style, structure, and themes as well as the use of figurative language and inferences leading to an interpretive conclusion about a work’s meaning and value. Writing is an integral part of the course as students will focus on the critical analysis of literature including expository, analytical, and argumentative essays. The goal of writing in AP is to increase a student’s ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do.

### Keystone Literature and Literacy Labs

This reading curriculum is based on an understanding that some district students need extra support to achieve PA Core Standards and LMSD's goals for learning. This curriculum includes services that support the development of students' literacy practices within and across academic contexts.

#### **Literacy Lab**

Length/credit: 1 year (1 or 2 times per cycle) 0.33 credit

Grade(s): 9, 10, 11, 12

Course Number: 01080100

This course is designed to support students in grades 9-12 who are having difficulty accessing the curriculum. Placement is based on performance data (PSSA, Keystone, DRP) and report card grades.

#### **Keystone Literature Lab**

Length/credit: 1 year (1 time per cycle) 0.33 credit

Grade: 10

Course Number: 14010100

This course is designed to support students who have scored Basic or Below Basic on the Keystone Literature Diagnostic Assessment (KLD), Degrees of Reading Power (DRP), and/or PSSA. Students engage in skill remediation and receive content-area literacy support as they prepare to take the Keystone Literature Exam.

#### **Keystone Literature Lab**

Length/credit: 1 year (1 time per cycle) 0.33 credit

Grade: 11

Course Number: 14010100

This course is designed to support students who have scored Basic or Below Basic on the Literature Keystone Exam. Students engage in skill remediation as they prepare to retake the test.

## English Electives

Students may select from the following elective English courses in addition to required English.

### **Creative Expression and Performance I – The Acting Studio or Creative Expression and Performance I – The Acting Studio H**

Length/credit: 1 semester - 0.5 credit

Grade(s): 9, 10, 11, 12

Course Number: 01060102

Course Number: 01060103



This course is designed to explore the craft of acting and develop performance skills. Course units will include improvisation and movement, voice and diction, character study, and audition techniques. It will also include the examination of various acting methods. Students will apply acting techniques to character portrayal through monologue and scene work. The course includes additional work in relaxation, concentration, imagination and communication as well as a cursory examination of acting for television and film. No prior acting experience is necessary. The course can be taken for college prep or honors credit. Assessments will be designed accordingly. Decisions regarding credit level must be made when signing up for the course and may not be changed.

### **Creative Expression and Performance II – The Production Experience or Creative Expression and Performance II – The Production Experience H**

Length/credit: 1 semester - 0.5 credit

Grade(s): 9, 10, 11, 12

Course Number: 01060202

Course Number: 01060203



This course explores theatre as a collaborative art form by familiarizing students with all of the elements involved in mounting a theatre production. Areas of study will include producing, directing, stage-management, costuming, makeup, set design, lighting, sound and playwriting. Students will rotate through these categories to gain practical experience in each. The course will culminate in a mini-production with students taking on leadership roles in all positions. No prior theatre experience necessary. The course can be taken for college prep or honors credit. Assessments will be designed accordingly. Decisions regarding credit level must be made when signing up for the course and may not be changed.

**Creative Writing or  
Creative Writing H**

Length/credit: 1 semester - 0.5 credit  
Grade(s): 10, 11, 12  
Prerequisite: It is recommended that interested students for H only have a grade of “A” or “B” in previous Honors English courses, an “A” in previous CP English Courses and current teacher recommendation.  
Course Number: 01050102

Course Number: 01050203



Creative writing explores various creative literary forms including the short story, poem, essay and one-act play, stressing the development of the student’s individual style. Students study various authors’ methods and examine such techniques as plot progression, theme development, and creation of mood and atmosphere. Students will explore the rich legacy left by writers before them as they develop or increase their awareness of image, voice, character, setting and story. Students will read extensively from other writers as they apply that awareness in writing in a variety of forms within the genre of essay, fiction, nonfiction, poetry and drama. Students will work closely in a workshop atmosphere, exchanging and critiquing the work of all group members.

**Course Goals:**

Student writers will develop a sense of community in which they are comfortable sharing their writing. They will learn and apply skills in the development of image, voice, character, setting, and storytelling. They will apply skills as they develop new awareness of variety of forms within the genres of essay, fiction, poetry and drama. They will learn to offer critical advice in ways useful to other writers. As this is a one-semester course, the goal is provide an overview of creative writing. This course can be taken for college prep or honors credit. Assessments will be designed accordingly. Decisions regarding credit level must be made when signing up for the course and may not be changed.

**Journalism or  
Journalism H**

Length/credit: 1 semester – 0.5 credit  
Grade(s): 10, 11, 12  
Course Number: 01050302

Course Number: 01050403



Students will learn writing styles and skills required in journalism. Classroom activities and assignments will focus on writing for news, sports, feature opinion/editorial and arts and entertainment pages. Along with learning the skills required to research and report news, students will also study the history of the media and journalistic ethics. Students will also learn about the commercial and economic dynamics of the news media. The course will examine the continual growth of the electronic media and how technology affects the content and delivery of information. This Course can be taken for college prep or honors credit. Assessments will be designed accordingly. Decisions regarding credit level must be made when signing up for the course and may not be changed.

### **SAT & ACT Prep: Critical Reading & Writing**

Length/credit: 1 semester – .25 credit (2 times per cycle)  
Grade(s): 10 (10 - 2nd semester only),  
11, 12 (12 - 1st semester only)  
Prerequisite: Students must have already taken the PSAT  
Course Number: 01090200

This semester course is designed to prepare students to be successful and/or improve their performance on the critical reading and writing sections of the SAT and the ACT. General approaches to successful test taking will be taught. Students will also learn specific strategies for successfully deconstructing, analyzing the component parts, and answering SAT and ACT questions. Ample opportunities for application of these skills and strategies to practice tests will be provided. It is recommended that the course be taken concurrently or consecutively with SAT and ACT Preparation: Mathematics. Students are graded on a pass/fail grading scale.

### **Sports and Society or Sports and Society H**

Length/credit: 1 semester - 0.5 credit  
Grade(s): 10, 11, 12  
Course Number: 01070702

Course Number: 01070703



Sport is connected with history, economics, science, and many other aspects of modern society. Writing about a variety of sports forms the basis of this course focused on student inquiry in which students will explore an aspect of sport in our society. Students will build their reading, writing, listening and speaking skills through researched papers and presentations.

### **Theatre Arts - Drama Survey and Appreciation or Theatre Arts - Drama Survey and Appreciation H**

Length/credit: 1 semester – 0.5 credit  
Grade(s): 9, 10, 11, 12  
Course Number: 01060302

Course Number: 01060303



This survey course provides an appreciation and understanding of theatre through the examination of Broadway plays and musicals. Students will explore various dramatic forms including dramas, comedies and musicals and consider their function and significance in society and culture. Students will also become familiar with theatre traditions, terminology, and techniques and learn to analyze a theatrical script for production. Students may have the opportunity through class trips to attend productions of the works they have read and analyzed. The course can be taken for college prep or honors credit. Assessments will be designed accordingly. Decisions regarding credit level must be made when signing up for the course and may not be changed.

**IB Theatre SL (Part 1)** (offered at Harriton High School only)  
Length/credit:  3 periods per cycle, 1 year – 1.0 credit  
Grade(s): 11, 12  
Course Number: 01061005

The IB Theatre course consists of a multifaceted curriculum that engages students in the processes of creating, researching, presenting and critically reflecting on theatre as participants and audience members. Through the study of theatre, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices and their processes. The course promotes international mindedness and enables students to discover and engage with different forms of theatre across time, place and culture. The theatre core syllabus for IB Theatre HL and IB Theatre SL will consist of three interrelated areas: Theatre in Context, which explores the various contexts of theatre and how they inform practice; Theatre Processes, in which students engage in the processes of transforming ideas into action; and Presenting Theatre, where students develop and apply theatre production, presentation and performance skills, working both independently and collaboratively. Assessment pieces include examining a play text, creating original theatre, and exploring performance practices from around the world. This course may also be taken by non-IB students. All students enrolled in this class are required to complete all International Baccalaureate assessments.

**IB Theatre HL (Part 1)** (offered at Harriton High School only)  
Length/credit:  3 periods per cycle, 1 year – 1.0 credit  
Grade(s): 11, 12  
Course Number: 01061105

This is the first year of the two-year IB Theatre HL course. The IB Theatre course consists of a multifaceted curriculum that engages students in the processes of creating, researching, presenting and critically reflecting on theatre as participants and audience members. Through the study of theatre, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices and their processes. The course promotes international mindedness and enables students to discover and engage with different forms of theatre across time, place, and culture. The theatre core syllabus at for IB Theatre HL and IB Theatre SL will consist of three interrelated areas: Theatre in Context, which explores the various contexts of theatre and how they inform practice; Theatre Processes, in which students engage in the processes of transforming ideas into action; and Presenting Theatre, where students develop and apply theatre production, presentation and performance skills, working both independently and collaboratively. Assessment pieces include examining a play text, creating original theatre, and exploring performance practices from around the world. This course may also be taken by non-IB students. All students enrolled in this class are required to complete all International Baccalaureate assessments.

<b>IB Theatre HL (Part 2)</b>	(offered at Harriton High School only)
Length/credit:	3 periods per cycle, 1 year – 1.0 credit
Grade(s):	11, 12
Prerequisite:	Theatre HL (Part 1)
Course Number:	01061205



This is the second year of the two-year IB Theatre HL course. The IB Theatre HL course consists of a multifaceted curriculum that engages students in the processes of creating, researching, presenting and critically reflecting on theatre as participants and audience members. Through the study of theatre, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices and their processes. The course promotes international mindedness and enables students to discover and engage with different forms of theatre across time, place, and culture. The theatre core syllabus for IB Theatre HL and IB Theatre SL will consist of three interrelated areas: Theatre in Context, which explores the various contexts of theatre and how they inform practice; Theatre Processes, in which students engage in the processes of transforming ideas into action; and Presenting Theatre, where students develop and apply theatre production, presentation and performance skills, working both independently and collaboratively. Assessment pieces include examining a play text, creating original theatre, and exploring performance practices from around the world. This course may also be taken by non-IB students. All students enrolled in this class are required to complete all International Baccalaureate assessments.

## ESL

The ESL program is offered to Non-Native English speaking students with Limited English Proficiency (LEP). The ESL curriculum is flexible and based on the needs of the learners in the program and focuses on developing reading, writing, speaking and listening skills. The course is designed to provide students with language experiences and familiarity with the structure of English, including phonology, morphology, syntax, semantics and pragmatics. Students exit the ESL program upon meeting the three Pennsylvania State Mandated Criteria.

### **English as a Second Language 1 (ESL 1)**

Length/credit: 1 year – 1.0 credit  
Grade(s): 9, 10, 11, 12  
Prerequisite: ESL assessment and staff recommendation  
Course Number: 13010100

ESL 1 is offered for up to two periods for secondary students with Limited English Proficiency. ESL 1 focuses on developing oral and written communicative skills while building general and academic vocabulary.

### **English as a Second Language 2 (ESL 2)**

Length/credit: 1 year – 1.0 credit  
Grade(s): 9, 10, 11, 12  
Prerequisite: ESL 1 and/or staff recommendation and an ESL assessment  
Course Number: 13010200

ESL 2 students understand and speak conversational English, but continue to require support to meet grade level expectations. The ESL 2 curriculum is also based on the needs of the learners with a focus on developing academic language and skills. Vocabulary, syntax, and grammar necessary for understanding content class materials are presented and practiced in context.

## Family Consumer Science

### **Personal Finance/ Consumer Education**

Length/credit: 1 semester – 0.5 credit  
Grade(s): 9, 10, 11, 12  
Course Number: 11010100

This course prepares students to analyze choices and develop tools to make wise decisions in future financial planning. Students will use a variety of on-line and print resources to develop knowledge and skills relative to managing individual resources, consumer rights and responsibilities, consumer advocacy and technology available for consumers. Careers, paychecks, budgets, housing, insurance, purchasing a car, investments and the stock market are explored in this course. Community resources will enhance students' understanding of content.

### **Child Development**

Length/credit: 1 semester – 0.5 credit  
Grade(s): 9, 10, 11, 12  
Course Number: 11030100

In this course students will experience a comprehensive study of children from birth to age 5. Emphasis is placed on the physical, social, emotional and cognitive development of children in a local day care. A major emphasis is placed on brain development, learning environments, health concerns and positive interaction with children. Students will visit an off-campus nursery school each week, develop projects for class and the day care center plus participate in class discussions.

### **Basic Foods and Nutrition**

Length/credit: 1 semester – 0.5 credit  
Grade(s): 9, 10, 11, 12  
Course Number: 11020100

This course will focus on the USDA nutrition guidelines. Students will develop skills in food preparation techniques and understand how to evaluate nutritional value and quality of foods. Standards for proper storage, sanitation, safety and food handling will be emphasized. Demonstrations, field trips, guest speakers and community service projects are incorporated into the course.

### **Advanced Foods and Nutrition**

Length/credit: 1 semester – 0.5 credit  
Grades: 9, 10, 11, 12  
Prerequisite: Basic Foods and Nutrition  
Course Number: 11020300

This course provides a study of nutrition and how it affects our wellness. Students examine personal eating habits. Various methods of food preparation will be taught throughout the semester. The culinary labs include: low fat, low sugar and high protein recipes. Kitchen experiments and the understanding of basic food chemistry will be explored. The class will consist of research, demonstrations, food preparation, projects and community service.

### **Foreign Foods and Restaurant Management**

Length/credit: 1 semester – 0.5 credit  
Grade(s): 9, 10, 11, 12  
Prerequisite: Basic Foods and Nutrition  
Course Number: 11020200

This course is primarily a study of regional and international cuisine. It includes brief studies in dietary habits, traditional foods and festive occasions in various countries. Specialty units of student interest are also explored through research or preparation. To stimulate independent living and work experience, students will plan and manage all responsibilities in an authentic setting by operating a restaurant.

### **Textiles and Clothing**

Length/credit: 1 semester - 0.5 credit  
Grade(s): 9, 10, 11, 12  
Course Number: 11040100

Students will develop an understanding of the characteristics of fibers and fabrics. Students will construct and alter textile products and apparel. Projects will be selected based on student's preferences and levels of proficiency.

### **Advanced Textiles and Clothing**

Length/credit: 1 semester - 0.5 credit  
Grade(s): 9, 10, 11, 12  
Course Number: 11040200  
Prerequisite: Textiles and Clothing

Students will further develop skills from the Textiles and Clothing course by creating custom designed projects. They will develop an understanding of the basic components of fashion merchandizing and retailing.

## Health and Physical Education

### **Health**

Length/credit: 1 year - 0.667 credit

Grade(s): 10, 11, 12

Course Number: 08050200

In this required course for all students in 10th grade, emphasis is placed on conceptual learning in the areas of personal health and wellness. The areas of study are: an introduction to health, personality development, human development, effects of narcotics/alcohol/tobacco, addictions, AIDS, sexually transmitted diseases, nutrition, human sexuality, mental and emotional health and values/decision making. Instruction is provided through reading assignments, class lectures, discussions, films, videos and guest speakers. The purpose of the course is to help students recognize the mental, social and physical health issues they face during life and to promote strong, positive attitudes toward self and others and good health decisions.

### **First-Aid and C.P.R.**

Length/credit: 1 semester - 0.5 credit

Grade(s): 9, 10, 11, 12

Course Number: 08060200

Open to any student who is interested in a complete first aid course, which includes cardio- pulmonary resuscitation. American Red Cross certification will be granted to those who complete the course successfully. A nominal fee may be collected from each student to offset the cost of materials.

### **Sports Medicine**

Length/credit: 1 semester - 0.5 credit

Grade(s): 10, 11, 12

Course Number: 08100102

Students will learn to assess injuries and apply injury management techniques to assist the healing of body tissues. Some of the class time will be spent in the athletic training room to explore different rehabilitation modalities and treatments.

