

Boyertown Area Senior High



2017 2018

Program of Academic Studies

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MISSION STATEMENT OF THE BOYERTOWN AREA SCHOOL DISTRICT

To enable all students to succeed in a changing world.

LETTER FROM THE PRINCIPAL

Dear Students and Parents/Guardians:

This Program of Academic Studies has been designed to assist students and their parents/guardians to develop a meaningful and sequential educational program. Students should select courses based on their educational and career plans.

For students entering ninth grade, it is important to consider the sequence of courses in grades 9-12 so that graduation requirements are fulfilled. In this publication, it is a comprehensive Program of Academic Studies listing of all course offerings for grades 9-12. We encourage students and parents/guardians to review those sections which pertain to the development of their education program.

Students and parents/guardians are asked to carefully consider the options available along with the recommendations made by teachers on the course selection card. Teachers, counselors, and administrators are available to assist with this process.



Brett A. Cooper, Ed.D.
Principal
Boyertown Area Senior High

PURPOSE AND FORMAT OF THE CATALOGUE

This catalogue describes the planned courses available to Boyertown Area Senior High (BASH) students. The purpose of the Program of Academic Studies is to assist students and parents/guardians in selecting courses most beneficial and relevant to each student's post high school plans. This catalogue is composed of four sections:

Pages 1-20 General information

Pages 21-80 Course information by department.

CHAPTER 4/PENNSYLVANIA ACADEMIC STANDARDS AND PSSA PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT

On September 12, 2013, the State Board of Education approved final-form revisions to Chapter 4 Academic Standards and Assessment. The Pennsylvania Common Core State Standards has established academic standards for English Language Arts including Literacy in History/Social Studies, Science, and Technical Subjects and mathematics. Boyertown Area School District (BASD) is committed to prepare students for adult life by attending to their intellectual and developmental needs and challenging them to achieve at their highest level possible. In conjunction with families and other community institutions, public education prepares students to become self-directed, life-long learners and responsible, involved citizens. At this time, academic standards have now been adopted in most areas. Academic standards define what skills students should know and be able to do upon graduation. The BASD has been working with these standards and is working on a continuous improvement cycle to revise curriculum to align with them.

ASSURANCE OF NON-DISCRIMINATION

Students and parents/guardians are assured that the BASD does not discriminate on the basis of race, religion, ethnic heritage, sex, or handicap in its educational programs or activities offered in the schools.

Any complaints alleging such discrimination should be directed to the responsible persons with the following procedure:

1. Complaints alleging discrimination on the basis of race, religion, ethnic heritage, or handicap (Title VI and/or Section 504) should be presented in writing to the building principal, Boyertown Area Senior High School, 120 North Monroe Street, Boyertown, PA 19512 (610-369-7435).
2. Complaints alleging sex discrimination (Title IX) should be presented in writing to the Assistant to the Superintendent for Human Resources, Boyertown Area School District, 911 Montgomery Avenue, Boyertown, PA 19512 (610-367-6031).
3. Students with limited English language skills are not excluded from any program offerings (OCR Guidelines SS-4-L). Students needing assistance should contact the

building principal, Boyertown Area Senior High School, 120 North Monroe Street, Boyertown, PA 19512 (610-369-7435) so that help or interpretations may be provided.

Appeals generated by the response of the first-level hearing officer may be taken to the Office of the Superintendent.

SCHOOL COUNSELING DEPARTMENT

COUNSELING ASSISTANCE

Course selection places great responsibility on students to work cooperatively with their parents/guardians and school counselor. A cooperative effort will aid in interpreting one's abilities, talents and interests in order that the proper educational and career goals may be achieved.

The School Counseling Department of BASH, staffed with five counselors, is prepared to assist with the course selection process. Although students meet with their counselors at various times to discuss course selections, parents/guardians are encouraged to contact the counselor for assistance and advice. Counseling aid can provide the necessary background information for wise decision-making.

School Counselors for the 2017-2018 academic school year are:

Mrs. Caitlin Hawkins	610-473-3693	Counselor (A to Di)
Mrs. Beth Shive	610-473-3696	Counselor (Dj to Ho)
Mrs. Karen Virtue	610-473-3608	Counselor (Hp – Mila)
Ms. Sandra Gallagher	610-473-3694	Counselor (Milb to Sc)
Mrs. Christy Greener	610-473-3692	Counselor (Sd to Z)
Mrs. Tracy Ali	610-473-3695	Counseling Department Secretary
Mrs. Michelle Bright	610-473-3691	Career Resources Assistant

SCHOOL COUNSELING DEPARTMENT RESOURCES

Various computer search programs such as Career Cruising are available for student use. In addition, we have access to web-based programs related to post-secondary institutions, financial aid, and career exploration.

Catalogs, videos and academic bulletins for numerous four-year and two-year colleges/universities, trade and technical schools, community colleges, business schools, nursing schools, and other specialty schools are available in-house or can be signed out for home use. An extensive career and occupational library is also accessible in the school counseling office.

School Counseling Department resources are available by appointment during regular school hours. Periodic evening programs are scheduled throughout the school year as well. All resources including the school counselor department's calendar of events can be found at this link <http://www.boyertownasd.org/domain/126>.

TESTING PROGRAMS FOR POST-SECONDARY ADMISSIONS

Students of BASH planning to attend a post- secondary school or institution should take part in the various admission testing programs that are offered throughout the year. As most schools require information from these tests, it is important that students become thoroughly familiar with the programs early in their high school careers.

PSAT/NMSQT The Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test, or the PSAT/NMSQT, is a test that is taken by high school juniors only. It is given at Boyertown Senior High School once each year in October. Students who wish to be considered in the National Merit Scholarship Competition must take this test in their junior year.

Pre- ACT Pre ACT Assessments measure student progress toward college and career readiness as defined by the pioneering research, data, standards, and benchmarks of ACT. Pre-ACT scores reflect the knowledge and skills students develop over time—across grades—and link these results to readiness for college and career, providing an evolving picture of student growth. This actionable information enables educators to address students' strengths, areas for improvement, and potential. This taken by all sophomores.

ACT The American College Testing Program (ACT) is made up of a test battery that includes four tests, a Student Profile section, and self-reported high school grades. The ACT is accepted by all colleges and universities. Boyertown is NOT a test center, however, a list of testing centers can be found on the ACT website at www.act.org.

SAT REASONING TESTS The Scholastic Assessment Test (SAT) is a test which is taken by both high school juniors and seniors. The SAT is accepted by all colleges/ universities. Boyertown is NOT a test center, however, a list of testing centers can be found. The SAT website at www.collegeboard.org.

SAT SUBJECT TESTS The SAT Subject Tests are hour-long, subject-specific tests that may be required by some colleges. They differ from aptitude tests in that they test you on what you know about a particular subject. The key changes to the new SAT website is <https://collegereadiness.collegeboard.org/sat/inside-the-test>

GUIDELINES FOR COURSE SELECTION

SELECTION OF COURSES

During the registration period, each student should carefully select those subjects that will comprise his/her schedule for the following school year. Students are encouraged to seek assistance and advice from their parent/guardians, teachers, and school counselors. Once a student registers for a course, it becomes an agreement. Every effort will be made to provide the student with his/her selection; however, certain courses may be canceled due to enrollment restrictions.

Students are encouraged to follow a sequential pattern as they select courses. Students are encouraged to select their electives wisely. Electives can be used to explore career paths.

Students are required to select a minimum of seven (7) credits. Students should take challenging courses in order to better prepare themselves for their future goals. It is recommended that a student receive at least a 'C' grade before selecting the next course in a sequence. This is especially true in mathematics, world language, advanced sciences and other sequential subjects. The school counselor and teachers should be consulted when scheduling advanced sequential courses if there is a question about successful completion of the course.

The school builds its master schedule and projects its needs on the basis of all of the courses selected by approximately 2,225 students. Therefore, once completed, **student course selections will be considered finalized on MAY 26, 2017 unless the selections fail to prepare the student for minimum graduation requirements or fail to meet curricular program requirements.**

Course availability for non-required, elective courses is determined by sufficient student selection and/or staff availability. **Insufficient subscription or staffing constraints could cause a course to become unavailable after the initial scheduling selection process. All students will receive a verification of course selections in the spring.** This does not represent the student's scheduled courses; students will receive the scheduled courses prior to the start of the school year.

SCHEDULE CHANGES

Students are requested to give considerable thought in selecting courses. **All students are expected to continue and complete the courses selected.** Adequate schedule planning for students, teachers, and classroom space can be completed only when school officials can consider students' schedule requests to be final and binding. There will be times when a change is necessary. The special circumstances that often precipitate a schedule change are: course failures from previous semesters/term, changing to a course with a higher degree of difficulty in the same subject area, new student arrival, senior graduation requirement fulfillment, and/or some other extenuating circumstance. An administrative withdrawal is a rare but existing option. This option is often a disciplinary/academic decision. It involves withdrawing a student from a course and that student receiving a failing grade for the course. Changes to course requests must be made on or prior to May 26, 2017. After this date all requests are considered final.

SCHEDULING REQUIREMENT

The first step in building a satisfactory student schedule is to determine what requirements must be met. The following pages list these specific requirements including:

- Six-Day Cycle and Class Load
- Career Portfolio / BCTC Senior Project
- End-of-Course Assessments (EOCAs)
- Successful completion of the Keystone Exam
- Graduation Credit Requirements
- Promotion Policy Guidelines
- Courses Required of All Students

CAREER PORTFOLIO / BCTC SENIOR PROJECT

All students receiving a BASD diploma will need to complete either a career portfolio or the BCTC senior project based upon student attendance. Students utilize Career Cruising, a web-based program designed to provide meaningful career oriented experiences. The portfolio process will provide every student maximum opportunities to research careers and come to an educated, informed decision as to what next steps need to be taken to ensure success beyond high school. In order to assist in the process, high school staff members will be assigned to groups of students as portfolio advisors. The advisor; typically your son/daughter's homeroom teacher, will meet with the students throughout the year and during homeroom and established checkpoints to assess progress toward completion of yearly goals. Information regarding specific portfolio requirements can be found on the district website.

END-OF-COURSE ASSESSMENTS (EOCAs)

EOCAs are being administered as part of our district's assessment plan to measure what we want students to know and be able to do at the end of each course. We also believe that EOCAs will better prepare our students for the state's Keystone Exams as well as post-secondary experiences. Biology, Algebra I, and English Literature Keystone Exams take the place of EOCAs in those content areas.

Administration of EOCAs

The administration of the EOCAs will occur as follows:

- All **core courses**, including English, Reading, Math, Science, Social Studies and World Languages, in grades 9 -12 will administer an EOCA, with the exception of courses administering Keystone Exams.
- **Related studies courses**, including art, music, health and physical education, business education, technology education and family and consumer science, will administer an EOCA beginning in grade 9. The end-of-course assessment will be administered during class time.

Weight of EOCA grade

- The "weight" of the EOCA will be as follows:
Grades 9-12: one-fifth of the overall course grade; any student not completing a planned

EOCA will receive and zero for that portion of their grade.
(final grade calculations in Keystone testing subjects, i.e., Biology Algebra I, and English Literature, will not include an EOCA grade)

Administration Schedule of EOCAs

- All courses that are fall semester-based courses will have their EOCA administered during regularly scheduled class times at the conclusion of the course in the fall.
- Related studies courses that are spring semester-based course will have their EOCA administered during regularly scheduled class times at the conclusion of the course in the spring.
- EOCA's for year-long courses will be administered during the last week of school following a specially designed schedule to be provided by the building principal or his designee.

KEYSTONE EXAMS

The Keystone Exams are end-of-course assessments designed by the state of Pennsylvania to assess proficiency in the subject areas of Algebra I, English Literature and Biology.

The Keystone Exams are one component of Pennsylvania's system new system of high school graduation requirements. Keystone Exams will help school districts guide students toward meeting state standards – standards aligned with expectations for success in college and the workplace. In order to receive a diploma, students must also meet local district credit and attendance requirements and complete a culminating portfolio project, along with any additional district requirements.

Beginning with the graduating class of 2019, students must demonstrate successful completion of secondary-level course work in Algebra I, English Literature and Biology. The Keystone Exam serves as a measure of their proficiency with this content. The Keystone Exam serves as a measure of their proficiency with this content. More information on keystones will continue to be provided.