## Physical Education Courses

### **Physical Education 9**

### **Physical Education 10**

### **Physical Education 11**

### **Physical Education 12**

Length/credit: 8 semesters (2 semesters per year-one per semester)

0.167 - 0.33 credit (must take for 4 years)

Grades: 9, 10, 11, 12

Course Numbers: 08010200, 08010210, 08010220

The purpose of physical education is to develop motor fitness, skill experiences, and knowledge that will assist in improving and prolonging students' physical health. Students have the opportunity to participate in strength training, conditioning exercises as well as numerous team and individual activities. The fundamental goals are to help students improve their physical condition, to develop life-long habits of participation in physical activity, and to learn principles of physical conditioning. All students are required to schedule Physical Education each year.

## Aquatics Courses at Lower Merion High School

### **Swimming Instruction**

(offered at Lower Merion High School only)

Length/credit: 1 semester – 0.125 credit

Grade(s): 9, 10, 11, 12

Course Number: 08070110

Open to any students who want to learn to swim or who desire to improve their present swimming ability.

### **Lifeguard Training**

(offered at Lower Merion High School only)

Length/credit: 1 semester – 0.125 credit

Grade(s): 9, 10, 11, 12

Course Number: 08080110

The student must be capable of swimming 500 yards continuously using the front crawl stroke, breaststroke and sidestroke for at least 100 yards each and then using a stroke of their choice for the remaining 200 yards. C.P.R. and first aid certification are included in the course. The American Red Cross Lifeguard Training Certification will be granted to those who successfully complete the course and are 15 years of age on or before the course completion date.

## Mathematics

### **Course Sequences in Mathematics**

While three credits of math at the high school level are required for graduation, students are recommended to enroll in math courses during all four years of high school as part of a well-rounded education in preparation for college and careers. A variety of math courses at the College Prep, Honors, AP and IB level are offered to students. In addition, a number of support courses are offered to provide students with intervention and/or remediation in mathematics.

Courses labeled H (Honors) require that students be able to operate in an environment where both high degrees of independence and thoughtful collaboration are necessary. A prior demonstration of advanced mathematical reasoning and insight through a variety of measures and a record of high levels of achievement are indicators that a student is sufficiently prepared for the rigors of Honors level work. Appropriate formal mathematical and scientific language are used extensively.

### **Calculator Philosophy**

The mathematics department is committed to using graphing calculators and other forms of technology to enhance and facilitate student learning. Calculator usage is incorporated into the curriculum when such usage is appropriate and supportive of mathematical concept and/or skill development. Graphing calculators are used to compare and contrast the symbolic, the numeric and the graphic nature of mathematical concepts and to solve more complex problems. Courses where calculators are used more frequently are clearly indicated in the course descriptions. Students enrolled in these courses will need a graphing calculator. The TI-84 is recommended.

### Algebra Courses

#### **Algebra 1**

Length/credit: 1 year - 1.0 credit  
Grade(s): 9, 10, 11, 12  
Course Number: 03010222

This course is a one year Algebra course. Topics studied include linear equations, graphing and solving linear systems and inequalities, probability, statistics and data analysis. Problem solving, communication and reasoning continue to be pervasive themes through all content areas. All topics are taught from a symbolic, graphic and numeric perspective. Technology is integrated as appropriate to the development of concepts and problem solving.

#### **Algebra 1 - Part 1**

Length/credit: 1 year - 1.0 credit  
Course Number: 03010232

This course covers topics typically presented in the first half of an Algebra I course. Topics of study will include algebraic equations, inequalities, an introduction to functions, linear functions, radicals, exponents, and an introduction to system of linear equations. These topics will be taught in conjunction with solving equations, inequalities, and mathematical modeling. Traditional and non-traditional methods and technologies will be employed to compare and contrast the algebraic, the numeric, and the graphing nature of most problems.

#### **Algebra 1 - Part 2**

Length/credit: 1 year - 1.0 credit  
Course Number: 03010242

This course covers topics typically presented in the second half of an Algebra 1 course. Topics of study will include probability and statistics, systems of equations, linear and quadratic equations, operations with polynomials, and rational and irrational expressions. These topics will be taught in conjunction with solving equations, inequalities and mathematical modeling. Traditional and non-traditional methods and technologies will be employed to compare and contrast the algebraic, the numeric and the graphing nature of most problems.

## Geometry Courses

### **Geometry**

Length/credit: 1 year - 1.0 credit  
Grade(s): 9, 10, 11, 12  
Prerequisite: Successful completion of Algebra 1  
Course Number: 03020202

This course emphasizes deductive reasoning. It will include the following topics: congruency, parallelism, similarity, circles, constructions, areas and volumes with emphasis placed upon problem solving, original proofs, reasoning, and probability. Other topics include coordinate geometry and trigonometry.

### **Geometry H**

Length/credit: 1 year – 1.0 credit  
Grade(s): 9, 10, 11, 12  
Prerequisite: It is recommended that students have a grade of “A” or “B” in Algebra 1  
Course Number: 03020303



This course employs the axiomatic development of geometry. Deductive proofs are emphasized. Topics include indirect reasoning, probability, congruency, parallelism, perpendicularity and similarity. In addition, students will study plane figures such as triangles, quadrilaterals and other polygons and circles, and solid shapes such as spheres, cylinders, pyramids, prisms and cones. The course continues with coordinate geometry, triangle trigonometry, area and volume. Although a graphing calculator is not required, one is recommended.

## Algebra 2 Courses

### **Selected Topics In Algebra 2**

Length/credit: 1 year – 1.0 credit  
Grade(s): 9, 10, 11, 12  
Prerequisite: Algebra 1 and Geometry  
Course Number: 03010301

This course will begin with a reinforcement of content from previous algebra courses. Topics include equations and linear inequalities, factoring, graphing with and without the graphing calculator, solutions of equations, exponents, radicals, rational and irrational numbers, and quadratic equations. **A graphing calculator is required.**

### **Algebra 2**

Length/credit: 1 year - 1.0 credit  
Grade(s): 9, 10, 11, 12  
Prerequisite: Algebra 1 and Geometry  
Course Number: 03010402

The course is designed to provide students with the skills and understanding necessary for the study of higher-level mathematics. It includes an extended study of the real number system, the complex number system, relations and functions, linear and quadratic systems, rational, irrational, quadratic, polynomial, exponential and logarithmic functions. This course also includes the study of conic sections, coordinate geometry and statistics and data analysis. Problem solving, investigation and mathematical modeling will be employed to reinforce these topics. **A graphing calculator is required.**

## Algebra 2 H

Length/credit:



1 year - 1.0 credit

Grade(s):

9, 10, 11, 12

Prerequisite:

It is recommended that students have a grade of “A” or “B” in Geometry H

Course Number:

03010503

The course that will include a study of the real number system, relations and functions, linear systems and inequalities, three dimensional coordinate systems, rational and algebraic functions, radical and irrational functions, quadratic functions, polynomial functions, quadratic relations and systems, exponential and logarithmic functions, and sequences and series and statistics and data analysis. The algebraic, graphic and numeric relations of the above topics are examined to enhance student comprehension. Connections are drawn to the real world wherever possible by extensive modeling problems. **A graphing calculator is required.** With some additional, independent work outside of the course, students can be prepared to take the Mathematics Level 1 SAT Subject Test in the spring.

Please Note: 9th graders who currently are completing Algebra 2 H may take IB Mathematics Part 1 in 10th grade if they anticipate application to the IB program.

## Math Support Courses

### Algebra Lab

Length/credit:

1 year (1 time per cycle) 0.33 elective credit

Grade(s):

9, 10, 11, 12

Pass/Fail

Course Number:

03010000

The purpose of the course is to provide once a cycle support to students in their study of Algebra as an intervention and preventative measure. It is a supplement to their regular Algebra class. Students are enrolled in Algebra Lab based on a variety of measures, including their most recent math PSSA results, benchmark assessment results, overall grades in recent math courses, and teacher input/recommendation.

### Geometry Lab

Length/credit:

1 year (1 time per cycle) 0.33 elective credit

Grade(s):

9, 10, 11, 12

Pass/Fail

Course Number:

03020000

The purpose of the course is to provide once a cycle support to students in their study of Geometry as an intervention and preventative measure. It is a supplement to their regular Geometry class. Students are placed in Geometry Lab based on their most recent Keystone Algebra Exam or math PSSA results, benchmark assessment results, overall grades in recent math courses, and teacher input/recommendation.

## Advanced Mathematics Courses

(Post Algebra 2)

### **Algebra 3-Trigonometry**

Length/credit: 1 year - 1.0 credit  
Grade(s): 11, 12  
Prerequisite: Successful completion of Algebra 2 or Selected Topics in Algebra 2  
Course Number: 03010602

This course is for students who need additional work with algebraic skills and who want to study the concepts of trigonometry. It cannot be taken after completing any course that includes trigonometry. The course will include the topics of linear and quadratic functions, polynomial functions, rational and irrational functions, and exponential and logarithmic functions. The treatment of trigonometry will include basic concepts, graphing of trigonometric functions, identities, triangle trigonometry including Law of Sines and Law of Cosines, and solving trigonometric functions. Concepts will be explored graphically, numerically, and symbolically. **A graphing calculator is required.**

### **Math Analysis and Trigonometry**

Length/credit: 1 year - 1.0 credit  
Grade(s): 10, 11, 12  
Prerequisite: Successful completion of Algebra 2 or Algebra 2 H  
Course Number: 03030102

This course will include extensive work with polynomial, rational, exponential, inverse, and logarithmic functions. Fundamental ideas of trigonometric functions (triangular and circular), trigonometric identities and formulas will be developed. The processes involved in interpreting and evaluating functions will be done algebraically, graphically and with technology. Connections are made between functions and their practical applications throughout the course. **A graphing calculator is required.**

### **Math Analysis and Trigonometry H**

Length/credit: 1 year - 1.0 credit  
Grade(s): 10, 11, 12  
Prerequisite:  It is recommended that students have a grade of "A" or "B" in Algebra 2 H  
Course Number: 03030203

This course will include extensive work in mathematical induction, trigonometry, circular, exponential, logarithmic and inverse functions, series, combinatorics, regression, limits and derivatives. Calculus concepts are developed theoretically and include applications. Modeling is used extensively throughout the course. The algebraic, numeric, and graphic nature of topics are compared and contrasted to enhance and broaden comprehension. Group collaboration outside of the class is an essential part of the course. Successful completion of this course prepares students for Advanced Placement Calculus (BC or AB). **A graphing calculator is required.** With some additional, independent work outside of the course, students can be prepared to take the Mathematics Level 2 SAT Subject Test in the spring.

## Financial Algebra

Length/credit:	1 year - 1.0 credit
Prerequisite:	Students must have successfully completed Algebra 2
Grade(s):	11, 12
Course Number:	03140102

In Financial Math, students will refine mathematical skills developed in previous courses in the context of financial topics. Mathematical skills will include linear and quadratic equations, systems of equations, exponential and logarithmic functions, piecewise functions, descriptive statistics, probability, regression, and correlation. These mathematical skills will be taught through such topics as stock market, modeling a business, banking services, retirement planning, preparing a budget, and consumer credit. **A graphing calculator is required.**

## Statistics

Length/credit:	1 year – 1.0 credit
Grade(s):	11, 12
Prerequisite:	Successful completion of Selected Topics in Algebra 2, Algebra 2 or 2 H
Course Number:	03050102

This is a first course in statistics with an emphasis on both descriptive and inferential statistics, counting techniques and probability. Experimental design along with correlation/regression techniques will also be studied. A graphing calculator is required. Please note that this course may be taken concurrently with other advanced math courses following the successful completion of Algebra 2. **A TI-84 graphing calculator is required for this course.**

## AP Statistics

Length/credit:	1 year - 1.0 credit
Grade(s):	10, 11, 12
Prerequisites:	It is recommended that students have a grade of “A” or “B” in Algebra 2 or Algebra 2 H
Course Number:	03050204



This course is designed to prepare the student for The College Board’s AP Statistics exam. Major themes include: exploratory data analysis, planning a study, probability, and statistical inference. Students should have an independent approach to learning with minimal need for guidance and assistance. A graphing calculator is required. Please note that this course may be taken concurrently with other advanced math courses, following the successful completion of Algebra 2 with the recommended grade. **A TI-84 graphing calculator is required for this course.**

## Calculus

Length/credit:	1 year – 1.0 credit
Grade(s):	10, 11, 12
Prerequisite:	Successful completion of Math Analysis and Trigonometry or Math Analysis and Trigonometry H
Course Number:	03060102

This course is designed as a college preparatory course in the calculus of one variable. It will begin with a review of functions and their graphs and continue with the study of limits, derivatives and their applications, Riemann sums, integration and applications of the definite integral. **A graphing calculator is required.**

## AP Calculus AB

Length/credit: 1 year – 1.0 credit  
Grade(s): 11, 12  
Prerequisite: It is recommended that students have a grade of “A” or “B” in Math Analysis and Trigonometry H  
Course Number: 03060204



This course is the equivalent of a first semester college calculus course and prepares students to take the AP Calculus AB exam. Students who enroll in this class should be prepared for high levels of independent work and group collaboration outside of class. This course includes theory of limits, derivatives, the Fundamental Theorem of Calculus, definite and indefinite integrals and their applications. **A graphing calculator is required.**

## AP Calculus BC

Length/credit: 1 year – 1.0 credit  
Grade(s): 11, 12  
Prerequisite: It is recommended that students have a grade of “A” only in Math Analysis and Trigonometry H  
Course Number: 03060304



This course is planned for students who wish to complete a rigorous calculus course equivalent to that of the most competitive university level courses. Students who enroll in AP Calculus BC should have mastery of skills developed in Math Analysis and Trig H; an independent approach to learning and a healthy appetite and intellectual curiosity for exploring rigorous college level math in high school. It cannot be taken after completing AP Calculus AB. Topics include theory and applications of differential and integral calculus, infinite series, and differential equations as related to science, history, the arts, and the natural world. **A graphing calculator is required.**

## Senior Seminar in Mathematics – Post AP Calculus BC H

Length/credit: 1 year – 1.0 credit  
Grade: 12  
Prerequisite: It is recommended that students have a grade of “A” or “B” in AP Calculus BC  
Course Number: 03080103

This course is designed for exceptionally capable students of mathematics who have completed the AP Calculus BC course. Some of the great theorems and ideas of mathematics will be studied. Additional topics will be selected from among the following: formal logic, math history, statistics theory, differential equations, linear algebra, complex numbers, as well as others. While some time will be spent in formal instruction, a significant portion of time will include student independent study and research. Students will explore topics and report their findings.

## Advanced Topics in Linear Algebra & Discrete Mathematics H

Length/credit: 1 year – 1.0 credit  
Grade: 11, 12  
Prerequisite: Students must have successfully completed Calculus or AP Calculus AB  
Course Number: 03130103



Topics will include: linear algebra, combinatorics, probability and expected value, logic and critical argument. Students will complete a mathematical exploration fusing current and past mathematical content resulting in an opportunity for independent research.

## Math Elective Courses

Students may select from the following math courses in addition to the required math courses.

### **Visual Programming H**

Length/credit: 1 semester - 0.5 credit  
Grade(s): 9, 10, 11, 12  
Course Number: 03070403



“Learning to code will be a huge booster for your future, no matter what your professional plans may be. Learning to code will also make you extremely cool!” - Max Levchin, CEO and Co-founder, Paypal.

Coding is the literacy of the 21st Century. Visual Programming is designed to be the first computer science course for students who are new to coding. This course can either be a one-time exploration of how to write computer code or a starting point for the Computer Science program. Students will write programs using visually based languages while being introduced to foundational programming concepts including declaring and using variables, input and output, control statements and repetition statements. Students will also develop abstract reasoning and problem solving skills.

### **Computer Science 1 H**

Length/credit: 1 semester – 0.5 credit  
Grade(s): 9, 10, 11, 12  
Prerequisite: Algebra 1  
Course Number: 03070103



Computer Science 1 is an introduction to the principles of computer science. Students will use the Java programming language to study foundational topics including declaring and using variables, input and output, type conversion, control statements and repetition statements. The course places a heavy emphasis on problem solving and abstract thinking as students develop skills that will provide direct benefits across curriculums.

### **Computer Science 2 H**

Length/credit: 1 semester - 0.5 credit  
(offered Spring Semester Only)  
Grade(s): 9, 10, 11, 12  
Prerequisite: Computer Science 1 H  
Course Number: 03070203



Students will build upon the understanding of the Java programming language that was developed in Computer Science 1 H and further explore the foundational concepts introduced in that course. Content includes user-defined methods, arrays, reading from and writing to files, designing classes and graphics. Emphasis will be placed on the student’s ability to run, debug and troubleshoot a program.

## AP Computer Science A

Length/credit: 1 year – 1.0 credit  
Grade(s): 10, 11, 12  
Prerequisite: It is recommended that students have a grade of “A” or “B” in Computer Science 2 and will have successfully completed Algebra 2  
Course Number: 03070304



AP Computer Science A prepares students to take the Advanced Placement examination in computer science. In the class, students learn object-oriented programming using Java. The topics include program design and definition, data types, algorithm development, modularization, methods, arrays, sorting and searching, classes, abstractions, and the AP Computer Science Case Study. Emphasis will be placed on problem solving, algorithm methodology, and the ability to debug and troubleshoot.

## SAT & ACT Prep: Mathematics

Length/credit: 1 semester – .25 credit (2 times per cycle)  
Grade: 10 (2nd semester only)  
11, 12 (12 - 1st semester only)  
Pass/Fail  
Prerequisite: Geometry and students must have already taken the PSAT  
Course Number: 03120100

This semester course will focus on test taking strategies and problem solving as they relate to the mathematics sections of the SAT and the ACT. Students will work to solve problem sets that focus on specific strategies and skills. Diagnostic data will be used to help students identify the areas on which they would benefit from additional focus. Students will complete timed sections to practice pacing and the recognition of learn to recognize common problem types. It is recommended that the course be taken concurrently or consecutively with SAT and ACT Preparation: Critical Reading and Writing. Students are graded with a pass/fail grading scale.

## Music

All students have the opportunity to continue to develop their music skills in an array of music courses designed for students at all levels of talent and ability. All Instrumental and Vocal music courses are major subjects for which students receive a full credit. By individual arrangement, music students at all levels may arrange individual and/or small group practice periods during their frees or study halls. Please see your music teacher and counselor to schedule individually.

### **Freshman Chorus H**

Length/credit: 1 year - 1.0 credit  
Grade: 9  
Prerequisite: It is recommended that interested students obtain the signature of the high school instructor.  
Course Number: 07010403

This course is designed for the music student who wishes to develop music skills and understand the study and performance of chorul music of all historical periods and genres. Through class rehearsal and performances, students will acquire technical proficiency in vocal technique; tonal and rhythm skills; elements of basic musicianship; and an understanding of how all of these relate to style. Students must attend all dress rehearsals and public performances of the group. Independent study is not possible for a group performance class.

### **Concert Choir H**

Length/credit: 1 year - 1.0 credit  
Grade(s): 10, 11, 12  
Prerequisite: It is recommended that interested students obtain the signature of the high school instructor.  
Course Number: 07010203

This is an advanced course designed for the student who wishes to further develop vocal and music skills and to deepen understanding through the study and performance of choral music of various historical periods and genres. Through class rehearsals and performances, students will acquire technical proficiency in vocal technique; tonal and rhythm skills; elements of basic musicianship; and understanding of how all of these relate to style. Students must attend all dress rehearsals and all public performances of the group. Concert choir students may audition for PMEA District 11. Independent Study is not possible for a group performance class.

### **Concert Band H**

Length/credit: 1 year - 1.0 credit  
Grade(s): 9, 10, 11, 12  
Prerequisite: It is recommended that interested students obtain the signature of the high school instructor  
Course Number: 07020203

This course is a performance course for students who play woodwind, brass and percussion instruments. Students will study and perform various genres of band repertoire by many different composers. Daily class rehearsals and culminating performances will allow students to continue the development of technique and ability on their respective instrument; tonal and rhythm skills; elements of basic musicianship; and an understanding of how all of these relate to style. Students are expected to attend all dress rehearsals and all public concert performances, including school functions and community events. The course is open to all students who want to pursue a collaborative high school band experience. Students are evaluated based on the PMEA (Pennsylvania Music Educators Association) District 11 Band/Orchestra audition material. Independent Study is not possible for a group performance class.

## **Symphony Orchestra H**

Length/credit:

1 year - 1.0 credit

Grade(s):

9, 10, 11, 12

Prerequisite:

It is recommended that interested students obtain the signature of the high school instructor. An audition is required.

Course Number:

07030203

In this class, students will study and perform orchestral repertoire of various historical periods and genres. Daily class rehearsals will allow students to continue the development of technique and ability on their respective instrument; tonal and rhythm skills; elements of basic musicianship; and an understanding of how all of these relate to style. This course is open to students who want to pursue a collaborative high school orchestra experience. Students are expected to attend all dress rehearsals and all public concert performances and perform for selected school functions and local community events. Students are evaluated based on the PMEA (Pennsylvania Music Educators Association) District 11 Band/Orchestra audition material. Independent Study is not possible for a group performance class.

## **Music and Modern Culture**

Length/credit:

1 semester - 0.5 credit

Grade(s):

9, 10, 11, 12

Course Number:

07040100

This is a one semester elective dealing with musical trends from Ragtime to Rap and their impact on the development of modern American culture. The course will study the main ideas that form the movements and the major musicians who have contributed to our current aesthetics. The course will also look at the influence musicians have had on other musicians. No musical training is necessary for this course.

## **Electronic Piano Lab**

Length/credit:

1 semester - 0.5 credit

Grade(s):

9, 10, 11, 12

Course Number:

07070200

While this course is designed for beginning students with limited or no musical background, intermediate pianists may also take this course to further their piano technique. Treble and bass clef note reading, chord realization and proper hand positions will be covered and individually monitored. Full-sized electronic keyboards (with headsets) and computer stations are provided for each student. This course is a perfect prerequisite to either Music Major or Music Technology and Production.

## **Music Technology and Production**

Length/credit:

1 semester - 0.5 credit

Grade(s):

9, 10, 11, 12

Course Number:

07070100

Using a new state of the art music lab, this course involves technologies for creating music on computers, including Musical Instrument Digital Interface (MIDI), sequencing, scoring, looping and sampling. This project-based class may include composing and/or arranging music, printing music and basic on-site digital recording. Full-sized electronic keyboards and computer stations are provided for each student. This course provides “real world” experiences in the modern music industry. It is recommended that students have a basic knowledge of the piano keyboard or take the Electronic Piano Lab prior to enrollment.

## Music Major H

Length/credit:		1 year - 1.0 credit
Grade(s):		10, 11, 12
Prerequisite:		It is recommended that interested students have the basic knowledge of elementary music principles through at least one year of high school instrumental or vocal training. Signature of the instructor is required.
Course Number:		07050113

This course is designed for the student who wishes to engage in an intensive study of the fundamentals of music. It is especially recommended for students who plan to pursue music, either vocationally or recreationally. The course includes theory, ear-training, sight-singing, composition, analysis, and historical perspective. Access to a keyboard instrument or willingness to schedule personal time on school pianos is required.

## AP Music Theory

Length/credit:		1 year - 1.0 credit
Grade(s):		11, 12
Prerequisite:		It is recommended that interested students obtain the signature of the instructor
Course Number:		07050204

This course offers the serious student an opportunity to study music in a course that is accepted by many colleges for credit. The course content follows the syllabus for the College Board Advanced Placement Program. Students will be expected to develop advanced skills in aural theory, sight singing, composition and analysis. These areas are developed through listening, performance, writing, as well as creative and analytical exercises.

## IB Music-SL (offered at Harriton High School only)

Length/credit:		1 year - 1.0 credit
Grade(s):		11, 12
Course Number:		07060105

The Standard Level IB Music Course is a one-year course designed for students with a strong interest in music. Students are taught to develop perceptive listening skills and an understanding of musical elements, forms and stylistic periods. Discussions of composers' lives, individual styles and representative works are formulated to stimulate curiosity and enthusiasm. The course is designed to increase students' love of music through listening, performing and creating. Course topics include music in western society, international music, basic musical literacy and music theory. Some background of literacy on one's personal instrument or voice is necessary for this course. A commitment to creating and performing music will result in producing live recordings or original compositions, and a musical investigation based on Standard Level IB requirements. All students should be able to demonstrate some basic musical proficiency. Students will sit for the IB SL exam at the conclusion of this class. This course is also available to non-IB students.

**IB Music-HL (Part 1)** (offered at Harriton High School only)

Length/credit: 1 year - 1.0 credit

Grade: 11

Course Number: 07060205

This course is the first year of the two-year Higher Level IB music course. Students are taught to develop perceptive listening skills and an understanding of musical elements, forms and stylistic periods. Discussions of composers' lives, individual styles and representative works are formulated to stimulate curiosity and enthusiasm. The course is designed to increase the students' love of music through listening, performing and creating.

Course topics include music in western society, international music, basic musical literacy, and music theory. A commitment to creating and performing music and some background of literacy on one's personal instrument or voice is necessary for this course. All students should be able to demonstrate some basic musical proficiency. This course is also available to non-IB students.

**IB Music-HL (Part 2)** (offered at Harriton High School only)

Length/Credit: 1 year - 1.0 credit

Grade: 12

Prerequisite: IB Music HL (Part 1)

Course Number: 07060305

This course is the continuation of IB Music-HL (Part 1), fostering a greater awareness and understanding of both the power and variety of musical experiences. The focus continues to promote deeper musical literacy through performance and academic studies in order to give students the tools to be life-long learners in the musical arts. A commitment to creating and performing music will result in producing live recordings, original compositions and a musical investigation based on Higher Level IB Standards. Students will take either the IB HL or SL exam at the conclusion of this class. This course is also available to non-IB students.

## Science, Technology, and Engineering

### **Courses in Science, Technology, and Engineering**

While three credits of science at the high school level are required for graduation, students are recommended to enroll in science, technology, and engineering courses during all four years of high school as part of a well-rounded education in preparation for college and careers. A variety of science, technology, and engineering courses at the college prep, honors, and AP level are offered to students. It is recommended that all students planning to attend college (including technical, 2 year, or 4 year programs) take biology, chemistry, and physics as a foundation; as well as any other science, technology, or engineering course of interest.

### Biology Courses (Including AP and Biology Electives)

#### **Biology**

Length/credit: 1 year - 1.0 credit

Grade: 9

Course Number: 04010202

The course stresses basic biological facts and principals, and strives to broaden the students' experience in biology. The topics covered are taxonomy, the chemistry of life, cell structure, photosynthesis, genetics, plants and animals. Attention is given to the building of a basic biological vocabulary. Discussion, lecture, films and observations of living and preserved specimens are used to clarify biological principles. Students enrolled in this course are required to take the Biology Keystone Exam at the end of the year.

#### **Biology H**

Length/credit: 1 year - 1.0 credit

Grade: 9

Prerequisite:  It is recommended that students have a grade of "A" or "B" in 8th grade Science

Course Number: 04010303

The course is designed to provide the students with opportunities for strategic and extended thinking with regard to the major biological principles, concepts, and ideas. Major topics are the chemistry of live processes, evolution of life, cell biology, genetics, taxonomy and ecology. A study is made of major groups under the protist, plant and animal kingdoms. Discussions, lectures, films, and laboratory work are used extensively throughout the course. Students enrolled in this course are required to take the Biology Keystone Exam at the end of the year. With some additional, independent work outside of the course, students can be prepared to take the Biology-M SAT Subject Test in the spring.

## AP Biology

Length/credit:

1 year - 1.0 credit

Grade(s):

11, 12

Prerequisite:



It is recommended that students have a grade of “A” or “B” in Biology and Chemistry

Course Number:

04010404

The Advanced Placement Biology course has been designed to prepare the student for both the AP Biology Examination as well as future courses in the biological sciences at the college level. Students are encouraged to take the AP exam. Over the course of the year, the students will be exposed to a wide variety of topics which include, but are not limited to, cell and molecular biology, classical and molecular genetics, evolution, anatomy and physiology, basic aspects of organic and biochemistry, and ecology. These topics will be studied through lecture, discussion, and laboratory activities, and the analysis of assigned readings. Please be advised that the depth and rate at which material is studied in this course requires the student to be highly motivated and willing to devote additional time out of the classroom in order to prepare for regular assessments such as weekly quizzes and multi-chapter examinations. The assessments are designed to challenge the student to apply his or her knowledge to tasks such as data interpretation and critical analysis.

## Human Anatomy and Physiology

Length/credit:

1 year - 1.0 credit

Grade(s):

10, 11, 12

Prerequisite:

Successful completion of Biology and Chemistry

Course Number:

04010802

Human Anatomy and Physiology is a full-year course that introduces students to the anatomy and function of the human body. Topics that will be covered include: Introduction to the Human Body, Basic Chemistry, Cells and Tissues, Skin and Body Membranes, The Skeleton, Nervous System, Senses, Blood and Cardiovascular System, Defense against Disease, Respiratory System, Digestion and Metabolism, Urinary and Reproductive Systems. The course will also discuss significant fields related to human health, such as disease and epidemics and bioethical issues. **NOTE: This course contains a strong lab component, which will include dissections of mammalian specimens.** Anatomy and Physiology course is targeted for students with a wide range of interests, abilities, and background who are interested in learning about the human body either out of curiosity or to pursue certain types of health-related careers.

## Human Anatomy and Physiology H

Length/credit:

1 year - 1.0 credit

Grade(s):

10, 11, 12

Prerequisite:



It is recommended that students have a grade of “A” or “B” in Biology and Chemistry

Course Number:

04010903

Human Anatomy and Physiology is a full-year course concerned with a detailed study of the anatomical structure and function of the human body from the cell level up to the interdependence and coordination of all body systems. Topics that will be covered will include: Levels of Organization, Support and Movement, Control and Regulation, Fluids and Transport, Exchange of Materials, and Continuity of Life. The course will also discuss significant fields related to human health, such as recent history of modern medicine, disease and epidemics, genetic disorders, recent developments in medicine/biosciences and bioethical issues. **NOTE: This course contains a strong lab component, which will include dissections of mammalian specimens.** The Honors level course is aimed at students currently taking Honors or AP sciences and who are interested in an intensive study of the human anatomy and its physiology, possibly to prepare for a pre-med college program or a career in the health sciences.

## Genetics H

Length/credit:	1 year - 1.0 credit
Grade(s):	10, 11, 12
Prerequisite:	It is recommended that students have a “A” or “B” in Biology and Chemistry
Course Number:	04011003



This elective course has been designed to provide the student with a more in-depth understanding of how the many classical discoveries of the past have served to define both our present understanding of genetics as well as the direction of future research in this discipline. The topics covered during this year-long course will include, but not be limited to, the molecular attributes of the cell, the classical aspects of inheritance, the Chromosomal Theory of Inheritance, the biochemical attributes of gene expression, the molecular basis of disease, gene therapies, the molecular aspects of bacterial and viral genetics, cloning and genetic engineering, and the theory of evolution. This course is being offered in the large group lecture format (two meetings per cycle) so as to replicate the learning environment being employed at some universities. The material presented in these lectures will be reinforced during separate recitation sections (one meeting per cycle). This course will also feature a laboratory component that will allow the students to explore genetics by utilizing some of the same techniques employed in the more classical areas of genetics (i.e. fruit fly crosses, blood group simulations, etc.) as well as those molecular techniques often associated with such fields as the forensic sciences (i.e. gel electrophoresis, DNA extraction, etc.). Computer simulations, lectures, assigned readings from popular texts (i.e., *The Beak of the Finch*), assigned readings from primary sources, and classroom discussions will all be employed in order to help reinforce classroom concepts.

## Chemistry Courses

(Including AP and Chemistry Electives)

### Chemistry

Length/credit:	1 year - 1.0 credit
Grade(s):	10, 11, 12
Course Number:	04020202

The course covers the core of topics and activities necessary to give students a solid foundation in understanding chemistry concepts. The topics include measurement, matter and energy, elements, compounds, nomenclature, chemical reactions and their balancing, chemical quantities and their composition, and the composition of the atom. The students will regularly engage in investigations that reflect the topic studied.