GRADUATION REQUIREMENTS

A minimum of 24 credits accumulated in grades 9 through 12 are required for graduation from BASH. Students are also required to complete a Career Cruising Portfolio or BCTC senior project. Graduation from BASH involves the fulfillment of the following items:

Minimum number of courses/credits needed for graduation

SUBJECT	SPECIFIED AS
English	The equivalent of four year-long courses in grades 9-12
Social Studies	The equivalent of four year-long courses in grades 9-12
Science*	Three year-long courses in grades 9, 10, 11, or 12
Mathematics	Four year-long courses in grades 9, 10, 11, or 12
Health	Two planned courses, one each in grades 9 and 10

Physical Education**	Four planned courses, one each in grades 9-12
**World Language	One planned course in grades 9-12 Class of 2021 & beyond
Electives (See Course Description Section)	
	Total credits must equal or exceed 24

- *Students who plan on attending a four year college/university are encouraged to take four courses.
- ** NJROTC courses satisfy physical education requirement for 12th grade.

PROMOTION POLICY GUIDELINES

Minimum credit attainment: In order to be eligible to graduate within 4 years (9-10-11-12) at BASH, it is required that you carry and pass the following minimum number of credits, accumulating them as follows:

9th Grade - 6 credits
10th Grade - 12 credits
11th Grade - 17 credits
12th Grade - 24 credits

A student is eligible for graduation at the end of his/her twelfth grade school year when all graduation requirements are fully completed.

If a student fails to accumulate 24 credits, complete his/her career portfolio or BCTC senior project graduation requirement, and other requirements set forth by the state of Pennsylvania by the end of the twelfth grade school year, he/she will be not receive a diploma. If a student fails to meet the recommended credits necessary for promotion, he/she will be retained in the grade-level homeroom based on credits earned.

GRADUATION EXERCISE

COMMENCEMENT CEREMONY EXERCISE

Graduation Note: Students who have not fully met all graduation requirements by the end of the senior year **WILL NOT BE ELIGIBLE TO PARTICIPATE IN COMMENCEMENT CEREMONY EXERCISES** with his/her class. Students who have not fully met all graduation requirements by the end of the senior year (and hence are denied participation in commencement ceremony exercises) shall have the opportunity to be awarded a diploma at the August BASD Board of School Directors meeting upon completion of the requirements in the summer school immediately following, providing all such requirements can be met during the summer session. If the requirements are not met by the end of summer school immediately following, the student can become eligible for a BASH diploma only through a regular school program in subsequent years. *If you do not pass all of the required courses in a given year, it is strongly recommended that as many classes as possible be made up in summer school that year.*

COURSES REQUIRED OF ALL STUDENTS FOR 2017 - 2018

SUBJECT	<u>GRADE 9</u>	CREDIT
English		1.00
Social Studies (Modern American Studies / AP US)		1.00
Biology		1.17
Math		1.00
Health & Physical Education		0.83
Electives		Varies

GRADE 10

English	1.00
Social Studies (Modern World Studies / AP European)	1.00
Biology	1.17
Math	1.00
Health & Physical Education	0.83
Electives	Varies

GRADE 11

English	1.00
Social Studies (Modern American Studies / AP US History)	1.00
Chemistry / Environmental Science	1.17/1.0
Math	1.00
Health & Physical Education	0.83
Electives	Varies

GRADE 12

English	1.00
Social Studies (Government & Economics / AP Micro Econ)	1.00
Math	1.00
Physical Education/NJROTC	0.50/1.00
Electives	Varies

**World Language* - One planned course in grades 9-12 (Class of 2021 & beyond)

GIFTED PROGRAM

The purpose of the gifted enrichment program is to provide academically gifted students with opportunities to further develop skills which will aid them in realization of the maximum potential of their talents. Before entering this program, each student must meet eligibility requirements as established by the Commonwealth of Pennsylvania and the BASD. The Gifted Individualized Education Plan (GIEP) for students in the gifted program includes the two following options:

- Option 1 – Gifted Enrichment Seminar (EHOC-2101):

Students can choose to participate in the offered enrichment seminar course (EHOC) provided by the gifted program throughout the course of the school year. Students must

satisfactorily participate in four enrichment seminars out of the provided eight (one per quarter) throughout the course of the school year to earn the one-half credit offered for the course. Students should be reminded that some seminars may be scheduled/offered outside of mandatory school days, such as on Saturday or in-service day. Students will be graded “Passed (P)” or “Failed (F)” for this seminar course. This seminar course will carry one-half credit for a “Passing (P)” grade; however, will not be part of the calculation of grade-point average or class rank. As with all courses, a “Failing (F)” grade would deny the student academic recognition on the quarterly honor roll.

- Option 2 - BASH Advanced Placement, Concurrent Enrollment, & Honors level course participation:

Advanced Placement (AP), Concurrent Enrollment (CE), and Honors level courses are offered to all students at BASH. Students with a Gifted Individualized Education Plan (GIEP) are strongly encouraged to participate in selecting these course options for their high school course of study. Credits for these courses vary depending upon number of days the seat time is for the course in a six-day cycle. AP and Honors courses carry a weight in cumulative GPA calculations. CE courses provide students with the opportunity to gain college credits while simultaneously earning the designated high school credits for each particular CE course.

Students in the gifted program can choose to participate in both options one and two, just option one, or just option two. Gifted program participants will need to schedule courses accordingly during the designated scheduling time-frame.

HONORS AND ADVANCED PLACEMENT COURSES

The Honors and Advanced Placement (AP) program is intended for responsible, motivated, and self-directed students who are interested in an enriched and accelerated experience in a specific subject area. A student must have the ability and desire to cope with the increased academic demands and requirements of these courses. Students who complete an AP course are given the option of taking the AP examination for college credit at the expense of the parent/guardian.

Advanced Placement Examinations are offered annually to give high school students opportunities to demonstrate college-level achievement. Students who successfully complete the AP exams *may* receive the following benefits:

- Advanced Placement provides the college bound student with the maximum preparation for college course work.
- Exemption by your college or university from beginning courses and permission to take higher level courses in certain fields.
- Tuition savings may be given for an AP qualifying grade of 3 or higher.
- Eligibility for honors and other special programs open to students who have received AP recognition.

Weighted Grades for Honors, Concurrent Enrollment, and Advanced Placement Courses

The final grade-point-average (GPA) of a student for each Honors or Concurrent Enrollment (CE)* course in which the student has achieved at least a grade of ‘B-’ will be raised 0.1. The final grade-point-average (GPA) of a student for Advanced Placement (AP) course in which the student has achieved at least a grade of ‘C’ or higher will be raised 0.2.

NOTE: Weight is pro-rated on a quarterly basis.

* Students who earn a 'C' for a Concurrent Enrollment class will still receive MCCC credit

RECOMMENDATIONS FOR HONORS AND ADVANCED PLACEMENT COURSES

In each subject area in which the student selects Honors or AP classes, it is recommended that he/she has consistently earned report card grades of 'B' or higher in previous honors courses, or 'A's' in regular academic classes. Teacher recommendation is also recommended. Individual departments may have additional requirements listed with their courses.

ADVANCED PLACEMENT COURSE OFFERINGS:

AP Biology	AP Literature & Composition	AP Music Theory
AP Calculus – AB	AP Language & Composition	AP Physics – C
AP Calculus – BC	AP Environmental Science	AP Statistics
AP Chemistry	AP European History	AP Studio Art
AP Computer Science	AP Economics	AP US History
AP Physics 1	AP Psychology	

CONCURRENT ENROLLMENT COURSES

(also referred to as dual enrollment / dual credit)

Concurrent Enrollment is an effort by the Commonwealth to encourage a broader range of students to experience postsecondary coursework and its increased academic rigor, while still in the supportive environment of their local high school. The intent is to increase the number of students that go on to postsecondary education and to decrease the need for remedial coursework at postsecondary institutions.

Concurrent Enrollment is a locally administered program that allows a secondary student to concurrently enroll in college courses while receiving both secondary and college credit for that coursework. The local programs are run through partnerships between school entities and eligible postsecondary institutions. Potential Concurrent Enrollment courses will be identified in the Course Descriptions section of this booklet. Additional mailings may be provided in the Spring with regards to course offerings. College credits will be earned; therefore tuition will be charged at a discounted rate and billed to the student/family through the Community College.

CYBER COURSES

BASD is committed to our mission of “enabling all students to succeed in a changing world.” With that goal in mind, the BASH course offerings for the 2017-2018 school year include several opportunities for online learning. Although all courses are available in a face-to-face format, several courses will also be offered in a “cyber” format.

Cyber courses are delivered fully online by a BASD teacher who will facilitate the online work, as well as be available at specific times for support to students, as needed. Students can complete their online work “anytime, anywhere” within the guidelines of the specific course. Therefore,

there will be no classroom time, as students can choose when to complete their work online. These courses will be scheduled in the student's schedule just like a traditional course, but will not "meet" face-to-face. Students enrolled in a cyber-course will receive online access to the course in a letter during the month of August.

CYBER COURSE OFFERINGS

Animation I	Academic Chemistry
Animation II	Academic Physics
Intro to Computer Graphics	Intro to Weaving
Academic Modern World History 10	German IV
French I	

THE CAREER-TECH PROGRAM

This is a program for students planning career-technical training. Students taking these courses will attend one of the Berks Career and Technology Centers (BCTC) half the school day and BASH for the other half.

EAST CENTER – Oley

<u>AM Course #</u>	<u>Subject</u>	<u>PM Course</u>	<u>Credit</u>
9051 AM	Auto Collision Repair Technology	9061 PM	3.00
9071 AM	Automotive Technology	9081 PM	3.00
9351 AM	Building Construction Occupations	9361 PM	3.00
9111 AM	Cabinetmaking	9121 PM	3.00
9091 AM	Carpentry	9101 PM	3 00
9161 AM	Cosmetology	9171 PM	3.00
9261 AM	Culinary Arts	9271 PM	3.00
9201 AM	Dental Occupations *	9211 PM	3.00
9215 AM	Diesel Technology	9216 PM	3.00
9031 AM	Drafting Design Technology**	9041 PM	3.00
9221 AM	Electrical Occupations *	9231 PM	3.00
9291 AM	Health Occupations *	9301 PM	3.00
9295 AM	Health Related Technology *	9296 PM	3.00
9631 AM	Heavy Equipment Technology	9671 PM	3.00
9541 AM	Horticulture	9551 PM	3 00
9011 AM	HVAC *	9021 PM	3.00
9611 AM	IT Networking **	9281 PM	3.00
9371 AM	Masonry	9381 PM	3 00
9297 AM	Medical Health Professions	N/A	
9501 AM	Early Childhood Education**	9511 PM	3.00
9421 AM	Plumbing and Heating	9431 PM	3.00
9651 AM	Protective Services	9661 PM	3.00
9561 AM	Service Occupations	9572 PM	3.00

MATH REQUIREMENTS: Programs marked with (**) carry a prerequisite academic math of a minimum of College Prep (CP) Algebra I upon enrollment. Programs marked with (*) carry a recommendation of a minimum of Algebra I upon enrollment.

WEST CENTER - Leesport

<u>AM Course #</u>	<u>Subject</u>	<u>PM Course #</u>	<u>Credit</u>
	Advertising Art & Design Technology	9321 PM	3.00
	Communication Media Photo Imaging	9151 PM	3.00
	Communication Media Technology	9681 PM	3.00
	Electronic Engineering Technology **	9251 PM	3.00
	Graphic Imaging Technology	9641 PM	3.00
	IT Programming	9191 PM	3.00
	Mechatronics Engineering Technology	9461 PM	3.00
	Painting and Decorating	9411 PM	3.00
	Precision Machining Technology *	9341 PM	3.00
	Protective Services – Firefighting	9451 PM	3.00
	Rec/ Power Equip Technology	9601 PM	3.00
	Robotics and Automation Technology**	9591 PM	3.00
	Business Management & Entrepreneurship	9582 PM	3.00
	Welding Technology	9471 PM	3.00

MATH REQUIREMENTS: Programs marked with (**) carry a prerequisite academic math of a minimum of College Prep (CP) Algebra I upon enrollment. Programs marked with (*) carry a recommendation of a minimum of Algebra I upon enrollment.