### Chemistry H

Length/credit:	1 year - 1.0 credit
Grade(s):	10, 11, 12
Prerequisite:	It is recommended that students have a grade of “A” or “B” in Biology and Algebra 1
Course Number:	04020303



This course is designed to engage students with a conceptually challenging presentation of chemistry topics that require a strong understanding of prerequisite math skills. Topics studied include states of matter, atomic structure, periodicity, chemical bonding, kinetics, equilibrium, acid-base theory, stoichiometry, electrochemistry and solutions. Each student will perform and write formal reports for laboratory activities each quarter which reflect the topic studied. Student involvement through “hands-on” experiences, teacher demonstrations, and classroom discussion will enable him/her to gain a thorough understanding of the concepts presented. With some additional, independent work outside of the course, students can be prepared to take the Chemistry SAT Subject Test in the spring.

## AP Chemistry

Length/credit: 1 year - 1.0 credit

Grade(s): 11, 12

Prerequisite: It is recommended that students have a grade of "A" or "B" in Chemistry H or Chemistry and Mathematics through Algebra 2 with a grade of "A" or "B"

Course Number: 04020504

The Advanced Placement Chemistry course has been designed to prepare the student for both the AP Chemistry Examination as well as future chemistry courses at the college level. The core of the program covers structures of the atom, periodicity, molecular structure, solution, acid-base, kinetics, equilibrium, solubility, thermodynamics, and redox. The lab stresses both quantitative and qualitative analysis and each student will perform and write formal reports for multiple laboratory activities each quarter.

## Organic Chemistry H

Length/credit: 1 year - 1.0 credit

Grade(s): 11, 12

**(Saturdays 8:00 a.m. to 12:00 p.m.)**

Prerequisite: It is recommended that students have a grade of "A" or "B" in Chemistry or Chemistry H

Course Number: 04020403

This is a lab-oriented course with emphasis placed on the role of the organic chemist in society. Technique is stressed in both laboratory situations and practical applications. Students are introduced to the course by performing routine purifications and separations. Later they perform experiments in which they gain experience with sequential synthesis. Students keep a log of their experiments and report their findings to the instructor for evaluation. Note: This course is scheduled on Saturday from 8:00 a.m.–12:00 p.m. Students schedule it as an extra course with the approval of the instructor.

## Physics Courses

### Physics

Length/credit: 1 year – 1.0 credit

Grade(s): 10, 11, 12

Prerequisite: Chemistry and Geometry

Course Number: 04030202

This course is designed to provide students with a broad-based knowledge of physical phenomena with an emphasis on application of principles learned in class through experimentation and real-life samples. It is intended mainly for students whose major interests lie in fields other than science or mathematics, but it will give an adequate foundation for those who wish to explore the possibility of future study in science. Topics studied will include most of those in the Physics H course but will be presented in a less mathematical manner. Electricity and magnetism will be presented only if time permits.

## Physics H

Length/credit:		1 year – 1.0 credit
Grade(s):		10, 11, 12
Prerequisite:		It is recommended that students have a grade of “A” or “B” in Chemistry and Geometry
Course Number:		04030303

Topics studied will include kinematics, Newton’s Laws, momentum, energy, gravitation, optics, waves, electricity and magnetism. Students will be encouraged to develop their ability to ask as well as answer questions, to develop techniques of critical thinking, and employ the use of microcomputers. Students will be expected to perform experiments and write formal lab reports. These reports are intended to develop the students’ written communication skills. With some additional, independent work outside of the course, students can be prepared to take the Physics SAT Subject Test in the spring.

## AP Physics 1

Length/credit:		1 year – 1.0 credit
Grade:		10, 11, 12
Prerequisite:		It is recommended that students have a grade of A or B in Algebra 2 and Chemistry
Course Number		04030404

AP Physics 1 is an algebra-based, introductory college-level physics course in which students explore principles of Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course is based on six Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world. Students establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. About twenty-five percent of instructional time will be devoted to hands-on laboratory work with an emphasis on inquiry-based investigations. Investigations will require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress.

## AP Physics C: Mechanics

Length/credit:		1 year – 1.0 credit
Grade(s):		11, 12
Prerequisite:		It is recommended that students have a grade of “A” or “B” in Chemistry H, Algebra 2 H; must be enrolled in a Math Analysis and Trigonometry or Calculus course
Course Number:		04030504

AP Physics Mechanics is a calculus based course for students who have a high interest in science along with a strong mathematical background. Topics will include kinematics, Newton’s Laws, momentum, energy, rotational kinematics and dynamics, and simple harmonic motion. Students will be expected to perform experiments and write formal lab reports. These reports are intended to develop the students’ written communication skills. This class is designed for students who wish to be prepared for further study of science or science related disciplines. Completion of the course prepares students for the Advanced Placement Physics C – Mechanics Examination.

## AP Physics C: Electromagnetism

Length/credit: 1 year – 1.0 credit

Grade(s): 12

Prerequisites: It is recommended that students have a grade of “A” or “B” in AP Physics 1, or AP Physics C: Mechanics and Calculus

Course Number: 04030604

AP Physics-Electromagnetism is a calculus based course designed to provide the students with an understanding of principles of electricity and magnetism and their interaction. It is generally considered to be a follow-up course to AP Physics Mechanics. Students will apply advanced techniques of calculus, including surface integrals and path integrals. Lab activities are also an important part of the course, including the writing of formal lab reports. There will be experiments which all students will perform, plus there may be independent labs which are individually selected and performed by students. This class is designed for students who wish to be prepared for further study of science or science related disciplines. Completion of the course prepares students for the Advanced Placement Physics C – Electromagnetism Examination.

## Environmental and Earth/Space Science Courses

**Astronomy** (offered 2017-2018)

Length/credit: 1 semester – 0.5 credit

Grade(s): 11, 12

Prerequisite: Completion of one year of math and two years of science

Course Number: 04040102

This course explores our understanding of the basic features in the observable universe. Topics include the development of modern astronomy, basic telescope design, the celestial sphere, human spaceflight, the solar system, properties of stars, and galaxy structure. Occasional short projects, sky simulation programs, current events in astronomy, and home-based observations are used throughout the course. When feasible, voluntary evening observations at school are conducted. Basic calculations using sky angles are necessary throughout the course.

**Astronomy H** (offered 2017-2018)

Length/credit: 1 semester – 0.5 credit

Grade(s): 11, 12

Prerequisite: Completion of two years of math and two years of science.

Course Number: 04040203

This course explores our understanding of the features in the observable universe. Topics include historical astronomers and the development of modern astronomical thought, modern telescopes design and operation, celestial coordinates, human spaceflight and technology, the solar system, electromagnetic radiation, star evolution, galaxy evolution, and cosmology. Several short projects, sky simulation programs, real-time data, current events in astronomy, and home-based observations are used throughout the course. When feasible, voluntary evening observations at school are conducted. Calculations in navigation, sky angles, planet motion, and star distances are used in various parts of the course.

**Geology** (offered 2017-2018)  
Length/credit: 1 semester – 0.5 credit  
Grade(s): 11, 12  
Prerequisite: Completion of one year of math and two years of science.  
Course Number: 04040302

This course studies the earth as a dynamic system in which numerous forces are at work both internally and on the surface of the planet. Topics include the basic composition and structure of the earth, geologic history, reading topographic maps, rock and mineral identification, destructive/constructive processes, and plate tectonics. Projects and presentations are used in parts of the course. Opportunities to pursue topics of individual interest are available. When possible, an all day field trip allows students to directly study the geology of our region. Basic knowledge of solid geometry is needed for parts of this course.

**Geology H** (offered 2017-2018)  
Length/credit: 1 semester – 0.5 credit  
Grade(s): 11, 12  
Prerequisite: Completion of two years of math and two years of science.  
Course Number: 04040403



This course studies the earth as a dynamic system in which numerous forces are at work both internally and on the surface of the planet. Topics include the composition and structure of the earth, geologic history, paleontology, topographic map interpretation and design, geologic map interpretation, rock and mineral identification, destructive/constructive processes, and plate tectonics. When possible, an all day field trip allows students to directly study the geology of our region. Knowledge of solid geometry, angular measurement, and unit conversion are needed for parts of the course.

**Meteorology**  
Length/credit: 1 semester – 0.5 credit  
Grade(s): 11, 12  
Prerequisite: Completion of one year of math and two years of science.  
Course Number: 04040702

This course is designed for those interested in learning more about the atmosphere in which we live. Topics studied include basic weather map analysis, atmospheric structure, heat transfer, the water cycle, cloud identification, severe weather, and global warming. Daily weather summaries or presentations, readings, working with basic online data, short projects, and various experiments are all part of the course. Working with numbers, interpreting graphs and maps, and basic arithmetic are necessary components of this course.

## Meteorology H

Length/credit:		1 semester – 0.5 credit
Grade(s):		11, 12
Prerequisite:		Completion of two years of math and two years of science.
Course Number:		04040803

This course is designed for those interested in gaining in-depth knowledge about the atmosphere in which we live. Topics studied include detailed weather map analysis, atmospheric structure, heat transfer and applied calculations, moisture measurements and calculations, cloud dynamics, jet-stream analysis, basic forecasting models, severe weather, and global warming. Daily weather summaries or presentations, readings, online data collection and analysis, short projects, and various experiments are all part of this course. Interpretation of data tables, charts, graphs, maps, and various applied calculations are necessary components of this course.

## Oceanography

Length/credit:		1 semester – 0.5 credit
Grade(s):		11, 12
Prerequisite:		Completion of one year of math and two years of science.
Course Number:		04040502

This course is designed for those interested in learning more about the physical, chemical, and biological components of the world's oceans. Topics studied include the history of ocean exploration and deep-diving technology, basic nautical chart interpretation, barrier island ecology, beach sand composition, basic water temperature patterns, large-scale water motion, ocean pollution, and marine life in various life zones. Online data sources, nautical charts, readings, short projects, a trip to the NJ Aquarium, and, when possible, a trip to the Wetlands Institute at the NJ shore are included in this course. Basic map and graph interpretation, basic knowledge of biology and chemistry, and working with numbers are necessary for parts of this course.

## Oceanography H

Length/credit:		1 semester – 0.5 credit
Grade(s):		11, 12
Prerequisite:		Completion of two years of math and two years of science.
Course Number:		04040603

This course is designed for those interested in a more detailed understanding about the physical, chemical, and biological components of the world's oceans. Topics studied include the history of ocean exploration and deep-diving technology, nautical chart interpretation, barrier island ecology, beach sand analysis and composition, temperature and salinity patterns, remote sensing technology, large-scale water motion analysis, ocean pollution, and marine life in various life zones. Online data sources, nautical charts, online maps, readings, short projects, a trip to the NJ Aquarium, and, when possible, a trip to the Wetlands Institute at the NJ shore are included in this course. Map and graph interpretation, knowledge of biology and chemistry, and working with numbers are necessary for parts of this course.

**Landscape Architecture/Horticulture** (offered at Harriton High School only)  
Length/credit: 1 year – 1.0 credit  
Grade(s): 10, 11, 12  
Prerequisite: Successful completion of Biology  
Course Number: 04041002

Landscape Architecture is the art of planning the appropriate use of land and designing the built environment based on an understanding of natural and cultural site characteristics, human need, and sound artistic and technical competence. Horticulture deals with the creation, production, distribution and use of fruit, vegetable, ornamental, greenhouse, turf and specialty crops. Students studying Landscape Architecture/Horticulture will concentrate on two major themes: (1) identification of trees, shrubs, evergreens, and groundcovers, propagation and culture of ornamental nursery stock, planting and establishment of aesthetically pleasing landscapes, management and care of urban landscape trees and shrubs, diagnosis and treatment of pests and diseases affecting landscape plants, and (2) site design, land use, and urban planning. Students will utilize the greenhouse for “hands on” lab activities as well as complete garden designs with detailed plant lists.

**Landscape Architecture/Horticulture H** (offered at Harriton High School only)  
Length/credit: 1 year – 1.0 credit  
Grade(s): 10, 11, 12  
Prerequisite: It is recommended that interested students have grades of “A” or “B” in Biology or Biology H  
Course Number: 04041103



In Landscape Architecture students plan the appropriate use of land and designing the built environment based on an understanding of natural and cultural site characteristics, human need, and sound aesthetic and technical competence. Horticulture deals with the creation, production, distribution and use of specialty crops. Students studying Landscape Architecture/Horticulture will concentrate on two major themes: (1) botany and soil science, and (2) site design, land use, and residential planning. The greenhouse will be the laboratory setting for students’ investigations and projects. Projects will be developed to align to the District’s emphasis on sustainability. Students will be required to do independent research while completing total property designs with plant lists and detailed bids/proposals.

### **AP Environmental Science**

Length/credit: 1 year – 1.0 credit  
Grade(s): 11, 12  
Prerequisite: It is recommended that students have a grade of “A” or “B” in Biology and Chemistry; and Mathematics through Algebra 2  
Course Number: 04040904



The goal of the Advanced Placement Program is to prepare students to successfully complete an AP exam. This course is designed to be the equivalent of a one-semester introductory college-level course in environmental science. It utilizes an interdisciplinary approach, combining elements of earth sciences, biology, and chemistry, to understand the interrelationships within the natural world. Students use scientific and quantitative methodologies to analyze and identify naturally occurring and man-made environmental problems, evaluate environmental and health risks, and explore solutions to minimize or prevent such risks. This rigorous course includes assigned readings, classroom lectures and discussions, a laboratory and field component, and outside research.

## Technology and Engineering

### **Foundations of Engineering & Design**

Length/credit: 1 semester – 0.5 credit  
Grade(s): 9, 10, 11, 12  
Course Number: 10010110

Foundations of Engineering & Design involves the application of knowledge, resources, materials, tools, and information in designing, producing, and using products, structures and systems. It incorporates students' skills in Science, Technology, Engineering, and Mathematics. Students will be given the opportunity to design, build, and evaluate a variety of projects such as mechanical powered vehicle, robotic system, and a Rube Goldberg device. They will also be given the opportunity to explore and use electronics, pneumatics, computer numeric control, computer aided drafting, and rapid prototyping. This course is highly encouraged for those students who enjoy hands-on problem solving and/or considering a degree in engineering, design, or related field.

### **Foundations of Engineering & Design H**

Length/credit: 1 semester – 0.5 credit  
Grade(s): 9, 10, 11, 12  
Course Number: 10010123



Foundations of Engineering & Design involves the application of knowledge, resources, materials, tools, and information in designing, producing, and using products, structures and systems. It incorporates students' skills in Science, Technology, Engineering, and Mathematics. Students will be given the opportunity to design, build, and evaluate a variety of projects such as mechanical powered vehicle, robotic system, computer aided drafting, and rapid prototyping. This course is highly encouraged for those students who enjoy hands-on problem solving and/or considering a degree in engineering, design, or related field. Students will research, design and construct a solution to an open-ended engineering problem and prepare design challenge proposals under the consultation of the instructor. Options include, but are not limited to the TSA (Technology Student Association) competitive events guide, state, national, university sponsored STEM challenges, and commercially available kits. Engineering solutions will be presented in the form of a digital portfolio along with an artifact. Research, development, and STEM analysis must be evident in the digital portfolio presentation, which will take place at the end of the semester. In addition, students will be given the opportunity to investigate university engineering programs as well as and engineering disciplines and functions.

### **Computer Aided Drafting & Design (CADD)**

Length/credit: 1 semester – 0.5 credit  
Grade(s): 9, 10, 11, 12  
Course Number: 10040100

CADD is an introductory course in the application of technical communications, drawing, and computer aided design as part of the design and problem solving process. Students will apply Science, Technology, Engineering, and Mathematics skills, to a variety of projects covering fields of study such as Architecture, Product Design, Computer Modeling and Prototyping. Created to give students a hand-on, introductory experience in design, CADD I allows students to use a variety of tools and processes to study how their products will work under real-world conditions. This course is highly encouraged for those students who enjoy hands-on problem solving and/or considering a degree in engineering, design, or related field.

## Computer Aided Drafting & Design (CADD) H

Length/credit:  1 semester – 0.5 credit  
Grade(s): 9, 10, 11, 12  
Course Number: 10040233

Students will be design and construct a solution to an open-ended engineering problem through the use of state-of-the-art three dimensional drafting software and rapid prototyping technology and prepare design challenge proposals under the consultation of the instructor. Options include, but are not limited to the TSA (Technology Student Association) competitive events guide, state, national, and industry sponsored design challenges. Engineering solutions will be presented in the form of a digital portfolio along with a rapid prototyped artifact. Research, development, and STEM analysis must be evident in the digital portfolio presentation, which will take place at the end of the semester. In addition, students will be given the opportunity to investigate university design and engineering programs as well as and design and engineering disciplines and functions.

## Architectural Design

Length/credit: 1 semester – 0.5 credit  
Grade(s): 9, 10, 11, 12  
Course Number: 10040210

The Architectural Design class is an introductory study of the theory, history, principles and practice of architecture. It includes the roles and responsibilities of design professions, architects, and engineers. Major topics include interior design, frame construction, vocabulary, landscape architecture, green construction and how they relate to each other. This course also introduces students to 2-D and 3-D communication and presentation techniques as used in architecture, and covers basic model building and the use of drawing as a problem abstraction and diagramming technique. Students learn to interpret construction drawings for residential, commercial and industrial structures. Major projects include 3-D drawings and scale model of a residential structure.

## Architectural Design H

Length/credit:  1 semester – 0.5 credit  
Grade(s): 9, 10, 11, 12  
Course Number: 10040223

Architectural Design is an introductory study of the theory, history, principles and practice of architecture. It includes exploration of the roles and responsibilities of design professions, architects, and engineers. Major topics are: interior design, frame construction, landscape architecture, green construction and how they relate to each other. Students are introduced to 2-D and 3-D communication and presentation techniques that are widely used in architecture. Application of basic model building and the use of drawing as a problem abstraction and diagramming technique are also included in instruction. Additionally, students learn to interpret construction drawings for residential, commercial and industrial structures. Major hands-on projects include the rendering of 3-D drawings and the construction of a scale-model residential structure. In addition to the standard instruction and assignments, students electing the Honors level option of Architectural Design will also be expected to learn and apply the use of advanced software techniques and model creation; as well as, complete an architecture research project or job-shadowing experience.

### **Innovation & Invention - Robotics**

Length/credit: 1 semester – 0.5 credit  
Grade(s): 9, 10, 11, 12  
Prerequisite: A completed Technology Engineering Course or Instructor Approval  
Course Number: 10030110

Innovation & Invention is a capstone course that utilizes the VEX Robotics Design System at its core. Students build, design, compete, and cooperate with robots to solve societal problems while learning and applying engineering and physics concepts, formulas, and practices. The course offers many of the exact same kinds of experiences to students that are offered in the highly publicized 2.007 Engineering course at MIT. Two major design challenges invite students to apply knowledge of speed, power, torque, DC motors, gear ratio and reduction, friction, traction, and drive train/manipulator design. This course is highly encouraged for those students who enjoy hands-on design challenges and problem solving and/or considering a degree in engineering, design, robotics, or a related dynamic field of study.

### **Innovation & Invention – Robotics H**

Length/credit:  1 semester – 0.5 credit  
Grade(s): 9, 10, 11, 12  
Prerequisite: A completed Technology & Engineering Course or Instructor Approval  
Course Number: 10030123

Invention & Innovation – Robotics is a capstone course that utilizes the VEX Robotics Design System at its primary instructional resource. Students design, build, compete, and cooperate with robots to solve societal problems while learning and applying engineering and physics concepts, formulas, and practices. Two major design challenges invite students to apply knowledge of speed, power, torque, DC motors, gear ratio and reduction, friction, traction, and drive train/manipulator design. This course is highly encouraged for those students who enjoy hands-on design challenges and problem solving and/or considering a degree in engineering, design, robotics, or a related STEM field of study. In addition to the standard instruction and assignments, students electing the Honors level option of Innovation & Invention-Robotics will learn and apply the use of sensor technology in design challenges, and complete a robotics research project or advanced robotics applications challenge.

## Social Studies

Social Studies Common Core State Standards, designed to prepare students for college and career demands of the 21st century, require students' continued development in the literacy skills of reading, writing, speaking, and listening. Social Studies courses thereby require students to:

- read and analyze complex primary and secondary source materials
- acquire increasingly sophisticated vocabulary
- research purposefully from a variety of sources
- write expository essays that successfully inform, analyze, explain, and argue
- make cogent, insightful presentations
- listen purposefully

\*Graduation requirements include four credits in Social Studies normally taken in the following sequence:

9th grade - Global Studies 1  
10th grade - Global Studies 2  
11th grade - United States History  
12th grade - United States Government

### **Global Studies 1 or Global Studies 1 H**

Length/credit: 1 year – 1.0 credit  
Grade: 9  
Prerequisite: It is strongly recommended that students who opt for the Honors level have earned a grade of “A” or “B” in 8th grade Social Studies.  
Course Number: 02010402  
Course Number: 02010413 

Understanding the complexities of our 21st century world through multiple lenses is the goal of this 2-year Global Studies Program. In Global Studies 1, students will delve into the world's history, cultures, human and physical geography, economic, and political structures from 1000-1750 through an inquiry and discovery process of learning. Honors level students will have increased rigor in their study and application of learning.

### **Global Studies 2 or Global Studies 2 H**

Length/credit: 1 year – 1.0 credit  
Grade: 10  
Prerequisite: It is strongly recommended that students who opt for the Honors level obtain a grade of “A” or “B” in Global Studies 1  
Course Number: 02020422  
Course Number: 02020423 

Global Studies 2 is the second half of a two-year study, begun in 9th grade. For 10th grade, Global Studies 2 continues an investigation into the complexities of our 21st century world through multiple lenses such as examining the world's history, cultures, human and physical geography, and economic and political structures. With an opening unit that recalls lessons from the 17th and early 18th century to help students recognize this continuity, Global Studies 2 concentrates on the past 300 years, from 1750 to the modern era. Like Global 1, this course uses an inquiry-based framework. Honors level students will have increased rigor in their study and application of learning.

**United States History or  
United States History H**

Length/credit: 1 year – 1.0 credit

Grade: 11

Prerequisite: It is recommended that students who opt for the Honors level obtain the grade of “A” in Global Studies 2

Course Number: 02030202

Course Number: 02030303



This course surveys the historical growth of the United States socially, economically, and politically from 1920’s to modern day. Through an interdisciplinary approach, the course traces movements and events which led to progressive reform, social and political conflict, cultural trends, the emergence of the United States as a world power and the resulting issues thereby created.

**AP United States History**

Length/credit: 1 year 1.0 credit

Grade: 11

Prerequisite:  Open to juniors only; it is recommended that interested students have grades of “A” or “B” in Global Studies 2 Honors

Course Number: 02030404

This course is taught at the college level and is designed to give students the opportunity to explore the scope of American history through the analysis of primary documents and the critical evaluation of various forms of historical evidence. The curriculum for this course is prescribed by The College Board and will cover the American experience from colonial times through the twentieth century. Social, political and economic trends as well as major movements, conflicts and events require considerable reading before and during the course and refined skills in research and writing will be expected and practiced. One of the goals of this course will be to prepare students to successfully complete the AP examination in United States History. Note: This satisfies the District’s US History class requirement.

**United States Government or  
United States Government H**

Length/credit: 1 year – 1.0 credit

Grade: 12

Prerequisites: Open only to seniors and pre-IB sophomores

Course Number: 02040222

Course Number: 02040323



Students will acquire an understanding of the institutions and processes of the three branches of government in the American political system including the Presidency, the Congress, the Judicial System, Interest Groups and Lobbying and Political Parties. This course also places an emphasis on Civics with an experiential civics component focusing on local, regional or state governmental issues. Politics and policy will be examined from an historical perspective, and students will apply this knowledge to current issues to develop in-depth understandings of the forces at work in our democracy. Students will be expected to deepen reading and writing skills. Honors level students will have increased rigor in their study and application of learning.

## AP United States Government & Politics

Length/credit: 1 year – 1.0 credit  
Grade: 12  
Prerequisite:  Open only to seniors and pre-IB sophomores  
It is recommended that interested students have grades of “A” or “B” in the current honors or AP level Social Studies core course and recommendation from a member of the Social Studies Department.

Course Number: 02040424

One of the goals of this course is to prepare students to successfully complete an AP examination in United States Government and Politics. This course is taught at the college level and is designed to give students a critical perspective on government and politics in the United States. This course involves both the study of the Constitutional underpinnings of the American system and the processes within our democracy including political parties, interest groups, voter participation and behavior, civil liberties and civil rights. The student will undertake considerable reading at an advanced level during the course. Note: This course satisfies the United States Government graduation requirement.

## Social Studies Electives

Students may select from the following Social Studies courses in addition to the required Social Studies courses.

### **Economics or Economics H**

Length/credit: 1 semester – 0.5 credit  
Grade(s): 10, 11, 12  
Course Number: 02070102

Course Number: 02070203



This one-semester course is an introduction to fundamental micro and macro economic concepts. Major topics include supply and demand, prices, market structures, financial markets, money and banking, monetary and fiscal policy, government regulations and comparative economic systems. There will be an emphasis in this course on economic literacy, and a major goal will be to develop an understanding of the vocabulary and analytical techniques used by economists. Honors level students will have increased rigor in their study and application of learning, as well as undertake considerable reading at an advanced level during the course.

### **AP Economics**

Length/credit: 1 year - 1.0 credit  
Grade (s): 11, 12  
Prerequisite:  It is recommended that interested students have grades of “A” or “B” in the current honors or AP level Social Studies core course and recommendation from a member of the Social Studies Department

Course Number: 02070604

AP Economics covers introductions to both Microeconomics and Macroeconomics. Microeconomics is focused on helping students develop a thorough understanding of principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. Macroeconomics gives students a thorough understanding of principles of economics that apply to economic systems as a whole. The course places particular emphasis on the study of national income and price-level determination and develops students’ familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. This course prepares students to take both the AP Micro Economics and AP Macro Economics exams.

**IB Economics-SL** (offered at Harriton High School only)  
Length/credit: 1 year – 1.0 credit  
Grade(s): 11, 12  
Course Number: 02070305



The Standard Level IB Economics class will provide students with a solid foundation in microeconomics and macroeconomics. Basic economic terminology will be emphasized, and students will become familiar with analyzing economic models, graphs, and data. While the course will focus on the central economic questions of “What?”, “How?”, and “For whom?” students will apply economic theory to the real world issues of economic development, market structures, the environment and the impact of technology. Students will be required to prepare commentaries linking the material in the classroom to contemporary situations described in published news media. This course will be offered depending on enrollment and may be taken by non-IB students. *All students enrolled in this class are required to complete all International Baccalaureate assessments.*

**IB Economics-HL (Part 1)** (offered at Harriton High School only)  
Length/credit: 1 year – 1.0 credit  
Grade: 11  
Course Number: 02070405



This course is the first year of the two-year Higher Level IB Economics class and will provide students with an in depth study of microeconomics and macroeconomics. Basic economic terminology will be emphasized, and students will become familiar with analyzing economic models, graphs, and data. While the course will focus on the central economic questions of “What?”, “How?”, and “For whom?” students will apply economic theory to the real world issues of economic development, market structures, the environment, and the impact of technology. Students will be required to prepare commentaries linking the material in the classroom to contemporary situations described in published news media. This course will be offered depending on enrollment and may be taken by non-IB students as well. Please note that taking Part 1 of this course does not guarantee that Part 2 will fit into your schedule the following year. *All students enrolled in this class are required to complete all International Baccalaureate assessments.*

**IB Economics-HL (Part 2)** (offered at Harriton High School only)  
Length/credit: 1 year – 1.0 credit  
Grade: 12  
Prerequisite: IB Economics-HL (Part 2) HL  
Course Number: 02070505



This course is the second year of the two-year Higher Level Economics class and will expand on the economic foundations covered in Part 1. There will be a further analysis of such topics as cost theory, market structures, Veblen and Giffin goods, multipliers and accelerators, inflation measures, Philips curves, Laffer curves, Lorenz curves, comparative advantage, Marshall-Lerner conditions and trade issues. This course will be offered depending on enrollment and may be taken by non- IB students as well. *All students enrolled in this class are required to complete all International Baccalaureate assessments.*

**Modern History Through Media or  
Modern History Through Media H**

Length/credit: 1 semester – 0.5 credit

Grade(s): 11, 12

Course Number: 02020402

Course Number: 02020403



This is an elective for 11th and 12th grade students interested in modern history and the influence of the media. The course will cover the period from the beginning of the 20th century to the present. By viewing, creating and analyzing various media, students will explore the impact of the media on the unfolding events of world affairs.

**Philosophy and Modern Culture or  
Philosophy and Modern Culture H**

Length/credit: 1 semester – 0.5 credit

Grade(s): 10, 11, 12

Course Number: 02080102

Course Number: 02080103



This one semester course is a study of philosophical questions and their application to modern life. Students will study great thinkers and the ways in which their viewpoints are relevant to the modern world. Issues such as the role of science and technology, theories of knowledge, and moral philosophy will be discussed. Contemporary readings and films will be used for illustration. The honors course may involve significant reading, writing, and research above the college prep level.

**Psychology or  
Psychology H**

Length/credit: 1 semester – 0.5 credit

Grade(s): 11, 12

Course Number: 02060102

Course Number: 02060203



This one semester course, open to juniors and seniors only, is an introduction to the field of psychology with special emphasis on applying course content to students' life experiences. The content spans a wide range of topics such as learning, development, the brain, personality, the senses, psychological testing and psychiatry. The course seeks to help students develop healthy and realistic personal attitudes as they approach adulthood. Included in the course is a moderate amount of reading, writing, experimental projects and class discussions. Honors level students will have increased rigor in their study and application of learning.

## AP Psychology

Length/credit:

Grade(s):

Prerequisite:



1 year – 1.0 credit

11, 12

It is recommended that interested students have grades of “A” or “B” in the current honors or AP level Social Studies core course and recommendation from a member of the Social Studies Department

Course Number:

02060304

Advanced Placement Psychology is offered to juniors and seniors who wish to complete studies in secondary school equivalent to an introductory college level course in psychology. The course is designed to introduce students to the scientific study of behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They will also learn about the ethics and methods psychologists use in their science and practice.

## IB Psychology-SL

Length/credit:

Grade(s):

Course Number:



(offered at Harriton High School only)

1 year – 1.0 credit

11, 12

02060305

The IB Psychology-SL class will provide students with a solid foundation in the historical background of psychology as a social science. Students will be exposed to the study of the behavior of organisms, both animal and human. They will study various methodologies and philosophical positions as they have developed in modern psychology. Students will be exposed to the utilization of the scientific method in the social sciences and its importance in the growth of the psychological sciences. This course may be taken by non-IB students as well. *All students enrolled in this class are required to complete all International Baccalaureate assessments.*

## IB Psychology-HL (Part 1)

Length/credit:

Grade:

Course Number:



(offered at Harriton High School only)

1 year – 1.0 credit

11

02060405

The IB Psychology-HL (Part 1) class is the first year of the Higher Level Psychology class. The HL student will expand on the foundational information found in the SL class within a two year framework. In addition to the historical and theoretical background information, the HL student will produce an original research project following IB guidelines. This course will be offered depending on enrollment and may be taken by non-IB students as well. *All students enrolled in this class are required to complete all International Baccalaureate assessments.*

## IB Psychology-HL (Part 2)

Length/credit:

Grade:

Prerequisite:

Course Number:



(offered at Harriton High School only)

1 year – 1.0 credit

12

IB Psychology-HL (Part 1)

02060505

The IB Psychology HL (Part 2) class is the second year of the Higher Level IB Psychology class. This class will continue to expand on foundational information begun in the first year of the class. In addition, students will study an assigned area in depth. This is the year in which their experimental study will be completed, requiring 25 hours, 1500-2000 words, and includes the use of inferential statistics as part of the analysis of data. *All students enrolled in this class are required to complete all International Baccalaureate assessments.*

**Theology and Modern Culture or  
Theology and Modern Culture H**

Length/credit: 1 semester – 0.5 credit

Grade(s): 10, 11, 12

Course Number: 02090102

Course Number: 02090103



This one semester elective course examines the religious beliefs and practices behind many of today's world events. Students will study the basic tenets of the six major world religions through examination of religious texts, recently published articles, documentaries and student research; the human element behind the news is discussed by the class. The honors course may involve significant reading, writing, and research above the college prep level.