BCTC STUDENT PROJECT
(Fulfills BASH Graduation Project Requirement)

The BCTC requires all students to complete a culminating project to ensure that he/she is able to apply, analyze, conduct research, synthesize and evaluate information and communicate significant knowledge and understanding. Students must complete Learning Guides 98.01-98.03 and present their student project before Spring/Easter Break of their senior year. If not completed by the end of the third quarter, student will receive a grade of (I) incomplete for the quarter. All student project requirements must be satisfied with the exception of the scheduled oral presentation, before any student is eligible for work-based learning.



Division I Academic Requirements

College-bound student-athletes will need to meet the following academic requirements to practice, receive athletics scholarships, and/or compete during their first year.

Core-Course Requirement
Complete 16 core courses in the following areas: • 4 years of English • 3 years of math (Algebra I or higher) • 2 years of natural/physical science (1 year of lab if offered) • 1 year of additional English, math or natural/physical science • 2 years of social science • 4 years of additional courses (any area above, foreign language or comparative religion/philosophy)

Full Qualifier	Academic Redshirt
• Complete 16 core courses: ▪ Ten of the 16 core 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 (see back page) • Graduate 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 (see back page) • Graduate high school

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

Academic Redshirt: 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 cannot practice, receive athletics scholarships or compete during their first year of enrollment at an NCAA Division I school.



NCAA Eligibility Center

Test Scores

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

A combined SAT score is calculated by adding 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 you take either test more than once, the best sub score from different tests are used to meet initial eligibility requirements.

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.

DIVISION I FULL QUALIFIER SLIDING SCALE		
Core GPA	SAT Reading/Math	ACT Sum
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
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

ACADEMIC REDSHIRT

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.

Core-Course Requirement	
• 3 years of English • 2 years of math (Algebra I or higher) • 2 years of natural or physical science (including one year of lab science if offered) • 2 years of social science • 3 additional years of English, math or natural or physical science • 4 additional years of English, math, natural or physical science, social science, foreign language, comparative religion or philosophy	
Full Qualifier	Partial Qualifier
• 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 (see back page). • Graduate 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 II sliding scale (see back page). • Graduate high school.

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.

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.



DIVISION II FULL QUALIFIER SLIDING SCALE		
Use for Division II beginning August 1, 2018		
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

DIVISION II PARTIAL QUALIFIER SLIDING SCALE		
Use for Division II beginning August 1, 2018		
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



2017-2018
Program of Academic
Studies Course
Descriptions

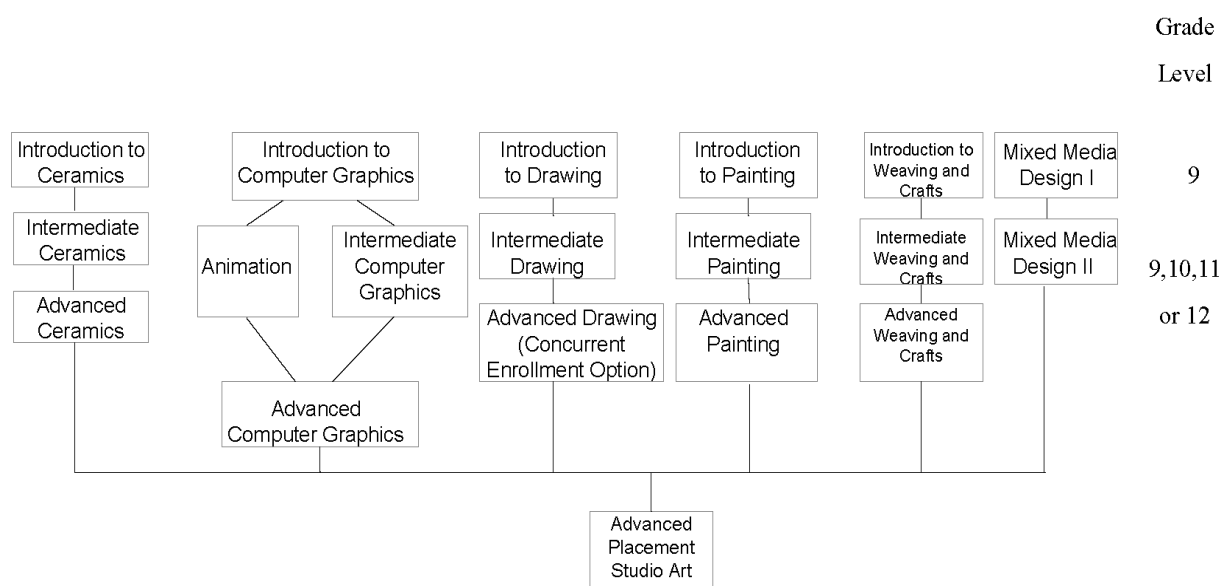
**Key to Course
Number Prefix**

Y = Full Year Course
S = Semester Course

ART

BOYERTOWN AREA SCHOOL DISTRICT

Fine Arts (visual) Course Sequence



Course	Course Name	Sem.	Grade	Credits	Pds. Per Cycle	Prerequisites/Recommendations
1014	Introduction to Drawing	S	9, 10,11,12	0.50	6	
1018	Intermediate Drawing	S	10,11,12	0.50	6	Introduction to Drawing
1022	Advanced Drawing (Concurrent Enrollment Option)	S	11,12	0.50	6	Intermediate Drawing
1040	Introduction to Ceramics	S	9,10,11,12	0.50	6	
1044	Intermediate Ceramics	S	10, 11,12	0.50	6	Introduction to Ceramics
1048	Advanced Ceramics	S	11,12	0.50	6	Inter. Ceramics & teacher rec.
1052	Introduction to Weaving and Crafts	S	9, 10,11,12	0.50	6	

1052C	Introduction to Weaving and Crafts - Cyber	S	9, 10,11,12	0.50	6	
1054	Intermediate Weaving and Crafts	S	10, 11,12	0.50	6	Introduction to Weaving
1056	Advanced Weaving and Crafts	S	11,12	0.50	6	Intermediate Weaving
1060	Introduction to Painting	S	9, 10,11,12	0.50	6	
1064	Intermediate Painting	S	10, 11,12	0.50	6	Introduction to Painting
1068	Advanced Painting	S	11,12	0.50	6	Intermediate Painting & Teacher Recommendation.
1086	Introduction to Computer Graphics	S	9, 10,11,12	0.50	6	
1086C	Introduction to Computer Graphics - Cyber	S	9, 10,11,12	0.50	6	
1094	Intermediate Computer Graphics	S	10, 11,12	0.50	6	Introduction to Computer Graphics
1084	Advanced Computer Graphics (Concurrent Enrollment Option)	S	11,12	0.50	6	Intermediate Computer Graphics
1088	Mixed Media Design I	S	9, 10,11,12	0.50	6	
1090	Mixed Media Design II	S	10, 11,12	0.50	6	Mixed Media Design I
1096	Animation I	S	9, 10,11,12	0.50	6	Computer Graphics
1096C	Animation I - Cyber	S	9, 10,11,12	0.50		Computer Graphics
1098	Animation II	S	10, 11,12	0.50	6	Animation I
1098C	Animation II - Cyber	S	10, 11,12	0.50		Animation I
1099	Advanced Placement Studio Art	Y	11,12	1.00	6	Intro to Drawing and High School Art Teacher Recommendation.
1092	Independent Study – Art	S	11,12	0.50	6	Dept. leader approval
1071	Adaptive Art Education	S	9, 10,11,12	0.50	6	Life Skills or Learning Support Students Only

It is strongly recommended that students planning a career in art take Introduction to Drawing and Multimedia Design before or simultaneously with a concentration in more specialized courses. In all multi-level courses students must take each course in the correct succession with the prerequisite being the previous level.

The following suggestions are for students who have determined that they will be focusing on a career in the arts. These suggestions should be followed to the best of the ability of the student, guidance and scheduling.

9th Grade Suggested Requirements

Introduction to Drawing

Introduction to Computer Graphics

Mixed-Media Design

And/or 1 Elective: Electives for a specific concentration - Introduction to Ceramics or Weaving or Painting

10th Grade Suggested Requirements

Introduction to Drawing

Introduction to Computer Graphics

Mixed-Media Design

And/or 1 Elective: Electives for a specific concentration - Introduction to Ceramics or Weaving or Painting

11th Grade Suggested Requirements

Intermediate Drawing

Advanced Drawing (If Planning to take AP Art your Senior Year)

Introduction to Painting

Intermediate Computer Graphics

And/or 1 Elective: Electives for a specific concentration - Intermediate Ceramics or Weaving or Painting or Drawing

12th Grade Suggested Requirements

AP Studio Art or Advanced Drawing and/or Advanced Painting

And/ or 2 to 3 Electives: Electives for a specific concentration - *During this year, students should take advanced classes in their area of concentration.*

Intermediate or Advanced Ceramics, Intermediate or Advanced Weaving,

Intermediate or Advanced Drawing, Intermediate or Advanced Painting,

Advanced Computer Graphics

1014: INTRODUCTION TO DRAWING (Foundation Course)

Students will explore the fundamentals of drawing with a wide variety of drawing media and artistic styles. Design and composition concepts will be an integral part of the instruction. The course will be centered in basic drawing methods, aesthetics, art history, and critical analysis. Drawing media may include graphite pencil, charcoal, pen and ink, colored pencils, and pastels. Some possible subject matter may include: still life, landscapes, portraiture, figure studies, and working from abstraction. All students interested in pursuing an art career should take this course. Students will be required to complete an independent final project that will make up 20% of their final grade.

1018: INTERMEDIATE DRAWING

Interested sophomores are welcome to take this course with approval from their Jr. High Art Teacher. Students will continue to explore drawing with a wide variety of drawing media and artistic styles. Design and composition concepts will still be emphasized as an integral part of the instruction. The course will be centered in advanced drawing methods, aesthetics, art history, critical analysis, and contemporary artists. Drawing media mostly includes charcoal and colored pencils. Subject matter may include: still life, portraiture, figure studies, abstraction, and conceptual drawings. Students will be required to complete an independent final project that will make up 20% of their final grade.

Prerequisite: Introduction to Drawing

1022: ADVANCED DRAWING (Concurrent Enrollment Option)

This course is designed for junior or senior students who have an interest in pursuing art studies after graduation. Interested students are eligible for transferable college credit from Montgomery County Community College upon completion of the course with the grade of a “C” or better. Students will be following course curriculum equivalent to freshman year of college. This is a rigorous course for highly motivated students looking to challenge their artistic abilities. Students will finish the course with a well-developed portfolio that shows a broad range of drawing abilities. Students will have the ability to explore their own style while drawing from life to create complex compositions. Students will be required to complete weekly homework in order to give them extra time to master their skills. Students will be required to complete an independent final project that will make up 20% of their final grade.

Prerequisite: Art teacher recommendation (for concurrent enrollment option); successful completion of Introduction to Drawing and Intermediate Drawing

1040: INTRODUCTION TO CERAMICS – Hand Building Intensive

This course is designed for students with an interest in the ceramic arts. The main focus of this class is to have students learn the essential skills that enable an artist to create functional and sculptural works in clay. Students will create various three dimensional forms using pinched, coil, and slab methods of construction. Students will spend the majority of the semester developing basic hand built constructing skills with clay and how it works. To close out the semester the students may be introduced to the pottery wheel to prepare them for the intermediate level which is wheel thrown intensive. Students will experiment with primitive firing techniques as well as basic glazing techniques in an electric kiln. While the skill development and studio work is the main focus of the course, there will be also be an emphasis on personal artistic development, craftsmanship, art history, and creative problem solving.

1044: INTERMEDIATE CERAMICS – Wheel Thrown Intensive

This course is designed for students with a serious interest in the ceramic arts. The main focus of this class is to have students apply the essential skills covered in Introduction to Ceramics by creating functional and sculptural works in clay. Students will be taught basic and intensive wheel throwing skills to create sets of functional mugs, bowls, and other functional vessels for everyday use. Students will apply hand-building techniques learned in the Introduction class to enhance their wheel thrown work. Students will spend the majority of the semester working on the potter’s wheel. Students will learn begin to explore glaze development. Towards the completion of this course students would begin to develop their own personal artistic voice and style in clay. A further emphasis will be put on personal artistic development, craftsmanship, art history, and creative problem solving.