## **Virtual High School**

The Lower Merion School District is a member of the Virtual High School (VHS) consortium, making available an array of specialized courses not offered on site at Harriton or Lower Merion High Schools. VHS courses are taken online, requiring the student to develop independent learning skills, but offering the flexibility of engaging in course work at any location that has an Internet connection. If a student chooses to take one of these online elective courses, the Harriton or Lower Merion site coordinator will guide the student into the course, follow the student's progress and be an advocate for the student throughout the course. VHS courses can be taken for a full credit, but credits earned do not count toward Harriton or LM department requirements, graduation requirements or satisfy any other credit requirement at Harriton or Lower Merion. VHS courses are for enrichment. VHS courses are fully accredited and taught by certified teachers from across the country.

There will not be a spot to register for a VHS course on the course selection as registration is completed through meeting with your school counselor. Students are encouraged to visit the VHS web site to explore the course offerings: [www.govhs.org/Pages/Academics-Catalog](http://www.govhs.org/Pages/Academics-Catalog).

## World Languages

The World Language Program focuses on communication within the cultural context of the language being studied. The major goals are as follows:

- Communicate in the target language through speaking, writing, listening, reading
- Gain knowledge and understanding of other cultures
- Connect with other disciplines to acquire a deeper insight into one's own language and culture
- Participate in multilingual communities and global societies

The four skills of listening, reading, writing and speaking have been repackaged into language modes, which place the primary emphasis on the purpose of communication and the context in which it happens, rather than on any one skill in isolation. The three modes consist of the interpersonal, interpretive and presentational. Instruction and assessment will, to the greatest extent possible, reflect the real world, authentic communication in the target language and will use as many authentic materials as possible.

### French

#### **French 1**

Length/credit: 1 year – 1.0 credit  
Grade(s): 9, 10, 11, 12  
Prerequisite: No experience or no more than 1 yr. Middle School French experience  
Course Number: 05010302

This course introduces students to the French language and is intended for students who have never studied French or had no more than one year of Middle School French study. The class develops at a moderate pace to keep students' comfort level high as they communicate in a new language. French 1 students begin to read, write and develop a familiarity with French phonetic and spelling system. Students begin to learn about the culture of French speaking countries and to draw comparisons to their own culture. By the end of the course students are able to express themselves orally and in writing in familiar situations within the novice-low or even novice-mid ranges on the ACTFL Proficiency scale. Students in French 1 engage in role plays, dialogues, projects, games, and paired, group and whole class activities. They are exposed to various text types as they practice reading, writing, listening and speaking within a cultural context. Assessments include interpersonal listening and speaking, presentational writing and speaking, interpretive listening and reading as well as grammar and vocabulary based on skill assessments. This course is designed to prepare students for French 2.

#### **French 1 H**

Length/credit: 1 year – 1.0 credit  
Grade(s): 9, 10, 11, 12  
Prerequisite:  No experience or no more than 1 yr. Middle School French experience. High academic achievement or second language proficiency is recommended.  
Course Number: 05010403

This course introduces students to the French language and is intended for students who have never studied French or had no more than one year of Middle School French study. The class develops at an accelerated pace and is meant to prepare students to enter French 2 H. French 1 H students develop a familiarity with the French phonetic and spelling system. The students begin to learn about the culture of French speaking countries and to draw comparisons to their own culture. By the end of the course students are able to express themselves orally and in writing in familiar situations within the late novice-low or novice-mid ranges on the ACTFL Proficiency scale. Students in French 1 Honors engage in role plays, dialogues, projects, games, and paired, group and whole class activities. They are exposed to various text types as they practice reading, writing, listening and speaking within a cultural context. Assessments include interpersonal listening and speaking, presentational writing and speaking, interpretive listening and reading as well as grammar and vocabulary based on skill assessments. This course is designed to prepare students for French 2 H.

## French 2

Length/credit:	1 year – 1.0 credit
Grade(s):	9, 10, 11, 12
Prerequisite:	French 1 or Middle School French
Course Number:	05010802

This course is a continuation of French 1 or Middle School French designed for students interested in further developing proficiency in the French language. Students' skills of reading, writing, listening, and speaking are enhanced through a wide range of activities and with the aid of multiple resources including video, music, technology and various text types. Students learn to express themselves in French with greater confidence and clarity as they expand their vocabulary and gain experience with more complex grammatical and linguistic structures. At this level, students are expected to interact with one another in French to stimulate a wide range of every day encounters. Various forms of exposure to new topics keep the students learning at a comfortable pace. Students continue to learn about the culture of French speaking countries and to draw comparisons to their own culture. By the end of the course, students are able to express themselves orally and in writing in familiar situations within the novice-low or even novice-mid ranges on the ACTFL Proficiency scale. Students in French 2 engage in role plays, dialogues, projects, games, and paired, group and whole class activities. They are exposed to various text types as they practice reading, writing, listening and speaking within a cultural context. Assessments include interpersonal listening and speaking, presentational writing and speaking, interpretive listening and reading as well as grammar and vocabulary based on skill assessments. This course is designed to prepare students for French 3.

## French 2 H

Length/credit:	1 year – 1.0 credit
Grade(s):	9, 10, 11, 12
Prerequisite:	FLES French through 8th grade with high proficiency. Successful completion of Middle School French or French 1 H and teacher recommendation
Course Number:	05010903



French 2 Honors is the first course in a series of courses that prepares students to take the AP French Language Exam. This course develops at an accelerated pace. The course is conducted primarily in French. Students learn more complex grammatical structures and continue to read, speak and write on a variety of topics. Students continue to engage in discussion in the present tense and expand to discussion in the past and future. By the end of the course, students are able to express themselves orally and in writing in familiar situations at the novice-high range on the ACTFL Proficiency scale. Students in French 2 H engage in role plays, dialogues, projects, games, and paired, group and whole class activities. They are exposed to various text types as they practice reading, writing, listening and speaking within a cultural context. Assessments include interpersonal listening and speaking, presentational writing and speaking, interpretive listening and reading as well as grammar and vocabulary based skills assessments. This course is designed to prepare students for French 3 H.

### **French 3**

Length/credit:	1 year – 1.0 credit
Grade(s):	10, 11, 12
Prerequisite:	French 2 and teacher recommendation
Course Number:	05011102

This course is a continuation of French 2 for students working toward an intermediate level of proficiency. Students learn to express themselves in French with greater confidence and clarity as they expand their vocabulary and gain experience using more complex grammatical and linguistic structures. At this level, students are increasingly expected to interact with one another in French to simulate a wide range of everyday encounters with their peers in the target language. Students continue to learn about the culture of Francophone countries and to draw comparisons to their own culture. Students enhance reading, writing, listening and speaking skills through a wide range of activities and with the aid of multiple resources including video, music, computer software, audio recordings and multiple text types. By the end of the course, students are able to express themselves orally and in writing in familiar situations at the novice high range on the ACTFL Proficiency scale. Assessments include interpersonal listening and speaking, presentational writing and speaking, interpretive listening and reading as well as grammar and vocabulary based skills assessments. This course is designed to prepare students for French 4.

### **French 3 H**

Length/credit:	1 year – 1.0 credit
Grade(s):	10, 11, 12
Prerequisite:	Successful completion of French 2 H or French 3 and teacher recommendation
Course Number:	05011203



French 3 Honors is an accelerated course that continues to prepare students for the Advanced Placement French program. Class continues to be conducted primarily in French as students work towards conversing with each other or with the teacher entirely in French. This course proceeds at an accelerated pace. Grammar and vocabulary from the previous year are reviewed as students incorporate more advanced grammatical structures and vocabulary. By the end of the course, students are able to express themselves at intermediate low scale on the ACTFL Proficiency scale. Students in French 3 H engage in role plays, debates, projects, games, and paired, group and whole class activities. They are exposed to various text types as they practice reading, writing, listening and speaking within a cultural context. Authentic materials and readings are utilized as much as possible. Assessments include interpersonal listening and speaking, presentational writing and speaking, interpretive listening and reading as well as grammar and vocabulary based skills assessments. This course is designed to prepare students for French 4 H.

### **French 4**

Length/credit:	1 year – 1.0 credit
Grade(s):	11, 12
Prerequisite:	Successful completion of French 3 and teacher recommendation
Course Number:	05011302

This challenging intermediate-level course is a continuation of French 3. Students learn to express themselves in French with greater confidence and clarity as they expand their vocabulary and gain experience with more complex grammatical and linguistic structures. At this level, students are expected to interact with one another in French to simulate a wide range of encounters in the target language. Students continue to learn about the culture of Francophone countries and to draw comparisons to their own culture. Students enhance reading, writing, listening and speaking skills through a wide range of activities and with the aid of multiple resources including video, music, computer software, audio recordings and multiple text types. By the end of the course, students are able to express themselves orally and in writing in familiar situations in the intermediate low range on the ACTFL Proficiency scale. Assessments include interpersonal listening and speaking, presentational writing and speaking, interpretive listening and reading as well as grammar and vocabulary based skills assessments. This course is designed to prepare students for French 5.

## French 4 H

Length/credit:	1 year – 1.0 credit
Grade(s):	11, 12
Prerequisite:	Successful completion of French 3 H and teacher recommendation
Course Number:	05011403



French 4 H is an accelerated continuation of French 3 H that continues to prepare students for Advanced Placement French study. Class is conducted in French and students converse with each other and with the teacher in French. Grammar and vocabulary from the previous year are reviewed as students incorporate more advanced grammatical structures and vocabulary. By the end of the course students are able to express themselves at intermediate mid scale on the ACTFL Proficiency scale. Students in French 4 H engage in research, literary analysis, debates, projects, and paired, group and whole class activities. They are exposed to various text types as they practice reading, writing, listening and speaking within a cultural context. Authentic materials and readings are utilized in French 4 H. Assessments include interpersonal listening and speaking, presentational writing and speaking, interpretive listening and reading as well as grammar and vocabulary based skills assessments. This course is designed to prepare students for AP or French 5 H.

## French 5

Length/credit:	1 year – 1.0 credit
Grade:	12
Prerequisite:	Successful completion of French 4 or French 4 H and teacher recommendation
Course Number:	05011502

This is a culminating course for students who have completed French 4 and are interested in exploring the culture and history of francophone countries. Students learn to express themselves in French with greater confidence and clarity as they expand their vocabulary and gain experience with more complex grammatical and linguistic structures. At this level, students are expected to interact with one another in French to simulate a wide range of encounters in the target language. Students enhance reading, writing, listening and speaking skills through a wide range of activities and with the aid of multiple resources including video, music, computer software, audio recordings and multiple text types. By the end of the course, students are able to express themselves orally and in writing in familiar situations in the intermediate mid range on the ACTFL Proficiency scale. Students will read fiction, non-fiction, short stories and articles that focus on French history, literature, music, film and art. French 5 is conducted in French and involves daily review and practice at home. Students will build vocabulary, advanced grammar skills and cultural knowledge. Assessments include interpersonal listening and speaking, presentational writing and speaking, interpretive listening and reading as well as grammar and vocabulary based skills assessments.

## French 5 H

Length/credit:

1 year – 1.0 credit

Grade:

12

Prerequisite:

Successful completion of French 4 H and teacher recommendation

Course Number:

05011603



This is a challenging, culminating course in which students continue to greatly expand and refine their speaking, listening, reading and writing skills in French. Students will read fiction, non-fiction, short stories, plays and articles. This course focuses on francophone countries and integrates history, literature, music, and art into the study of language and culture. The French 5 H course includes an in-depth exploration of complex grammar. French 5 H involves daily review and practice at home. By the end of the course, students are able to express themselves orally and in writing in familiar situations in the intermediate-mid to intermediate-high range on the ACTFL Proficiency scale. French 5 H is conducted entirely in French. Expanded vocabulary and irregular structures are learned through readings, short stories, novels and plays by French authors. Assessments include interpersonal listening and speaking, presentational writing and speaking, interpretive listening and reading as well as grammar and vocabulary based skills assessments. At the conclusion of the course, students will be able to continue their language studies at the college level.

## AP French Language

Length/credit:

1 year – 1.0 credit

Grade:

12

Prerequisite:

Successful completion of French 4 H and teacher recommendation

Course Number:

05011704



This course is offered in a total immersion environment. The course is the equivalent of a university-level course and therefore places rigorous demands on students and proceeds at an accelerated pace. One of the goals of the Advanced Placement Program is to prepare students to successfully complete an AP exam. Advanced grammar will be reviewed as necessary. Students will further develop conversational skills and aural comprehension in French through discussions, debates, analysis of reading materials and oral presentations of original materials. Students will listen to authentic French news sources and react to authentic French audio and visual materials. Assessments include interpersonal listening and speaking, presentational writing and speaking, interpretive listening and reading as well as grammar and vocabulary based skills assessments. At the conclusion of the course, students will be able to continue their language studies at the college level. Students are encouraged to take the AP exam offered by The College Board's Advanced Placement Program.

## Japanese

### **Japanese 1 H**

Length/credit:		1 year – 1.0 credit
Grade(s):		11, 12
Prerequisite:		Success in prior language study, high overall academic achievement or second language proficiency
Course Number:		05040403

Konnichi wa! This course, open to juniors and seniors only, is an introduction to the modern Japanese language. In the first year, students will learn the sound system of Japanese, be able to pronounce correctly a sizeable vocabulary of words and expressions, to learn to understand and speak simple Japanese sentences and dialogues, and to become proficient in reading and writing using the two syllabaries of hiragana and katakana plus a few simple kanji. Japanese 1 also introduces students to various aspects of Japanese culture. By the end of the course, students are able to express themselves orally and in writing in familiar situations. Assessments are based on a variety of activities including oral presentations and skits, dialogues and writing samples as well as individual reports in Japanese.

### **Japanese 2 H**

Length/credit:		1 year – 1.0 credit
Grade:		12
Prerequisite:		Successful completion of Japanese 1 H and teacher recommendation
Course Number:		05040903

Wakarimasu ka? Japanese 2 H is a continuation of Japanese 1 H for students who want to increase their ability to understand, speak, read and write the modern Japanese language. In this course students will continue to learn vocabulary and expressions, and they will begin to use more complex Japanese grammar and verb structures. Students will also study the various speech levels and styles that influence Japanese relationships. In addition to oral work, students will study kanji in order to increase their ability to read and write Japanese. Students will view films, sing songs and learn more about Japanese culture while becoming more proficient in the Japanese language.

## Latin

### **Latin 1**

Length/credit: 1 year – 1.0 credit  
Grade(s): 9, 10, 11, 12  
Prerequisite: No prior study of Latin or no more than 1 yr. experience in Middle School Latin  
Course Number: 05030302

This course introduces students to Latin and is intended for students who have never studied Latin or had no more than one year of middle school Latin study. The course develops at a moderate pace to keep students comfort level high as they learn this new language. Students will learn about Roman life, Roman history, and Roman mythology. By learning Latin, students will improve their English vocabulary, as Latin is the root of much of the English language. The primary goal of this course is to read and understand elementary Latin. Students will learn through pronunciation and grammar drills, syntax exercises, pair or small group work, utilization of various technologies, projects and games. Assessments include written tests/quizzes, presentations of research, in class activities and skits. This course will prepare students to enter Latin 2.

### **Latin 1 H**

Length/credit:  1 year – 1.0 credit  
Grade(s): 9, 10, 11, 12  
Prerequisite: No prior study of Latin or no more than 1 yr. experience in Middle School Latin. High academic achievement.  
Course Number: 05030403

This course introduces students to Latin and is intended for students who have never studied Latin or had no more than one year of middle school Latin study. The class develops at an accelerated pace in preparation for Latin 2 Honors. Latin 1 offers students the opportunity to have an increased awareness of English grammar and syntax, an understanding of ancient Roman culture, mythology and government, and a fundamental introduction to etymology, the study of word roots and origins. The primary goal of this course is to read and understand elementary Latin. Students will learn through pronunciation and grammar drills, syntax exercises, pair or small group work, utilization of various technologies, projects and games. Assessments include written tests/quizzes, presentations of research, in class activities and skits. This course will prepare students to enter Latin 2 or Latin 2 H.