Prerequisite: Introduction to Ceramics

1048: ADVANCED CERAMICS

This course is designed for the serious art students that are self-disciplined, self-motivated, and have a strong interest in further developing their ceramic art skills. Students will be combining all the previous knowledge and skills acquired in Introduction to Ceramics and Intermediate Ceramics to create more in-depth and more challenging works of art. Students will have the choice to master the essential skills of either working on the potter’s wheel or constructing three-dimensional hand built pieces. Students will focus on three dimensional forms of personal

interest. Students will learn technical aspects of the ceramic arts like mixing clay and glazes. Students will be using the core art elements and design principles in their own work, and will create several pieces of artwork that carry a unifying theme. Students will be required to keep a sketchbook. Students will examine a wide variety of ceramic art from prehistoric times to contemporary ceramic artists.

Prerequisite: Intermediate Ceramics

1052: INTRODUCTION TO WEAVING AND CRAFTS

1052C: INTRODUCTION TO WEAVING AND CRAFTS - CYBER

This course is designed for students with an interest in weaving and crafts. The introductory level will introduce students to loom and non-loom woven processes including loom weaving and basketry. Students may also be introduced to select crafts by learning wire, jewelry and hand crafted three dimensional design techniques. *Offered as a cyber course as well.*

1054: INTERMEDIATE WEAVING AND CRAFTS

This course is a more in-depth study of various weaving and craft experiences. An emphasis on individual style, creative expression, and design elements and principles will be incorporated. Students will also focus on craftsmanship of technique, as well as the combination of woven techniques and craft construction of various forms.

Prerequisite: Successful completion of Intermediate Introduction to Weaving and Crafts

1056: ADVANCED WEAVING AND CRAFTS

The incorporation of introductory and advanced skills, techniques, styles and craftsmanship will be the primary focus for both woven and craft assignments. Advanced Weaving and Craft students will have the opportunity to learn how to create their own designs utilizing digital techniques. There will be an emphasis on the combination of advanced techniques and handcrafted processes for the creation of professional quality woven and craft forms. Students will create both functional and non-functional pieces.

Prerequisite: Successful completion of Intermediate Weaving and Crafts

1060: INTRODUCTION TO PAINTING

Students will explore the fundamentals of painting with a variety of painting media and artistic styles. Knowledge about the color wheel, mixing colors, as well as, design and composition will be emphasized. Instruction and demonstration will precede each painting assignment. Painting media may include: watercolor, acrylics, and oils. Specific subject matter will be assigned for each painting medium.

1064: INTERMEDIATE PAINTING

Students will continue to explore painting with a variety of painting media and artistic styles. Design and composition will continue to be emphasized. Review of methods and techniques will precede each painting assignment. Painting media may include: watercolor, acrylics, and oils. Specific subject matter will be assigned for each painting medium.

Prerequisite: Successful completion of Introduction to Painting

1068: ADVANCED PAINTING

This course is designed for junior or senior students who have an interest in pursuing art studies after graduation. This is a rigorous course for highly motivated students looking to challenge their artistic abilities. Students will finish the course with well-developed portfolios that show a broad range of artistic studies, hence many different subjects and many different painting media, as well as, the opportunity to do in-depth painting relating to one subject and/or medium.

Prerequisite: Introduction to Painting and Successful completion of Intermediate Painting

1086: INTRODUCTION TO COMPUTER GRAPHICS

1086C: INTRODUCTION TO COMPUTER GRAPHICS - CYBER

Computer Graphics is designed to cover the basic fundamentals of computer graphics' technology with an introduction to advertising, desktop publishing, illustration and graphic design. An emphasis will be placed on understanding proper layout and design principles. Scanning, printing, digital photography, image manipulation, video editing, animation and a variety of software applications will be covered. *Offered as a cyber course as well.*

1094: INTERMEDIATE COMPUTER GRAPHICS

Intermediate Computer Graphics will have an emphasis on utilizing and applying proper layout and design principles for advertising, desktop publishing, illustration and graphic design as they relate to marketing and industry. Students will begin to develop their own graphic design style and utilize it in their projects as well as focusing on applying a personal, creative style in these projects as well.

Prerequisite: Students must have successful completion of Intro to Computer Graphics to advance to the intermediate level.

1084: ADVANCED COMPUTER GRAPHICS (Concurrent Enrollment Option)

Advanced computer graphics will give practical experience to students who are considering computer graphics as a career. Students will develop an individual graphic design style using a variety of software for advertising, marketing, illustration and graphic design. A strong emphasis will be placed on mastering proper layout and design principles. Students will also be asked to complete two professional client requests. Client requests are where a community member or Boyertown staff member(s) requests a specific graphic design project to be completed by the students.

Prerequisite: Students must have Successful completion of Intermediate Computer Graphics to register for Advanced Computer Graphics.

1088: MIXED MEDIA DESIGN I (Foundation Course)

Designed as an important part of every art students' requirements, this course will explore the basic elements and principles of design, using a wide variety of materials. The materials explored in this course will cover both two-dimensional and three-dimensional design both individually and in combination with each other. This course should be taken by all students especially those planning a career in art.

1090: MIXED MEDIA DESIGN II

This course is a more advanced exploration of the core design principles and elements. Each one of the principles will be examined from a two dimensional, as well as a three dimensional standpoint. Focus for the course will be centered on studio work, aesthetic understanding, art history and critical analysis.

Prerequisite: Successful completion of Mixed Media Design I

1096: ANIMATION I

1096C: ANIMATION I - CYBER

Animation students will use Adobe Flash and other Apps to learn about historical animation techniques as well as contemporary methods. The majority of the class will be spent using Adobe Flash exploring timelines, tweens, frame by frames, kinetic text, static animations, and simple interactive animations. Projects are not limited to but may include zoetropes, banners, vector animations, and interactive clocks. Students will be required to complete an independent final project that will make up 20% of their final grade. *Offered as a cyber course as well.*

1098: ANIMATION II

1098C: ANIMATION II - CYBER

This course is for juniors and seniors who have successfully completed Animation I. The purpose of this course is to put together a portfolio for a possible career in animation. Students will be exploring advanced interactive animation, character development, story design, and professional portfolio preparation. Students will be required to complete an independent final project that will make up 20% of their final grade.

Prerequisite: Successful completion of Animation I; Offered as a cyber course as well.

1099: ADVANCED PLACEMENT STUDIO ART

This course is designed for senior students who have a definite interest in pursuing art studies after graduation. Students must submit either a Drawing or 2-D Design portfolio for evaluation by the College Board near the end of the year. Students have the opportunity to earn college credit and/or advanced placement while in high school based on their completed portfolios' score. The portfolios have specific requirements that must be met according to the AP Studio Art Advanced Placement curriculum. Students will pursue independent, individual studies within the course; however, some projects, lessons, or activities will be teacher initiated. It is expected that students will be highly motivated, resulting in portfolios that show a broad range of studies and pursuits, hence many different subjects and many different media. In addition, time should permit in-depth studies and pieces of artwork related to one subject and/or medium as well.

Prerequisite: AP teacher recommendation, Drawing- Introduction and Intermediate

1092: INDEPENDENT ART

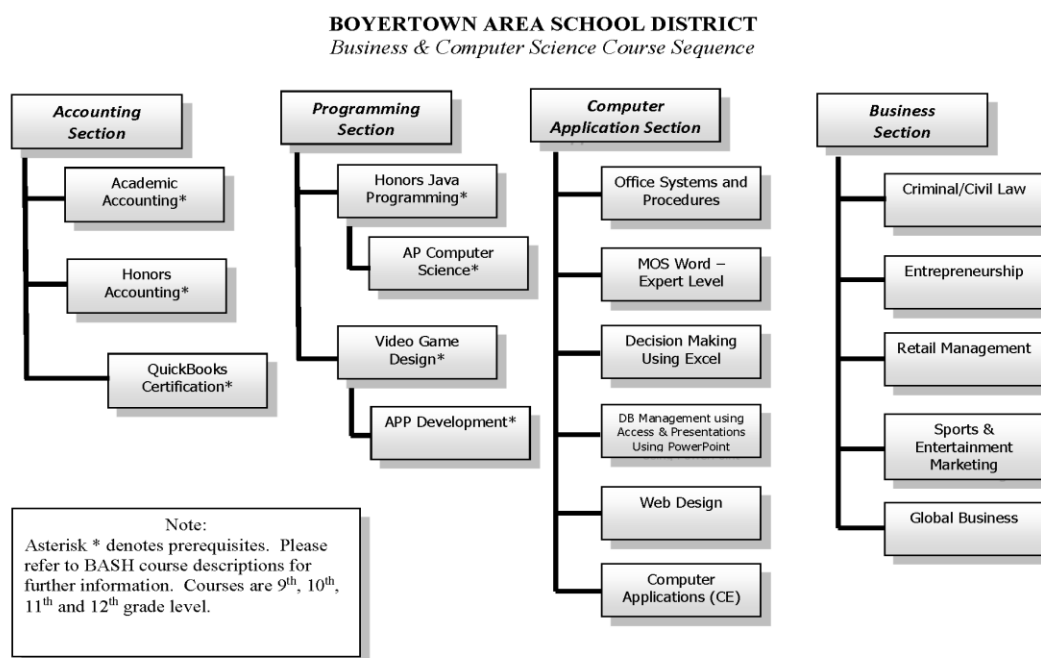
Independent Art is designed for art students who are planning to continue their education in an art related field. Any art student wishing to continue in a specific art course at Boyertown above the advanced level should schedule Independent Art. Once they are scheduled into this course they will fill out their Independent Art syllabus and obtain art teacher, school counselor, principal, and parent permission. They will be scheduled with the art instructor of their media concentration and work with that instructor for the semester.

Prerequisite: Students must have a ‘B’ or better in the Advanced level of the specific course they will be concentrating in as an Independent art student.

1071: ADAPTIVE ART EDUCATION

This class is restricted to students enrolled in the life skills and or learning support programs. In an adapted format, this class will present artistic concepts and skills to students in a manner appropriate to student abilities. Activities will encompass beginner computer graphics, weaving, painting, and mixed media areas.

BUSINESS & COMPUTER SCIENCE



Course	Course Name	Sem.	Grade	Credits	Pds. Per Cycle	Prerequisites/Recommendations
1241	Criminal/Civil Law	S	9-12	0.50	6	
1243	Entrepreneurship	S	9-12	0.50	6	
1249	Retail Management	S	9-12	0.50	6	
1252	Honors Accounting	Y	10,11,12	1.00	6	Concurrently enrolled or have passed (B Average) in Algebra II
1251	Academic Accounting	Y	10,11,12	1.00	6	Concurrently enrolled or have passed (C Average) in Algebra II
1263	QuickBooks Certification	Y	11,12	1.00	6	‘B’ average in Academic or Honors Accounting I

1256	Sports & Entertainment Marketing	S	9-12	0.50	6	
1258	Global Business	S	9-12	0.50	6	
0862	Independent Study – Business	S	10,11,12	0.50	6	Dept. leader approval
0860	“The Office” Procedures and Technology	S	9-12	0.50	6	
0876	Expert MOS WORD Certification	S	9-12	0.50	6	
0877	Expert MOS EXCEL Certification	S	9-12	0.50	6	
0888	MOS POWER-POINT and ACCESS Certification	S	9-12	0.50	6	
0875	Honors JAVA Programming	Y	10,11,12	1.00	6	Honors Algebra II, or Honors Geom.
CIS114	Web Design (CE)	S	10,11,12	0.50	6	Successfully passed one of the MOS courses
0890	Video Game Design	S	11,12	0.50	6	Honors Algebra II or Honors Geometry
CIS110	Computer Applications (CE)	Y	10, 11,12	1.00	6	Successfully passed one of the MOS courses
0880	APP Development	S	11,12	0.50	6	Video Game Design
0869	Advanced Placement Computer Science	Y	11,12	1.00	6	Successful completion of Honors JAVA Programming/Teacher recommendation

1241: CRIMINAL/CIVIL LAW

If you are interested in pursuing a career in law enforcement or learning your rights as a citizen, this course is for you! Students will study and investigate both civil and criminal law, the court system and making contracts, and apply that knowledge to everyday life. Professionals in law enforcement will provide information on how procedures are performed and the current law. Students will engage in a mock trial, which includes deciding the strategy, preparing questions and responses, and a jury. A visit to the Berks County Court system is also planned.

1243: ENTREPRENEURSHIP

In this introductory business course, students learn the basics of planning and launching their own successful business. Whether they want to start their own money-making business or create a non-profit to help others, this course helps students develop the core skills they need to be successful. They learn how to come up with new business ideas, attract investors, market their business, and manage expenses.

1249: RETAIL MANAGEMENT

Retail business vary in size from a small one-man operation to large international organizations. The needs of the consumer has produced an amazing variety of retail stores, which need to be organized by managers. This course includes the topics of store location, layout, design, management, retail buying, and customer service. Students will receive practice in a realistic simulation that covers all aspects of managing a store. Students will have the wonderful opportunity to “work” in our school store, the Bear Cave/Cub Cup, which adds unique hands-on experience to the learning.

1252: HONORS ACCOUNTING

This course is designed for students who plan to pursue a degree in accounting and/or be challenged in an advanced level course. This course covers the accounting cycle from a sole proprietorship to a corporation. Students will be required to complete a realistic accounting simulation as part of the course. This course covers chapters 1-24. Students will also be exposed to automated accounting using Excel and/or QuickBooks.

Recommendation: Concurrently enrolled or have passed (B Average) in Algebra II

1251: ACADEMIC ACCOUNTING

This course is recommended for students planning to get a business degree. Students will complete the accounting cycle from preparing journal entries to doing financial statements. Students will be exposed to working with sole proprietorships, merchandising business, and corporations. Students will be required to complete a realistic accounting simulation as part of this course. This course covers chapters 1-16. Students will also be exposed to automated accounting using Excel and/or QuickBooks.

Recommendation: Concurrently enrolled or have passed (C Average) in Algebra II

1263: QUICKBOOKS CERTIFICATION

This course is designed for students that would like the skills to use QuickBooks, the #1 best-selling small-business accounting software. Students will use their knowledge from their accounting course and apply it to an automated accounting environment. Topics covered include the sales process, managing expenses, reports and graphs, customizing the software, inventory, time and billing, payroll, and a simulation. At the end of the course students are requested to take the QuickBooks certification test.

Recommendation: ‘B’ average in either Academic Accounting or Honors Accounting

1256: SPORTS AND ENTERTAINMENT MARKETING

This course is recommended for students pursuing a future in sports and/or the business world. This highly interactive course will enable students to engage their creative side while learning how to market a team, a sports figure, a product/service and most importantly, how to market themselves. New trends in Marketing will be explored. Emphasis will be placed on all aspects of marketing including: ethical behavior, planning, consumer behavior, product research, e-commerce, advertising, and communication. Students will frequently engage in individual/group activities, and writing assignments in addition to utilizing the Web to explore and research existing companies.

1258: GLOBAL BUSINESS

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Cultural customs and traditions, trade, currency, business travel, geography, current events, international marketing, global issues and career opportunities will be the major topics covered.

0862: INDEPENDENT STUDY – BUSINESS

This course is open to the following students: *seniors* who wish to pursue advanced projects or in-depth study of software packages or business subjects. Students must have successfully completed the majority of the planned business/computer courses and must have the recommendation of the business department chair, teacher, school counselor, principal, and parent permission. Other prerequisites may be considered on an individual basis.

Independent study is also open to students who have completed Advanced Placement Computer Science. This student must be interested in pursuing advanced programming concepts, must have the recommendation of the AP computer Science teacher, and must present an acceptable project to pursue.

0860: OFFICE SYSTEMS AND PROCEDURES

In today's workforce, employees must be knowledgeable about the concepts and procedures for information management, problem-solving, and communication tasks that are part of daily business. Discussions will include topics such as professional conduct and ethics, along with oral and written communication techniques. Microsoft Office products will be integrated into both individual and group assignments.

MICROSOFT OFFICE PRODUCT CERTIFICATION COURSES

The Microsoft Office Specialist (MOS) certification is the leading IT certification in the world. MOS enables students to become experts in the software by utilizing the full features and functionality of the Microsoft Office system. In academics, MOS promotes success in the classroom, builds individual distinction and prepares students for an ever-increasing competitive workforce. Holding a MOS certification can earn an entry-level business employee as much as \$16,000 more in annual salary than uncertified peers <https://www.microsoft.com/en-us/learning/certification-benefits.aspx>. Many colleges are accepting the certification in lieu of taking a college level course. Check with your college for their policy.

Demonstrate that you have the deepest level of skills needed to proficiently use Office programs by earning a Microsoft Office Specialist Master certification. Required tests: Word Expert 1, Word Expert 2, Excel Specialist, and your choice of Access or PowerPoint. A second option is Excel Expert 1, Excel Expert 2, Word Specialist, and your choice of Access or PowerPoint.

0876: MOS WORD – EXPERT LEVEL

This course encompasses the core and advanced skills to either become a Microsoft Word Specialist and/or Expert. Users include people from a wide variety of job roles from every profession. The core level will cover 80% of the features and capabilities of Word. The Expert

level requires the mastery of 75 specific performance-based tasks. Students are required to take either the MS Word Specialist or Expert level certification test. If a student passes the Expert level a weight of an honors course will be added to this course.

0877: DECISION MAKING USING EXCEL

This course focuses on using Excel to design spreadsheets that organize, manage, and provide analysis on personal, financial, or scientific data. This course encompasses the core and advanced skills to either become a Microsoft Excel Specialist and/or Expert. The core level will cover 80% of the features and capabilities of Excel. The Expert level requires the mastery of 75 specific performance-based tasks. Students are required to take the MS Excel Specialist or Expert level test at the end of the semester. If a student passes the Expert level a weight of an honors course will be added to this course.

0888: DATABASE MANAGEMENT USING MS ACCESS PRESENTATIONS USING MS POWERPOINT

This course encompasses the core level skills to become a Microsoft PowerPoint and Access Specialist. Users include people from a wide variety of job roles from every profession. In PowerPoint students will generate complex slide shows by creating custom templates, proper data layout and ability to give a presentation while interacting with the slides. Access users include a wide variety of professions including accounting/fiancé. Users will need to create, maintain, modify, and extend functionality in databases. Students are required to take the Specialist level test for PowerPoint and/or Access.

0875: HONORS JAVA PROGRAMMING

This full-year offering is designed for the academic student who has a desire to take a first course in computer science. Students will learn fundamentals of computer science, structured programs, and develop their programming skills. Java is the language taught in introductory programming courses at many colleges and universities and is used to develop commercial microcomputer software. This is an excellent course for students pursuing a career in science, math, engineering, or computer science. NOTE: This course may now count towards a math or science credit for graduation requirements.

Recommendation: Successful completion of Honors Algebra II, Geometry or approval of teacher

CIS114: WEB DESIGN (Concurrent Enrollment)

Using the popular point & click software, such as Dreamweaver, this course will have you developing a web design involving careful planning, organization and creativity. The technical skills involving a design include linking, multi-media elements, color, graphics, tables, shared borders, frames and much more. Basic HTML code, Java applets, Java scripts, macromedia flash, and Cascading Style Sheets will be covered. No programming skills are required...just your imagination!

0890: VIDEO GAME DESIGN

Students will learn to use Unity3D, one of the most widely-used packages for game development. Students will understand key concepts in game design including scripting, physics,

instantiation, particle effects; test and optimize games. Students will build a variety of games (2D and 3D), and then develop their own. The software has the ability to deploy the games to the web to allow for universal testing and feedback.

Recommendation: *Honors Algebra II, Honors Geometry or teacher recommendation*

0880: APP DEVELOPMENT

Students will build on their knowledge from the video design course. Students will learn how to build, debug and test a Unity iOS game, screens and icons, and how to include iAds. Students will build sample iOS games to help develop their own APP to deploy.

Prerequisite: *Video Game Design*

CIS110: COMPUTER APPLICATIONS (Concurrent Enrollment)

This course introduces non-computer science majors to the fundamentals of computer hardware and software and their integration into management information systems. Specific software topics will include word processing, spreadsheet, presentation, database management and operating systems. Using these skills, students will solve problems that they will most likely encounter in a digital world. Additional topics will include computer hardware analysis, electronic communications, the Internet, computer networking, social implications of computing and other current computer topics. This course satisfies most college and university requirements for an introduction to computer course.

0869: ADVANCED PLACEMENT COMPUTER SCIENCE

This second-year computer science course emphasizes programming methodology and procedural abstraction through the study of algorithms, data structures, and data abstraction. The curriculum will prepare students to take the AP Computer Science Test. NOTE: This course may now count towards a math or science credit for graduation requirements.

Recommendation: *Successful completion of Honors JAVA Programming or teacher recommendation.*

MONTGOMERY COUNTY COMMUNITY COLLEGE **CONCURRENT ENROLLMENT COURSE**

Course	Course Name	Sem.	Grade	Credits	Pds. Per Cycle	Prerequisites/Recommendations
EDU100	Introduction to Education	Y	11,12	1.0	6	'B' in previous content courses.

EDU 100: Introduction to Education (Concurrent Enrollment)

This course is designed to give prospective teachers an introduction to education, including historical, ethical, legal, and theoretical perspectives, cultural influences, as well as classroom management techniques. While in class, students will participate in various instructional strategies both individually and in group settings. The course requires students to complete 20 hours of field experience/observation in an early childhood, elementary, or secondary school setting in order to reflect on present-day practices and the diverse roles and responsibilities of

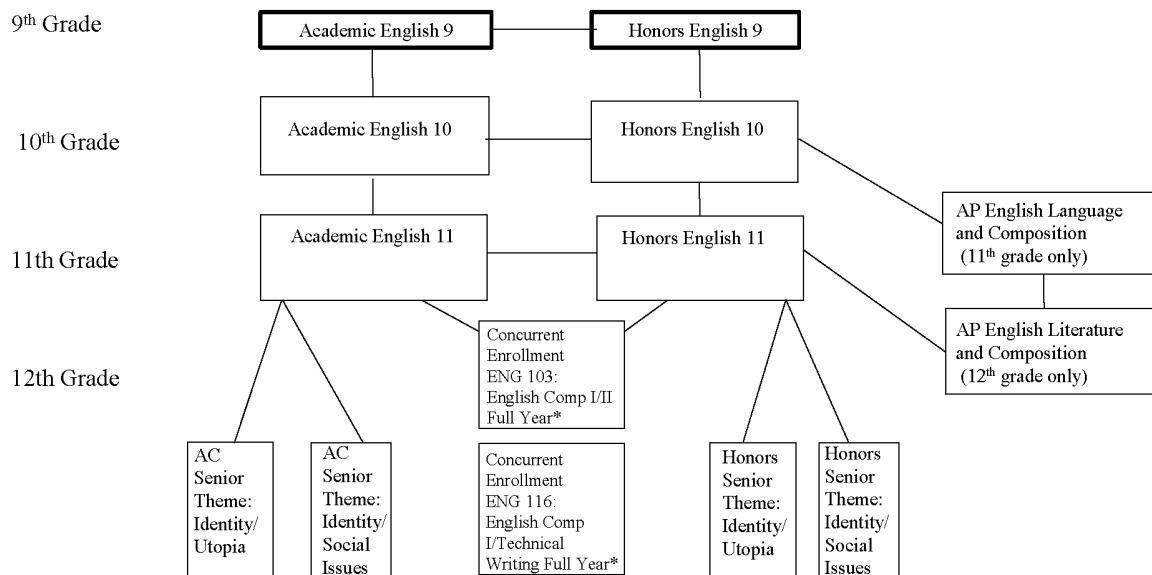
teachers in today's world. This experience will help prospective teachers to confirm their career choice. Upon successful completion of the course with a “C” or better and completion of the Field Experience/Observation experience, students will earn college credit through Montgomery County Community College that may be transferred to any school in the state system of higher education.