### **Latin 2**

Length/credit: 1 year – 1.0 credit  
Grade(s): 9, 10, 11, 12  
Prerequisite: Two years of Middle School Latin, Latin 1 or Latin 1 H  
Course Number: 05030802

This course is a continuation of Middle School Latin 7 and 8, Latin 1, or Latin 1 H. Students will continue to expand their Latin vocabulary and, through the study of derivatives, expand their English vocabulary as well. Students will learn increasingly sophisticated grammar. Cultural studies will include mythology, daily life, Roman history and other topics. The course also includes a cultural component. Students will learn through pronunciation and grammar drills, syntax exercises, pair or small group work, utilization of various technologies, projects and games. Assessments include written tests/quizzes, presentations of research, in class activities, and skits. This course will prepare students to enter Latin 2 H.

### Latin 2 H

Length/credit:		1 year – 1.0 credit
Grade(s):		9, 10, 11, 12
Prerequisite:		Two years of Middle School Latin or successful completion of Latin 1 H
Course Number:		05030903

This course is a continuation of two years of Middle School Latin or Latin 1 H. Latin 2 H includes a comprehensive review of the principles and fundamentals of the first year course and the beginning of an advanced study of Latin grammar. Students will continue to expand their Latin vocabulary and, through the study of derivatives, expand their English vocabulary as well. Students will apply this knowledge as they strengthen their translation skills. Students will read selections from a number of Roman prose authors. Cultural studies will include mythology, daily life, Roman history and other topics. The course also includes the celebrations of Roman festivals. Students will learn through pronunciation and grammar drills, syntax exercises, pair or small group work, utilization of various technologies, projects and games. Assessments include written tests/quizzes, presentations of research, in class activities and skits. This course will prepare students to enter Latin 3 H.

### Latin 3 H

Length/credit:		1 year – 1.0 credit
Grade(s):		10, 11, 12
Prerequisite:		Latin 2 H and teacher recommendation
Course Number:		05031203

This rigorous course is a continuation of Latin 2 H. After a thorough review of Latin grammar, students will read a variety of prose authors including Pliny and Cicero. Students will strive for accurate and contextually appropriate translations. Through close attention to the text, students will learn to identify figures of speech and examine how these reinforce an author's message. Students will develop skills in writing cogent and persuasive literary analysis. Assessments include written tests/quizzes, presentations of research, in class activities and skits. This course will prepare students to enter Latin 4 H.

### Latin 4 H

Length/credit:		1 year – 1.0 credit
Grade(s):		11, 12
Prerequisite:		Latin 3 H and teacher recommendation
Course Number:		05031403

This rigorous course constitutes the first half of the AP Latin syllabus. In this course students will read selections from the prose works of Julius Caesar and poetry from Ovid's *Metamorphoses*. Class work will focus on accurate translation informed by knowledge of grammar and syntax, figures of speech, scansion, mythology and the world of ancient Rome. Students will also have extensive practice in sight-reading Latin texts and in writing analytical essays about literature.

## AP Latin

Length/credit:	1 year – 1.0 credit
Grade(s):	11, 12
Prerequisite:	Latin 4 H
Course Number:	05031704



The AP syllabus features readings from Vergil's Aeneid, considered one of the greatest poems in western literature. Students will continue to develop skills in translation and literary analysis. They will learn more about the nuances of the Latin hexameter verse form and the way Vergil employs it along with figures of speech to heighten or adumbrate the meaning of the text. Students will work on translations in class and further refine their ability to produce accurate, literary translations. Students will also have extensive practice in sight-reading Latin texts and in writing analytical essays about the literature. At the completion of the course, students will be prepared to take the Advanced Placement Examination.

## Spanish

### Spanish for Spanish Speakers 1 H and 2 H

Length/credit:	1 year – 1.0 credit
Grade(s):	9, 10, 11, 12
Prerequisite:	Written sample and oral interview to determine proficiency in Spanish

1 H Course Number: 05022003

2 H Course Number: 05022103



These courses are designed for students who speak Spanish as their first language or are heritage speakers. They will focus on four main areas:

- Maintaining proficiency in Spanish through the formal study of the language with a focus on grammar, reading, writing, and vocabulary development
- Expanding the bilingual range moving beyond developing initial expressive and receptive language abilities
- Cultivating a much broader command of the language
- Developing awareness about the differences between standard Spanish and other varieties, formal and informal Spanish, and literacy skills in Spanish.

Both courses use thematic units to address the four goals with varying levels of difficulty based on the students' needs. Depending on demand for the course, students may be individually placed into combined sections of upper level Spanish or Honors Spanish classes.

## Spanish 1

Length/credit: 1 year – 1.0 credit

Grade(s): 9, 10, 11, 12

Prerequisite: No prior study of Spanish or no more than 1 year Middle School Spanish Course

Number: 05020152

This course, which introduces students to the Spanish language, is intended for students who have never studied Spanish or had no more than one year of middle school Spanish study. The class develops at a moderate pace to keep the students' comfort level high as they communicate in a new language. Spanish 1 students begin to read, write and develop a familiarity with the Spanish phonetic and spelling system. The students begin to learn about the culture of Spanish speaking countries and to draw comparisons to their own culture. By the end of the course, students are able to express themselves orally and in writing in familiar situations the novice-low to novice-mid ranges on the ACTFL Proficiency scale. Students in Spanish 1 engage in dialogues, projects, games, paired, group and whole class activities. They are exposed to various text types as they practice reading, writing, listening and speaking within a cultural context. Assessments include interpersonal listening and speaking, presentational writing and speaking, interpretive listening and reading as well as grammar and vocabulary based skills assessments. This course is designed to prepare students for Spanish 2.

## Spanish 1 H

Length/credit: 1 year – 1.0 credit

Grade(s): 9, 10, 11, 12

Prerequisite:  No prior Spanish experience or no more than 1 year Middle School Spanish experience. High academic achievement overall or second language proficiency in another language.

Course Number: 05020303

This course, which introduces students to the Spanish language, is intended for students who have never studied Spanish or had no more than one year of middle school Spanish study. This challenging class develops at a quick pace and is meant to prepare students to enter Spanish 2 H. Spanish 1 H students develop a familiarity with the Spanish phonetic and spelling system. The students begin to learn about the culture of Spanish speaking countries and to draw comparisons to their own culture. By the end of the course students are able to express themselves orally and in writing in familiar situations within the late novice-low or novice-mid ranges on the ACTFL Proficiency scale. Students in Spanish 1 engage in role plays, dialogues, projects, games, and paired, group and whole class activities. They are exposed to various text types as they practice reading, writing, listening and speaking within a cultural context. Assessments include interpersonal listening and speaking, presentational writing and speaking, interpretive listening and reading as well as grammar and vocabulary based skills assessments. This course is designed to prepare students for Spanish 2 H.

## Spanish 2

Length/credit: 1 year – 1.0 credit  
Grade(s): 9, 10, 11, 12  
Prerequisite: Spanish 1 or Middle School Spanish and teacher recommendation  
Course Number: 05020802

This course is a continuation of Spanish 1 or Middle School Spanish designed for students interested in further developing proficiency in the Spanish language. Students' skills of reading, writing, listening, and speaking are enhanced through a wide range of activities and with the aid of multiple resources including video, music, technology and various texts. Students learn to express themselves in Spanish with greater confidence and clarity as they expand their vocabulary and gain experience with more complex grammatical and linguistic structures. At this level, students are expected to interact with one another in Spanish to simulate a wide range of everyday encounters with peers in the target language. Various forms of exposure to new topics keep the students learning at a comfortable pace. Students continue to learn about the culture of Spanish speaking countries and to draw comparisons to their own culture. By the end of the course, students are able to express themselves orally and in writing in familiar situations within the novice-mid ranges on the ACTFL Proficiency scale. Students in Spanish I engage in role plays, dialogues, projects, games, paired, group and whole class activities and are exposed to various text types as they practice reading, writing, listening and speaking within a cultural context. Assessments include interpersonal listening and speaking, presentational writing and speaking, interpretive listening and reading as well as grammar and vocabulary based skills assessments. This course is designed to prepare students for Spanish 3.

## Spanish 2 H

Length/credit: 1 year – 1.0 credit  
Grade(s): 9, 10, 11, 12  
Prerequisite:  Successful completion of Middle School Spanish or Spanish 1 H and teacher recommendation  
Course Number: 05020903

Spanish 2 Honors is the first course in a series of courses that prepares students to take the AP Spanish Language Exam. This course develops at an accelerated pace. The course is conducted primarily in Spanish. Students learn more complex grammatical structures and continue to read, speak and write on a variety of topics. Students continue to engage in discussion in the present tense and expand to discussion in the past and immediate future. By the end of the course, students are able to express themselves orally and in writing in familiar situations at the novice-high range on the ACTFL Proficiency scale. Students in Spanish 2 H engage in role plays, dialogues, projects, games, and paired, group and whole class activities. They are exposed to various text types as they practice reading, writing, listening and speaking within a cultural context. Assessments include interpersonal listening and speaking, presentational writing and speaking, interpretive listening and reading as well as grammar and vocabulary based skills assessments. This course is designed to prepare students for Spanish 3 H.

### Spanish 3

Length/credit:	1 year – 1.0 credit
Grade(s):	10, 11, 12
Prerequisite:	Successful completion of Spanish 2 and teacher recommendation
Course Number:	05021102

This course is a continuation of Spanish 2. Students learn to express themselves in Spanish with greater confidence and clarity as they expand their vocabulary and gain experience with more complex grammatical and linguistic structures. At this level, students are increasingly expected to interact with one another in Spanish to simulate a wide range of everyday encounters with peers in the target language. Students continue to learn about the culture of Spanish speaking countries and to draw comparisons to their own culture. Students enhance reading, writing, listening, and speaking skills through a wide range of activities and with the aid of multiple resources including video, music, technology and multiple text types. By the end of the course, students are able to express themselves orally and in writing in familiar situations at the novice high range on the ACTFL Proficiency scale. Assessments include interpersonal listening and speaking, presentational writing and speaking, interpretive listening and reading as well as grammar and vocabulary based skills assessments. This course is designed to prepare students for Spanish 4.

### Spanish 3 H

Length/credit:	1 year – 1.0 credit
Grade(s):	10, 11, 12
Prerequisite:	Successful completion of Spanish 2 H or Spanish 3 and teacher recommendation
Course Number:	05021203



Spanish 3 H is an accelerated course that continues to prepare students for the Advanced Placement Spanish program. Class continues to be conducted primarily in Spanish as students work towards conversing with each other or with the teacher entirely in Spanish. This course proceeds at an accelerated pace. Grammar and vocabulary from the previous year are reviewed as students incorporate more advanced grammatical structures and vocabulary. By the end of the course, students are able to express themselves at intermediate low scale on the ACTFL Proficiency scale. Students in Spanish 3 H engage in role plays, debates, projects, games, and paired, group and whole class activities. They are exposed to various text types as they practice reading, writing, listening and speaking within a cultural context. Authentic materials and readings are utilized as much as possible. Assessments include interpersonal listening and speaking, presentational writing and speaking, interpretive listening and reading as well as grammar and vocabulary based skills assessments. This course is designed to prepare students for Spanish 4 H.

## Spanish 4

Length/credit:	1 year – 1.0 credit
Grade(s):	11, 12
Prerequisite:	Successful completion of Spanish 3 and teacher recommendation
Course Number:	05021302

This challenging intermediate-level course is a continuation of Spanish 3. Students learn to express themselves in Spanish with greater confidence and clarity as they expand their vocabulary and gain experience with more complex grammatical and linguistic structures. At this level, students are expected to interact with one another in Spanish to simulate a wide range of encounters in the target language. Students continue to learn about the culture of Spanish speaking countries and to draw comparisons to their own culture. Students enhance reading, writing, listening and speaking skills through a wide range of activities and with the aid of multiple resources including video, music, computer software, audio recordings and multiple text types. By the end of the course, students are able to express themselves orally and in writing in familiar situations in the intermediate low range on the ACTFL Proficiency scale. Assessments include interpersonal listening and speaking, presentational writing and speaking, interpretive listening and reading as well as grammar and vocabulary based skills assessments. This course is designed to prepare students for Spanish 5.

## Spanish 4 H

Length/credit:	 1 year – 1.0 credit
Grade(s):	11, 12
Prerequisite:	Successful completion of Spanish 3 H and teacher recommendation
Course Number:	05021403

Spanish 4 H is an accelerated continuation of Spanish 3 H that continues to prepare students for Advanced Placement Spanish study. Class is conducted in Spanish and students converse with each other and with the teacher in Spanish. Grammar and vocabulary from the previous year are reviewed as students incorporate more advanced grammatical structures and vocabulary. By the end of the course, students are able to express themselves at intermediate mid scale on the ACTFL Proficiency scale. Students in Spanish 4 H engage in research, literary analysis, debates, projects, and paired, group and whole class activities. They are exposed to various text types as they practice reading, writing, listening and speaking within a cultural context. Authentic materials and readings are utilized in Spanish 4 H. Assessments include interpersonal listening and speaking, presentational writing and speaking, interpretive listening and reading as well as grammar and vocabulary based skills assessments. This course is designed to prepare students for AP or Spanish 5 H.

## Spanish 5

Length/credit:	1 year – 1.0 credit
Grade(s):	11, 12
Prerequisite:	Successful completion of Spanish 4 and teacher recommendation
Course Number:	05021502

This is a culminating course for students who have completed Spanish 4 and are interested in exploring the culture and history of Spain and Latin America. Students learn to express themselves in Spanish with greater confidence and clarity as they expand their vocabulary and gain experience with more complex grammatical and linguistic structures. At this level, students are expected to interact with one another in Spanish to simulate a wide range of encounters in the target language. Students enhance reading, writing, listening and speaking skills through a wide range of activities and with the aid of multiple resources including video, music, computer software, audio recordings and multiple text types. By the end of the course, students are able to express themselves orally and in writing in familiar situations in the intermediate mid range on the ACTFL Proficiency scale. Students will read fiction, non-fiction, short stories and articles that focus on Spanish and Latin American history, literature, music, film and art. Spanish 5 is conducted in Spanish and involves daily review and practice at home. Students will build vocabulary, advanced grammar skills and cultural knowledge. Assessments include interpersonal listening and speaking, presentational writing and speaking, interpretive listening and reading as well as grammar and vocabulary based skills assessments.

## Spanish 5 H

Length/credit:	1 year – 1.0 credit
Grade:	12
Prerequisite:	Successful completion of Spanish 4 H and teacher recommendation
Course Number:	05021603



This is a challenging culminating course in which students continue to greatly expand and refine their speaking, listening, reading and writing skills in Spanish. Students will read fiction, non-fiction, short stories, plays and articles. This course focuses on Spain and Latin America and integrates history, literature, music, and art into the study of language and culture. The Spanish 5 H course includes an in-depth exploration of complex grammar. Spanish 5 H involves daily review and practice at home. By the end of the course, students are able to express themselves orally and in writing in familiar situations in the intermediate-mid to intermediate-high range on the ACTFL Proficiency scale. Spanish 5 H is conducted entirely in Spanish. Expanded vocabulary and irregular structures are learned through readings, short stories, novels and plays by Spanish and Latin American authors. Assessments include interpersonal listening and speaking, presentational writing and speaking, interpretive listening and reading as well as grammar and vocabulary based skills assessments. At the conclusion of the course, students will be able to continue their language studies at the college level.