** Depending upon their field experience placement, students may have to apply for all necessary child care background clearances.*

***Students must purchase a textbook for this class.*

ENGLISH/LANGUAGE ARTS

BOYERTOWN AREA SCHOOL DISTRICT *English Course Sequence*



* Students must pass Accuplacer Test to receive College Credit
 ** Students must earn a C or better in ENG 101 to take this course

Course	Course Name	Sem	Grade	Credits	Pds. Per Cycle	Prerequisites/Recommendations
0436	Honors English 9	Y	9	1.00	6	See course description.
0435	Academic English 9	Y	9	1.00	6	
0447	Honors English 10	Y	10	1.00	6	See course description.
0446	Academic English 10	Y	10	1.00	6	

0446C	Academic English 10 - Cyber	Y	10	1.00		
0457	Honors English 11	Y	11	1.00	6	See course description.
0450	Academic English 11	Y	11	1.00	6	
0479	Honors Identity/Utopia	Y	12	1.00	6	See course description
0478	Academic Identity/Utopia	Y	12	1.00	6	
0481	Honors Identity/Social Issues	Y	12	1.00	6	See course description.
0480	Academic Identity/Social Issues	Y	12	1.00	6	
0499	AP English Literature and Composition	Y	12	1.00	6	See course description.
0489	AP English Language and Composition	Y	11	1.00	6	See course description.
ENG103	CE English Comp I/II	Y	12	1.00	6	Community College Placement Test
ENG116	CE English Comp/Technical Writing	Y	12	1.00	6	Community College Placement Test
2271	Reading (LS Only)	Y	10,11,12	1.00	6	
2101	Enrichment Seminar (EHOC)	Y	10,11,12	0.50		
0431	Journalism I	Y	10,11,12	1.00	6	
0432	Journalism II	Y	10,11,12	1.00	6	Journalism I
0433	Journalism III	Y	10,11,12	1.00	6	Journalism I, II
0434	Journalism IV	Y	10,11,12	1.00	6	Journalism I, II, III

0435: ACADEMIC ENGLISH 9

(NCAA Approved Course)

The ninth grade English curriculum develops reading, writing, thinking, and speaking skills. Students will experience a wide variety of literature, including fiction and non-fiction, poetic and dramatic selections. Writing and speaking skills are emphasized in preparation for further education and careers. Traditional grammar, mechanics, and usage skills are continued as part of the writing process.

0436: HONORS ENGLISH 9

(NCAA Approved Course)

The ninth grade Honors curriculum analyzes classical literature as well as modern works. Students in this course will be challenged by delving deeper into the works studied and developing their thinking and writing skills at a higher level. Students will develop their communications skills through instruction in the writing process, individual projects, and oral presentations. Teachers will make recommendations for students to be approved/placed in this course.

0447: HONORS ENGLISH 10

(NCAA Approved Course)

This course, designed for the outstanding English student, provides a solid foundation for college bound students whose future studies and employment will require extensive use of English

communications skills. Students will develop the vital skills of self-expression through speaking, listening, and writing, with an emphasis on grammar, content, and sophisticated elements of style. This course will also deal with various literary types in a critical and analytical fashion. Students will employ advanced terminology to explore concepts of poetry, prose, fiction, and drama. In addition to orally analyzing literature, students will further develop composition skills in the written analysis of literature. The course includes both fiction and nonfiction multicultural works. Some of the works include independent reading and studying. The writing component of this course focuses on the integration of primary and secondary source material. A Literature Keystone Exam will be administered at the end of the course.

Recommendation: 'B' or better in 9th grade Honors English or 'A' in regular academic 9th grade English, and teacher recommendation.

0446: ACADEMIC ENGLISH 10

(NCAA Approved Course)

This rigorous, standards-based course provides a solid foundation for students whose future studies and employment will require extensive use of English communications skills. Students will develop the vital skills of self-expression through speaking, listening, reading, and writing, with emphasis on grammar, content, and writing instruction. In addition, students will read and examine multicultural literature that builds an understanding of self: how mastery of language is empowering, how both fiction and nonfiction texts help individuals to understand themselves, and how experiences determine personal identities. Special attention will be paid to the development of literacy in both fiction and nonfiction texts. Students will also learn to analyze various genres of literature in preparation for junior and senior level literature courses. The writing component of this course focuses on the integration of primary and secondary source material. A Literature Keystone Exam will be administered at the end of the course.

Offered as a cyber course as well.

0457: HONORS ENGLISH 11

(NCAA Approved Course)

0450: ACADEMIC ENGLISH 11

(NCAA Approved Course)

This survey course traces the development of the American Dream and its effect on the contemporary American identity. Just as Americans in 1776 fought for their independence in order to forge a new nation, writers struggled to create a literature that was truly American, not only in content, but also in expression. In studying the Colonial, Revolutionary, Romantic, Transcendental, Realist, and Modernist periods of American literature, the student will gain new insights into the unique literary heritage of America. The writing component of this course focuses on the further development of a mature, scholarly style with the inclusion of primary and secondary source material. This course will conclude with a common department End Of Course Assessment.

Students selecting the honors level should demonstrate excellence in both writing and reading comprehension, evidenced by a grade of 'B' or better in previous honors classes or 'A' in previous academic classes and teacher recommendation.

0479: HONORS IDENTITY/UTOPIA

(NCAA Approved Course)

0478: ACADEMIC IDENTITY/UTOPIA/

(NCAA Approved Course)

As part of the Identity content of this course, students will read a variety of texts as they explore some of the factors that make us who we are: our family, our sense of self, and our community. Students will consider this heightened awareness of themselves as they seek to understand the motivations of others in their community and their world. At times, these motivations cause

members in a society to suffer a loss of their identity, a result many authors have characterized as a Dystopian society. Utilizing literature about Utopian (the ideal world) and Dystopian societies, students will come to appreciate the importance of being aware of the decisions of those in control. The power of the writer as he warns us of futuristic events will convince students of the need to think creatively about societal concerns. This course will conclude with a common department End Of Course Assessment.

0481: HONORS IDENTITY/SOCIAL ISSUES

(NCAA Approved Course)

0480: ACADEMIC IDENTITY/SOCIAL ISSUES

(NCAA Approved Course)

As part of the Identity content of this course, students will read a variety of texts as they explore some of the factors that make us who we are: our family, our sense of self, and our community. Students will consider this heightened awareness of themselves as they seek to understand the motivations of others in their community and their world. Such motivations are often revealed by writers in their lifetime as they seek to effect social change. Students will focus on political, economic, and cultural factors that impact social change, while analyzing the role of literature in recording and causing these changes. This course will conclude with a common department End Of Course Assessment.

Students selecting the honors level should demonstrate superior skills in composition and literary analysis, evidenced by a grade of ‘B’ or better in previous honors or AP classes or ‘A’ in previous academic classes and teacher recommendation.

ADVANCED PLACEMENT ENGLISH COURSES

BASH offers two Advanced Placement English courses for outstanding English students seeking rigorous courses and the possibility of college credit/acceleration via the AP testing program. Excellence in both writing and reading skills is required. Each course is independent of the other.

0499: AP ENGLISH LITERATURE AND COMP

(NCAA Approved Course)

**Students may choose to take this course in their Senior year only.*

The focus of this course is the growth of the student as a perceptive reader of complex literary texts with a heightened awareness of the many techniques available to those writers who demonstrate mastery of the English language. Students then proceed to an intense analysis of their writing with the goal of communicating with greater power and clarity. Course material will include readings from American, British and world authors. Students will also complete a major literary research project. The course follows the AP examination approach through intensive work in the critical analysis of literature. Activities will include the study of advanced literary terminology; advanced activities in syntax, tone, and voice; online peer composition reviews; group seminar presentations; and mock AP testing sessions. Students electing Advanced Placement will be required to read and respond to several major literary works during the summer between grades 11 and 12. A reading list will be provided in June and students will be required to complete summer work.

Recommendation: ‘B’ or better in previous honors courses and recommendation of 11th grade Honors English teacher or AP Language and Comp teacher.

0489: AP ENGLISH LANGUAGE AND COMP**(NCAA Approved Course)**

**Students may choose to take this course in their Junior year only.*

The purpose of this course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively. Writing instruction will move beyond formalistic writing such as the five-paragraph essay, placing emphasis on content, purpose, and audience and allowing this focus to guide the organization of their writing. Students will explore the process of composition. They will write in both formal and informal contexts to gain authority and to learn to take risks in writing. Literature selections will be studied to aid students in understanding rhetorical and linguistic choices. Summer reading selections will be required; a reading list will be provided in June.

Recommendation: 'B' or better in previous honors courses and recommendation of 10th grade Honors English teacher.

ENG103: CE ENGLISH COMP I/II**(NCAA Approved Course)**

**Students may choose to take this course in their Senior year only.*

English Composition I and II is a yearlong course that is based on the premise that clear thinking generates clear writing. During the first half of the year (Composition I), students learn how to use the tools of effective writing and how to develop ideas through such expository patterns as example, process analysis, cause and effect, classification, comparison/contrast, definition, argument, narration, and description. However, the second half of the year (Composition II) focuses on writing the college-level research paper and develops each student's mastery of communication, information literacy, and analytic skills with emphasis placed on research and documentation methods. Students use writing, reading, listening, and observation skills to understand, organize, receive, and convey information. Using research gleaned from diverse sources, students employ logic, reasoning, and analysis to craft effective essays.

**Successful completion of the Accuplacer test is required for concurrent enrollment option opportunity.*

***Please note that the grade of 'C' or better must be obtained in the fall semester in order to be able to take the course as a concurrent enrollment option. Students who fail to earn a grade of 'C' or better will continue to be enrolled in the course but will not be eligible for MCCC credits.*

****Successful completion of the course with a 'C' or better in all four quarters will provide you with 6 MCCC credits and 1 BASH credit as well as fulfill your senior English requirement.*

ENG116: CE ENGLISH COMP I/TECHNICAL WRITING **(Not NCAA Approved Course)**

**Students may choose to take this course in their Senior year only.*

English Composition I and Technical Writing is a yearlong course based on the premise that clear thinking generates clear writing. During the first half of the year (Composition I), students learn how to use the tools of effective writing and how to develop ideas through such expository patterns as example, process analysis, cause and effect, classification, comparison/contrast, definition, argument, narration, and description. The second half of the year (Technical Writing) is an application of skills taught in English Composition I and teaches how to do on-the-job writing. It concentrates on special and practical forms of communication, letters and memos, the

summary, the critique, the report, the article, and the technical speech. The course also adapts formal English to the style of the technical or specialized writer.

**Successful completion of the Accuplacer test is required for concurrent enrollment option.*

***Please note that the grade of 'C' or better must be obtained in the fall semester in order to be able to take the course as a concurrent enrollment option. Students who fail to earn a grade of 'C' or better will continue to be enrolled in the course but will not be eligible for MCCC credits.*

****Successful completion of the course with a 'C' or better in all four quarters will provide you with 6 MCCC credits and 1 BASH credit as well as fulfill your senior English requirement.*

JOURNALISM

Each of the Journalism electives is a full year 1-credit course. These courses are designed to allow the student news publication, The Cub, to become completely student-run. Students will learn journalistic skills to develop and edit stories, design the news website and print editions themselves.

0431: JOURNALISM I

Journalism I is a year-long course in which students learn basic news gathering, writing, editing and design skills. They will use these skills to contribute to a student publication while following a code of ethics.

0432: JOURNALISM II

Students will build on news gathering and writing skills learned in Journalism I. Specifically, they will work on writing more in-depth features that involve research.

0433: JOURNALISM III

Students will build on news gathering and writing skills learned in Journalism I and II, focusing more on investigative news. They will begin to take on leadership roles on the publication, helping edit stories and design publications.

0434: JOURNALISM IV

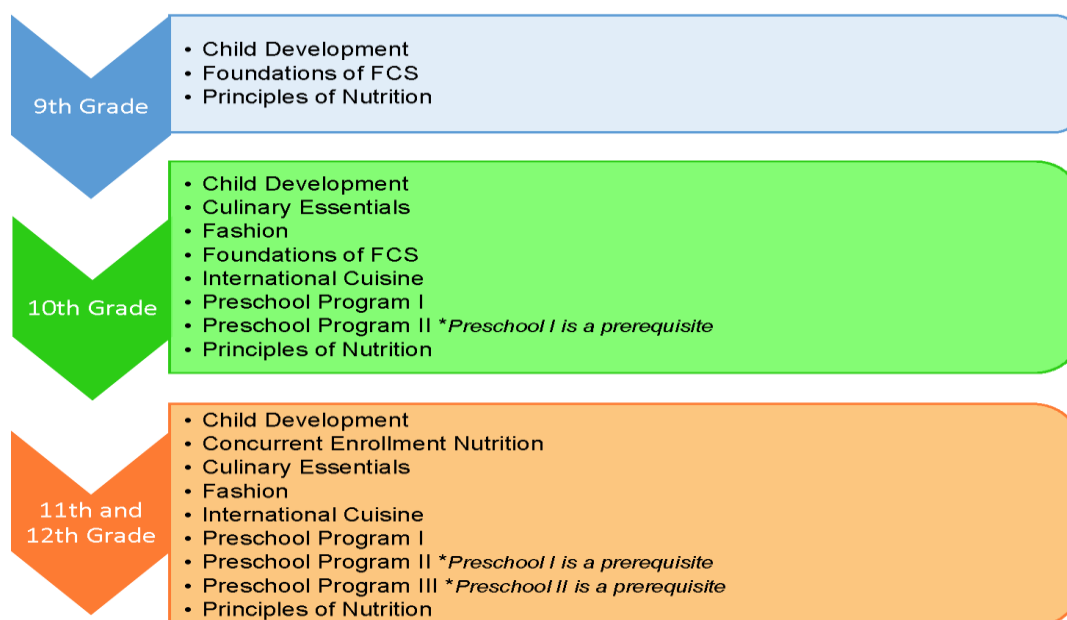
Students will build on news gathering and writing skills learned in Journalism I, II, and III and be placed in a major leadership positions. They also will focus specifically on opinion/editorial writing.

0496: INDEPENDENT STUDY: ENGLISH

Capable senior English students may apply for independent study by contacting the English department leader. To qualify for independent study, the candidate must demonstrate superior English skills and aptitude and must possess attributes of reliability, academic discipline, and self-reliance. Independent study will be conducted on a student- advisor basis with a member of the senior high English teacher, school counselor, principal, and parent permission. Projects may range from written research to theatrical performance to creative portfolios. Independent study must be taken as an **additional course**; it cannot replace required courses.

FAMILY AND CONSUMER SCIENCES

Family and Consumer Science Course Sequence



Course	Course Name	Sem	Grade	Credits	Pds. Per Cycle	Prerequisites/Recommendations
1340	Foundations of FCS	S	9-12	0.50	6	
1370	Principles of Nutrition	S	9-12	0.50	6	
1343	Child Development	S	9-12	0.50	6	
1353	Fashion	S	10-12	0.50	6	
1344	The Preschool Program I	S	10 -12	0.50	6	
1346	The Preschool Program II	S	10 -12	0.50	6	Preschool Program I

1356	The Preschool Program III	S	11,12	0.50	6	Preschool Program II
1374	International Cuisines	S	10 -12	0.50	6	
1376	Culinary Essentials	S	10 -12	0.50	6	
ESW206	Basic Nutrition (CE)	S	11,12	0.50	6	
1360	Independent Study – FCS	S	10 -12	0.50	6	Dept. leader approval

Note: No classes can be taken twice.

1340: FOUNDATIONS OF FCS (9-10)

This course explores the various topics of Family & Consumer Sciences. Students will have an introduction to nutrition and meal planning, personal finance, consumers going green, and child development. Students will learn about these concepts through a variety of hands on activities including: preparing and serving food, creating a personal budget based on their future goals, an upcycling project and much more! ***Please note if you've already taken 21st Century Living or Survival 101 it is not recommended that you take this course.***

1376: CULINARY ESSENTIALS (10-12)

Students will learn and apply the principles of healthy food selection from each food group, meal planning, and food science. Food safety and sanitation will be reviewed as well as genetically modified foods. Food labs will be included for each of the food groups.

1370: PRINCIPLES OF NUTRITION (9-12)

This course introduces students to the study of the science of nutrition as it relates to their health. The course will provide an understanding of the nutrients and their functions, deficiencies and excesses, sports nutrition, eating disorders, and current nutritional issues. Students will explore the Dietary Guidelines for Americans, My Plate food guidance system, and nutritional needs throughout the lifespan.

1374: INTERNATIONAL CUISINE (10-12)

This course studies the cultural factors which affect food habits of people around the world. Students will learn about each country and then participate in food labs preparing and sampling authentic dishes. Countries explored include: Scandinavia, France, Germany, Great Britain, China, Mexico, Spain, Greece and Italy. ***It is recommended that you take Culinary Essentials prior to this course. Please note if you've already taken World Cuisine you are not eligible to take this course as it is the same class.***

ESW206: CE BASIC NUTRITION (11 & 12)(Concurrent Enrollment)

This course will introduce students to the study of nutrition. It will incorporate fundamental scientific principles enabling students to develop their own nutritional lifestyle compatible with these principles. The course will provide an understanding of nutrients, their function in the body, deficiency diseases, body composition, nutrition and physical activity, nutrition through the life span, food faddism, consumer issues, and an evaluation of diets. The course will encourage the intelligent application of information so as to enable the students to succeed in implementing good nutrition in their own lives. **Students will be responsible for the required online resource “Connect” that accompanies the textbook, at the expense of the parent/guardian.**

1343: CHILD DEVELOPMENT (9-12)

This course examines the powerful and complex role of caring for a young child. The child from birth to age five is studied with emphasis on physical, social, emotional, psychological, and intellectual growth and development. The benefits of play, brain development, proper nutrition, the importance of early literacy, and guiding children’s behavior are some topics discussed. This course includes the Baby-Think-It-Over infant simulator program.

1353: FASHION (10-12)

This course examines the role of the textiles and apparel industry in our individual and family lives. Students will explore fashion design and merchandising concepts. Topics that will be included are; history of fashion, elements and principles of design, the use of clothing as self-expression and the marketing strategies of the industry. Clothing construction will not be included in this course.

1344: THE PRESCHOOL PROGRAM I (10-12)

What fun! Learn about children while working with them. Apply your knowledge of concepts and techniques of child development for the planning and teaching of preschool children. Four year old children come in twice a week while students plan developmentally appropriate lessons for them. This is an excellent class to take if you are thinking about a leadership or teaching career path.

1346: THE PRESCHOOL PROGRAM II (10-12)

Students will have an opportunity to work with children while pursuing advanced curriculum planning and lessons for the BASH preschool. Early childhood theorists will be the focus. Students will serve as a resource for Preschool I students to develop and implement lessons.

Prerequisite: The Preschool Program I

1356: THE PRESCHOOL PROGRAM III (10-12)

This course provides the opportunity to exercise ingenuity to devise play and creative activities for the children. The special needs child will be the focus of the Preschool III curriculum. Students will serve as a resource for Preschool I students to develop and implement lessons.

Prerequisite: The Preschool Program II

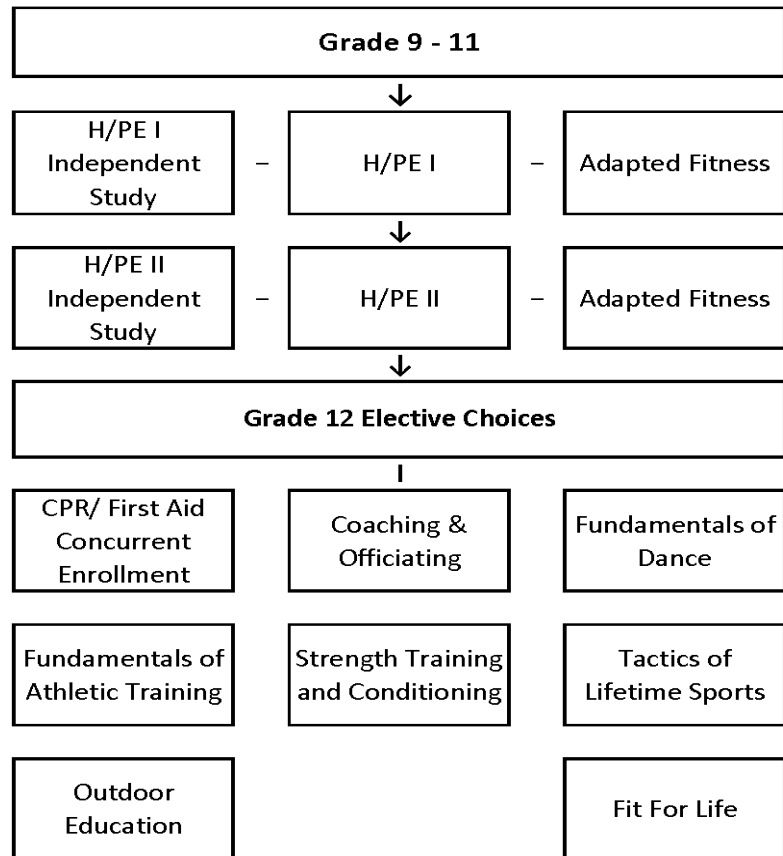
1360: INDEPENDENT STUDY – FCS

Independent work at this level is designed to provide an opportunity for the student to improve competence in an area of concentration or related area of interest which he/she is unable to schedule. The teacher, school counselor, principal, and parent permission are required for independent studies.

Prerequisite: Teacher recommendation

HEALTH AND PHYSICAL EDUCATION

BOYERTOWN AREA SCHOOL DISTRICT Health and Physical Education Sequence Chart



Course	Course Name	Sem.	Grade	Credits	Pds. Per Cycle	Prerequisites/Recommendations
0241	Health/PE I	Y	9	0.83	5	
0241	Health/PE I	Y	10	0.83	5	
0242	Independent Study Health/PE I	Y	10	0.83	2	
0274	CPR/First Aid	S	11,12	0.25	3	
0287	Health/PE II	Y	11	0.83	5	
0290	Independent Study Health/PE II	Y	11	0.83	2	
0263	Wellness/PE & Human Physiology	Y	12	1.00	6	Must also be enrolled in 0163 Human Physiology
0271	Adaptive Fitness	Y	9, 10,11,12	0.33	2	Department or Physician's rec.

0275	CPR/First Aid (CE)	S	11,12	0.25	3	Community College Placement Test
0253	Fundamentals of Athletic Training	S	12	0.50	5	
0282	Strength Training and Conditioning	S	12	0.50	5	
0251	Coaching & Officiating in Team Sports	S	12	0.50	5	
0252	Fundamentals of Dance	S	12	0.50	5	
0270	Outdoor Education	S	12	0.50	5	
0277	Tactics of Lifetime Sports	S	12	0.50	5	
0279	Fit For Life	S	12	0.50	5	

REQUIRED 9TH GRADE COURSE:

0241: HEALTH/PE I - Freshman Only

This course is a combination of health and fitness classes. The objective of the course is to teach students how to evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and life skills to promote life-long participation in fitness activities. The emphasis will be given on improving cardiovascular fitness and the ability to sustain in an individual target heart rate zone for at least 20 minutes during physical activities. Health content is designed to teach students the skills of decision making, analyzing influences, goal setting, communication, accessing information, self-management, and advocacy. The health core concepts taught are health promotion, life-styles that enhance quality of life, personal health disease prevention, and destructive behaviors including: tobacco, alcohol, and drug misuse and abuse.

REQUIRED 10TH GRADE COURSE:

0241: HEALTH/PE I - Sophomores Only

This course is a combination of health and fitness classes. The objective of the course is to teach students how to evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and life skills to promote life-long participation in fitness activities. The emphasis will be given on improving cardiovascular fitness and the ability to sustain in an individual target heart rate zone for at least 20 minutes during physical activities. Health content is designed to teach students the skills of decision making, analyzing influences, goal setting, communication, accessing information, self-management, and advocacy. The health core concepts taught are health promotion, life-styles that enhance quality of life, personal health disease prevention, and destructive behaviors including: tobacco, alcohol, and drug misuse and abuse.