## AP Spanish Language

Length/credit:

1 year – 1.0 credit

Grade:

12

Prerequisite:



Successful completion of Spanish 4 H or Spanish for Spanish Speakers 1 H / 2 H and teacher recommendation

Course Number:

05021704

This course is offered in a total immersion environment. The course is the equivalent of a university-level course and therefore places rigorous demands on students and proceeds at an accelerated pace. One of the goals of the Advanced Placement Program is to prepare students to successfully complete an AP exam. Students improve their language proficiency through a more in-depth study of Spanish grammar and through the analysis of Hispanic Literature and various media forms. Students are required to express their reactions in written and oral form displaying richness of vocabulary, use of idiomatic expressions and evidence of complex syntax. Assessments include interpersonal listening and speaking, presentational writing and speaking, interpretive listening and reading as well as grammar and vocabulary based skills assessments. At the conclusion of the course, students will be able to continue their language studies at the college level. Students are encouraged to take the AP exam offered by The College Board's Advanced Placement Program.

## Additional Course Offerings

**Becton Scholars Seminar** (offered at Lower Merion High School only)

Length/Credit: 1 year (1 time per cycle) 0.33 credit  
1 year (2 times per cycle) 0.667 credit

Grade(s): 9, 10, 11, 12

Course Number: 14080100-14080700

Seminar is a course for students who participate in the Lower Merion High School Becton Scholars Program. Emphasis is placed on the learning and enhancement of effective goal setting, study skills, time management strategies, note-taking/making, close reading and critical thinking techniques for the purpose of ensuring access to a viable and challenging instructional experience that better prepares students for college and career. Students will receive direct instruction in proven standardized test taking strategies and will work collaboratively to generate, plan and execute service opportunities both within the Becton Scholars Program and the larger school community with the goal of developing leadership skills and becoming more productive and contributing citizens.

**POWER Scholars Program** (offered at Harriton High School only)

Length/Credit: 1 year (1 time per cycle) 0.33 credit

Grade(s): 9, 10, 11, 12

Course Number: 17120100

POWER Scholars is a course for students who participate in the Harriton High School POWER Scholars Program. Emphasis is placed on the learning and enhancement of effective goal setting, study skills, time management strategies, note-taking/making, close reading and critical thinking techniques for the purpose of ensuring access to a viable and challenging instructional experience that better prepares students for college and career. Students receive direct instruction in proven standardized test taking strategies and work collaboratively to generate, plan and execute service opportunities both within the POWER Scholars Program, as well as the larger school community. Within the class, students also learn about the contributions of people of color to civilization, social activism, and progress.

**NOW Program (New Options Work)**

**and Communications** (offered at Lower Merion School only)

Length/credit: 1 year (1 time per cycle) 0.33 credit  
1 year (2 times per cycle) 0.667 credit  
1 year (3 times per cycle) 1.0 credit

Grade(s): 9, 10, 11, 12

Course Number: 14030100-14030300

The NOW Program is a District-wide general education support program housed at LMHS but available to all district students. Students that participate in the NOW Program should also register for Communications Lab. A description of the NOW Program is available to students and parents through the student's school counselor.

## **Gifted Education Support and Services**

Gifted education supports and services are provided when data indicate a need for specially designed instruction to meet the strengths of students identified as mentally gifted. These specially designed supports and services are identified annually in the Gifted Individualized Education Plan (GIEP) through collaboration by the GIEP team. These supports and services are provided as enrichment, acceleration or a combination of both, when determined appropriate by the GIEP team, to help students make meaningful progress towards annual academic goals that are aligned to Pennsylvania's Core Standards. Students receive specially designed instruction across the school day, both in Academic Seminar and in the general education classroom. Academic Seminar is one enrichment option available to students identified as mentally gifted when determined appropriate by GIEP teams. The curricula for Academic Seminar consist of more complex and in depth studies of significant ideas and key concepts, skills and thought processes explored in the general education curricula. The Academic Seminar curricula emphasize higher-level thinking, creativity and problem solving skills that help students to recognize complex relationships and arrive at sound generalizations.

### **Academic Seminar**

Length/credit: 1 year - up to 0.33 credit

Grade(s): 9, 10, 11, 12

Course Numbers:

Academic Seminar 9: 14040500

Academic Seminar 10: 14040600

Academic Seminar 11: 14040700

Academic Seminar 12: 14040800

Each student's Gifted Individualized Education Program (GIEP) team determines whether the student will participate in this course.

## **Special Education Support and Services**

Special Education supports and services are available to eligible students attending Lower Merion School District High Schools. Eligibility for special education supports and services is determined by a multi-disciplinary team that includes the student's parent(s)/guardian(s) and the student, if appropriate, following receipt of signed permission to evaluate from the student's parent(s)/guardian(s). If the student is found to be eligible for special education supports and services, the team will next determine his or her need for specially designed instruction and create an Individualized Education Program (IEP) for the student. The student's parent(s)/guardian(s) are then provided with a Notice of Recommended Educational Placement (NOREP) that proposes the appropriate supports and services in the least restrictive environment. Special education services will begin only when the District receives written consent from the parent(s)/guardian(s) in the form of an approved NOREP.

Subsequent to the creation and implementation of the initial IEP, the IEP team reconvenes at least annually to review the student's progress and to review and revise the IEP. The District provides a variety of special education supports and services for students based upon individual needs, including speech/language therapy, physical therapy, occupational therapy, hearing therapy, and vision therapy, as appropriate.

## **Special Education Courses**

Each student must be recommended for these courses by his or her IEP team.

### **Instructional Support Lab**

Length/credit: 1 year - .33 to 1.0 credit

Grade(s): 9, 10, 11, 12

Course Number: Determined by IEP team

Students participate in an Instructional Support Lab (ISL) for a prescribed number of class periods per cycle depending upon the program described within their IEPs. Individualized skill remediation is provided as per each student's IEP targeting a student's individual needs. Students receive direct instruction and additional support to ensure meaningful progress, maximize their achievement and assist the student in their transition to a variety of postsecondary opportunities, including attending college, technical or vocational schools, participating in career readiness programs or volunteering in the community. Students will earn quarterly grades based on the appropriate work completed on their individualized goals. Participation in Instructional Support Lab is provided to students who are eligible as determined by their IEP team.

### **Emotional Support Instructional Support Lab**

Length/credit: 1 year - .33 to 1.0 credit

Grade(s): 9, 10, 11, 12

Course Numbers: Determined by IEP team

Students participate in an Emotional Support Instructional Support Lab (ISL) for a prescribed number of class periods per cycle depending upon the program described within their IEPs. Individualized skill remediation is provided as per each student's IEP targeting a student's individual needs. Students receive direct instruction and additional support to ensure meaningful progress, maximize their achievement and assist the student in their transition to a variety of postsecondary opportunities, including attending college, technical or vocational schools, participating in career readiness programs or volunteering in the community. Students will earn quarterly grades based on the appropriate work completed on their individualized goals. Participation in Emotional Support Instructional Support Lab is provided to students who are eligible as determined by their IEP team.

### **Academic Literacy**

Length/credit: 1 year – 1.0 credit

Grade(s): 9, 10, 11, 12

Course Numbers:

Academic Literacy 1: 15160100

Academic Literacy 2: 15160200

Academic Literacy 3: 15160300

Academic Literacy 4: 15160400

This course is designed for students who require additional content area instruction and support in the areas of vocabulary, comprehension, and higher order critical reading skills to negotiate various texts, particularly grade level content area textbooks. Participation in these courses is determined by a student's IEP team.

**Reading**

Length/credit: 1 year – 1.0 credit

Grade(s): 9, 10, 11, 12

Course Numbers:

Reading 1: 15060100

Reading 2: 15060200

Reading 3: 15060300

Reading 4: 15060400

Students are provided individualized reading programs determined by each student's IEP team based on individual needs.

**Adaptive PE**

Length/credit: 1 year - .33 credit

Grade(s): 9, 10, 11, 12

Course Number: 08090100—15190100

Participation in this course is determined by a student's IEP team based on individual needs.

## Autism Support and Services

Eligible students may access supports and services in the Autism Support Program. Students may also participate in the general education curriculum, as determined by the student's IEP team. Many students that participate in the Autism Support Program take courses in four core academic areas: language arts/reading, mathematics, social studies, and science/health. Students may also participate in elective courses, work experience courses and programs, and vocational or technical education, as determined by his or her IEP team.

### Specialized Learning Support and Services

These courses emphasize the strengthening of fundamental academic skills and the skills needed to become a productive and responsible citizen. Many students in the Specialized Learning Support Program take courses in four core academic areas: language arts/reading, mathematics, social studies, and science/health. Students may also participate in the general education curriculum, as determined by the student's IEP team. Students may also participate in elective courses, work experience courses and programs, and vocational or technical education, as determined by his or her IEP team.

### Autism Support and Specialized Learning Support Courses

#### **Instructional Support Lab**

Length/credit: 1 year - .33 to 1.0 credit

Grade(s): 9, 10, 11, 12

Course Number: Determined by IEP team

Students participate in an Instructional Support Lab (ISL) for a prescribed number of class periods per cycle depending upon the program described within their IEPs. Individualized skill remediation is provided as per each student's IEP targeting a student's individual needs. Students receive direct instruction and additional support to ensure meaningful progress, maximize their achievement and assist the student in their transition to a variety of postsecondary opportunities, including attending college, technical or vocational schools, participating in career readiness programs or volunteering in the community. Students will earn quarterly grades based on the appropriate work completed on their individualized goals. Participation in Instructional Support Lab is provided to students who are eligible as determined by their IEP team.

#### **Social Language Lab**

Length/credit: 1 year-.33, .667 or 1.0 credit

Grade(s): 9, 10, 11, 12

Course Numbers:

Social Language Lab 1: 15180100

Social Language Lab 2: 15180200

Social Language Lab 3: 15180300

Social Language Lab 4: 15180400

This course is specifically designed with a hands-on curriculum to further develop linguistic, strategic, socio-relational, and sociolinguistic competencies. The curriculum will focus on: social interactions with a variety of communication partners; pragmatic language skills; problem-solving in school, vocational and community settings; theory of mind; and individual goals and objectives identified in each student's IEP. Students will utilize a variety of strategies that include (but are not limited to) role-playing, video modeling, self-evaluation, and writing analysis to complete practical application assignments and activities and reflect upon their performances on these tasks. Participation in this course is determined by a student's IEP team based on individual needs.

### **Math Applications 1**

Length/credit: 1 year – 1.0 credit

Course Number: 15080501

Math Applications 1 is a functional math course that is designed to provide students with an understanding and/or review of the essential mathematical concepts necessary for further advancement in mathematics. Instruction is based upon Alternate Eligible content aligned to the PA Core Standards. Topics covered will include working with number systems, operations of whole numbers, decimals, fractions and percents, order of operations, factoring, variables, exponents, formulas and algebraic expressions. Technology, including calculators and computer software programs, will be incorporated to appropriately supplement instruction. Participation in this course is determined by a student's IEP team based on individual needs.

### **Math Applications 2**

Length/credit: 1 year – 1.0 credit

Course Number: 15080601

Math Applications 2 is a functional math course that is designed for those students who wish to continue their study of Algebraic concepts. Instruction is based upon Alternate Eligible content aligned to the PA Core Standards. Topics to be covered include exploration of algebraic equations, proportions, graphing in the coordinate plane and the use of variables. Technology, including calculators and computer software programs, will be incorporated to appropriately supplement instruction. Participation in this course is determined by a student's IEP team based on individual needs.

### **Math Applications 3**

Length/credit: 1 year – 1.0 credit

Course Number: 15080701

Math Applications 3 is a functional math course that is designed for those students who wish to explore the computational aspects of geometry. Instruction is based upon Alternate Eligible content aligned to the PA Core Standards. Topics may include points, lines, planes, graphing, angles, polygons, parallel and perpendicular lines, congruency and proofs. Technology, including calculators and computer software programs, will be incorporated to appropriately supplement instruction. Participation in this course is determined by a student's IEP team based on individual needs.

### **Math Applications 4**

Length/credit: 1 year – 1.0 credit

Course Number: 15080801

Math Applications 4 is a functional math course that provides an emphasis on real-world uses of mathematics such as: money, credit/debit/loans, banking, housing, taxes, budgeting and travel/vacation. Instruction is based upon Alternate Eligible content aligned to the PA Core Standards. Technology, including calculators and computer software programs, will be incorporated to appropriately supplement instruction. Participation in this course is determined by a student's IEP team based on individual needs.

**Basic Math**

Length/credit:	1 year - 1.0 credit
Grade(s):	9, 10, 11, 12
Course Numbers:	
Basic Math 1	15080100
Basic Math 2	15080200
Basic Math 3	15080300
Basic Math 4	15080400

This functional, hands-on curriculum supports transition to postsecondary education/training, employment and independent living. Instruction is based upon Alternate Eligible content aligned to the PA Core Standards. Individualized instruction using currency and debit materials helps students learn to access the community. Students learn skills and strategies to budget and purchase items during the school week. Community-based instructional experiences may be scheduled to help students generalize instruction and practice skills in authentic settings. Participation in this course is determined by a student's IEP team based on individual needs.

**Practical English**

Length/credit:	1 year - 1.0 credit
Grade(s):	9, 10, 11, 12
Course Numbers:	
Practical English 1	15070100
Practical English 2	15070200
Practical English 3	15070300
Practical English 4	15070500

This practical, hands-on curriculum supports transition to postsecondary education/training, employment and independent living through individualized strategy and skills-based instruction in reading comprehension and written expression. Instruction is based upon Alternate Eligible content aligned to the PA Core Standards. Community-based instructional experiences may be scheduled to help students generalize instruction and practice skills in authentic settings. Participation in this course is determined by a student's IEP team based on individual needs.

**Fundamentals of History**

Length/credit:	1 year -1.0 credit
Grade(s):	9, 10, 11, 12
Fundamentals of History 1	15090100
Fundamentals of History 2	15090200
Fundamentals of History 3	15090300
Fundamentals of History 4	15090400

This hands-on curriculum supports transition to postsecondary education/training, employment and independent living and focuses on developing functional vocabulary acquisition and reading comprehension skills. Instruction is based upon Alternate Eligible content aligned to the PA Core Standards. The curriculum may be linked to community-based instructional experiences. Students may also learn the historical significance specific to each community-based experience. Participation in this course is determined by a student's IEP team based on individual needs.

**Fundamentals of Science/Health**

Length/credit: 1 year -1.0 credit

Grade(s): 9, 10, 11, 12

Fundamentals of Science/Health 1: 15100100

Fundamentals of Science/Health 2: 15100200

Fundamentals of Science/Health 3: 15100300

Fundamentals of Science/Health 4: 15100400

This functional, hands-on curriculum supports transition to postsecondary education/training, employment and independent living and may be linked to community-based instructional experiences. Instruction is based upon Alternate Eligible content aligned to the PA Core Standards. Course topics include basic hygiene practices, changes in the body, healthy eating behaviors, and when to seek medical attention. Vocabulary and reading comprehension instruction is embedded into instruction and classroom discussions. Participation in this course is determined by a student's IEP team based on individual needs.

## **Work Experiences**

Students that choose to participate in work experiences have the opportunity to: 1) develop job readiness behaviors, such as coping skills for working with fellow employees; 2) develop pre- vocational and vocational skills, such as problem-solving, decision-making, and following directions; and 3) participate in work experiences which include a variety of unpaid positions both inside Lower Merion School District and at community sites.

### **Introduction to Work Experience**

This course is specifically designed as a foundation course to introduce transition skills to students in the Autism and Specialized Learning Support Programs. The curriculum will focus on four units: Self-Esteem and Social Skills, Problem-Solving in School, Job Awareness, and Work Attitudes. Students will begin to assemble a Personal Futures Planning Portfolio including values, interests and aptitude surveys. Guest speakers and field trips will supplement in-class work. Students will learn and practice transition skills in a supported environment within the high school community.

### **Work Experience**

This course is a hands-on curriculum designed for students in the Autism and Specialized Learning Support programs. Various types of jobs and post-secondary training options will be explored. Students will have multiple opportunities to practice employability skills in the classroom and on the high school campus. Job shadowing opportunities will also be available. Work experience off-campus may be offered if deemed appropriate by the IEP team.







Harrington High School  
600 North Ithan Avenue  
Rosemont, PA 19010



Lower Merion High School  
315 East Montgomery Avenue  
Ardmore, PA 19003