0242: INDEPENDENT STUDY HEALTH/PE I– Sophomores only – meets twice a cycle

This course is available for students who are not able to select Grade 10 Wellness/Fitness due to scheduling conflicts. The objective of the course is to teach students how to evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and life

skills to promote life-long participation in fitness activities. The emphasis will be given on improving cardiovascular fitness and the ability to sustain in an individual target heart rate zone for at least 20 minutes during physical activities. Health content is designed to teach students the skills of decision making, analyzing influences, goal setting, communication, accessing information, self-management, and advocacy. The health care concepts taught are health promotion, life-styles that enhance quality of life, personal health disease prevention, and destructive behaviors including: tobacco, alcohol, and drug misuse and abuse. Students will be expected to participate in additional physical activity outside the school and submit monthly exercise log to their instructor.

REQUIRED 11TH GRADE COURSE:

0287: HEALTH/PE II– Juniors only

This course is a combination of wellness and physical education class (previously known as PE electives). In the physical education section of the course, students will elect to participate in two of the following specific areas: Tactics of Net Games, Tactics of team Games, Personal Fitness, Strength and Conditioning, and Outdoor Education. The focus of the course is on an in-depth study of concepts, principles, and strategies of sport and exercise in the selected areas, as well as skills and attitude development that promotes lifelong fitness. The wellness section of the course will cover topics such as male and female reproductive systems, pregnancy, childbirth, HIV/Aids education, cancer (prevention and treatment) and other infectious diseases, destructive behaviors such as use of alcohol and the laws, tobacco, and drug misuse and abuse.

0290: INDEPENDENT STUDY HEALTH/PE II– Juniors only – Meet twice a cycle

This course is available for students who are not able to select Grade 11 Wellness & Physical Education due to scheduling conflicts. The focus of the course is an in-depth study of concepts, principles, and strategies of sport and exercise as well as skills and attitude development that promotes lifelong fitness. The students will develop personal fitness program to meet their individual needs and interests. The wellness section of the course will cover topics such as male and female reproductive systems, pregnancy, childbirth, HIV/Aids education, cancer (prevention and treatment) and other infectious diseases, destructive behaviors such as use of alcohol and the laws, tobacco, and drug misuse and abuse. Students will be expected to participate in additional physical activity outside the school and submit monthly exercise log to their instructor. All wellness assignments will be completed in a Google classroom.

0274: CPR/FIRST AID - Meet 3 times a cycle

This course will provide all the necessary information, written, practical and skill work to become certified by the American Heart Association in CPR and First Aid.

0263: HUMAN PHYSIOLOGY & WELLNESS/PE PROGRAM (12)

This is a rigorous academic senior course designed for potential entrants into nursing, physician assistants, health-related fields, paramedical fields, and physical education. In this health and physical education course, students have the opportunity to learn about human anatomy and physiology. Content includes an in-depth study of fitness training, skeletal system, muscular system, nervous system, nutrition, disease prevention, and stress management. Students who take this class should have an interest in a related field of study. Students selecting the course must also enroll in Human Physiology (0163 - see Science).

0275: CPR/FIRST AID – (Concurrent Enrollment) Meets 3 times a cycle

This course will provide all the necessary information, written, practical and skill work to become certified by the American Heart Association in CPR and First Aid. This is a concurrent-enrollment course.

**** Possible book and materials fee. Prerequisite: Community College Placement Test***

0251: COACHING AND OFFICIATING IN TEAM SPORTS

Students will learn various team games, learn coaching concepts, be able to design practices, teach basic skills to their classmates and be prepared to take PIAA field and paper exams in a team sport of their choosing. Students will also learn proper conditioning techniques through warm up, flexibility, strength, endurance, power and cool down exercises.

The Coaching Unit will cover various team games: flag football, soccer, floor hockey, ultimate Frisbee, basketball, volleyball, handball and softball. Students will learn the concepts and drills needed to design a practice including individual, partner and small games. They will learn to explain, demonstrate, practice and perform drills as well as how to provide performance and motivational feedback. As part of this unit, the students will teach basic skills of the sport to teammates and participate in peer assessments.

The Referee Unit will prepare the students to take field and paper exams. Students will pick a team sport from the following choices: field hockey, soccer, basketball, baseball, and girls' lacrosse. They will read the corresponding rule book and then create a presentation to teach the rules, objectives, and dimensions of the playing surface for that sport. Students will then take a BASH field exam, a practice quiz, and register to take field and/or paper test.

0252: FUNDAMENTALS OF DANCE

This class will challenge both the body and mind through classes in dance technique, group fitness exercise, choreography and performance. It will improve body intelligence through increased physical and psychological awareness of the body, understanding of body mechanics, and articulation of physical character so to provide a strong foundation for dance performance and choreography of fitness. Units will include, but are not limited to dance styles, dance production, cardio kickboxing, Zumba and Tabata.

0271: ADAPTED PHYSICAL EDUCATION (10, 11, 12)

Adapted Fitness will be available to students who are unable to participate in the regular fitness program. This program offers a variety of modified activities or specially designed activities to meet the individual needs of the students.

Physician's recommendation required.

0253: FUNDAMENTALS OF ATHLETIC TRAINING

This course will explain foundational concepts in athletic training, injuries, and illnesses commonly encountered by certified athletic trainers. Students will develop the knowledge and skills of athletic trainers on the field and in the training room. This could also be beneficial to those considering future careers as sports medicine professionals.

0282: STRENGTH TRAINING AND CONDITIONING

Students learn how to design and implement their own personal fitness program targeted to meet individual needs; this format allows the student much flexibility in choosing the activities in which they will participate. Those individuals who have an interest in improving and/or maintaining their personal fitness level should take this course

0270: OUTDOOR EDUCATION

Students will be introduced to a variety of outdoor/environmental physical activities. In this course students will learn how to plan for outdoor excursions, monitor fitness, prepare for changing weather, practice No Trace Philosophy, and develop a plan for living an active lifestyle within the natural environment.

0277: TACTICS OF LIFETIME SPORTS

Students will study a variety of games/sports and the strategies used during game play. Strategies will be analyzed and compared from one activity to another. Additionally, the activities will supply a focus and opportunity to expand into lifelong fitness. Activities will include but are not limited to tennis, badminton, pickleball, volleyball, and disc golf.

0279: FIT FOR LIFE

Students will explore and develop a personal fitness routine which demonstrates the benefits of exercise adherence. The following is a list of possible activities in the course: jogging/walking, aerobic activities, circuit training, weight training, flexibility workouts, group fitness, outdoor winter activities for fitness, lifetime fitness activities, and Physical Fitness Testing each quarter.

MATHEMATICS

6-12 Math Course Sequence Chart 2017-2018

6 th Grade	6 th Grade Heterogeneous Math			
7 th Grade	Algebra I Advanced	Pre-Algebra Advanced	Pre-Algebra (with support)	
8 th Grade	Finish Algebra I (K in Dec.) Advanced Geometry Starting 2018-19	Algebra I Advanced (K)	Linear Algebra	Linear Algebra Concepts
9 th Grade	Honors Algebra II	Honors Geometry For 2017-2018 Can be concurrent	Academic Algebra I (K)	Algebra I
10 th Grade	Honors Pre-Calculus *	Honors Algebra II	Academic Algebra II Can be concurrent	Algebra II (K)
11 th Grade	AB Calculus (AP) and/or Stat (AP)	Honors Pre-Calculus *	Academic Geometry & Trig	Geometry & Trig
12 th Grade	BC Calculus and/or AP Stat	AB Calculus (AP) and/or Stat (AP)	Academic Pre-Calculus **	Algebra III w/Senior Topics
Double period of class-time (K) – Keystone Tested Year		Note: Students may double up by taking a Geometry course and an Algebra II course together.		* can be doubled with AP Stat ** can be doubled with AP Stat or Prob & Stat

Course	Course Name	Sem.	Grade	Credits	Pds. Per Cycle	Prerequisites/Recommendations
0335	Algebra I	Y	9	1.00	6	Passed Linear Algebra Concepts
0336	Academic Algebra I	Y	9	1.00	6	Passed Linear Algebra
0349	Honors Geometry	Y	9	1.00	6	Only students that had Advanced Algebra I in 8 th grade during the 2016 – 2017 school year
0342	Academic Geometry & Trigonometry	Y	10,11	1.00	6	Passed or concurrent with Academic Algebra II
0348	Geometry & Trigonometry	Y	11	1.00	6	Passed Algebra II (0347)
0350	Honors Algebra II	Y	9,10	1.00	6	'B' in Adv. Alg. I and 'B' in Hon. Geo or Ac. Geo concurrently and teacher recommendation.
0351	Academic Algebra II	Y	10	1.00	6	Passed Academic Algebra I
0347	Algebra II	Y	10	1.00	6	Passed Algebra I
0359	Honors Pre-Calculus	Y	10, 11	1.00	6	'A/B' in Honors Alg II and 'A/B' in Academic Geo and teacher recommendation
0354	Academic Pre-Calculus	Y	11,12	1.00	6	Passed Algebra II & Geometry
0363	Calculus	Y	11,12	1.00	6	Passed Pre-Calculus
0368	AP Statistics	Y	11,12	1.00	6	'A' in Pre-Calculus/'B' in Honors Pre-Calculus or Concurrent with Pre-Calc if 'B' in Honors Alg II/'A' in Academic Alg II
0360	Probability & Statistics	Y	12	1.00	6	Passed a Pre-Calculus (Seniors Only)
0362	Algebra III with Senior Topics	Y	12	1.00	6	Passed Algebra II, Geometry and a Senior
0369	AP Calculus – AB	Y	11,12	1.00	6	'A' in Honors Pre-Calculus and teacher recommendation
0370	AP Calculus - BC	Y	12	1.00	6	A' in AP Calculus (AB) and/or teacher recommendation
0371	Independent Study – Math	Y	11,12	1.00	6	Dept. leader approval

0335: ALGEBRA I

This course is designed to assist students to successfully complete the Algebra 1 Keystone test in 9th grade. Students will apply number theory concepts to show relationships between numbers and problems solving settings, simplify expressions involving polynomials, model and solve real world situations using linear equations and inequalities including those involving absolute value, study relationships, functions, and function properties. **A scientific calculator is required.**

Prerequisite: Passed Linear Algebra Concepts

0336: ACADEMIC ALGEBRA I**(NCAA Approved Course)**

This course is the foundation for high school mathematics courses. It is the bridge from the concrete to the abstract study of mathematics. Topics include simplifying expressions, evaluating and solving equations and inequalities, and graphing linear and quadratic functions and relations. Real world applications are presented within the course content and a function's approach is emphasized. Students will take the Algebra 1 Keystone exam upon completion of this course. **A scientific calculator is required.**

Prerequisite: Passed Linear Algebra

0349: HONORS GEOMETRY**(NCAA Approved Course)**

Geometry students will study the properties and applications of points, lines, planes and angles, reasoning, proofs and logic, congruent triangles, similarity, right triangles, circles, areas and volumes, transformations and conic sections. Since this is an honors class, students will be taught at a faster pace and will participate in enrichment projects. **TI83 or TI84 calculator is required.** Financial assistance is available if necessary.

Prerequisite: Only students that had Advanced Algebra I in 8th grade during the 2016 – 2017 school year

0342: ACADEMIC GEOMETRY & TRIGONOMETRY **(NCAA Approved Course)**

This course will cover congruence and similarity, area and volume, properties of circles, properties of triangles, coordinate geometry, radians and the unit circle. The course will focus on logical reasoning as well as algebraic manipulation. **A scientific calculator is required.**

Prerequisite: Passed or concurrent with Academic Algebra II

0348: GEOMETRY & TRIGONOMETRY

This course will cover congruence and similarity, area and volume, properties of circles, properties of triangles, coordinate geometry, radians and the unit circle. The course will focus on logical reasoning as well as algebraic manipulation. **A scientific calculator is required.**

Prerequisite: Passed Algebra II

0350: HONORS ALGEBRA II**(NCAA Approved Course)**

This course is a continuation of Algebra in which the following topics are studied: properties of real numbers, exponents, radicals; linear, exponential, rational and quadratic functions; sequences, logarithms and matrices. **TI83 or TI84 calculator is required.** Financial assistance is available if necessary.

Recommendation: B in Advanced Algebra 1 and either 'B' in Honors Geometry or concurrently with Academic Geometry and a teacher recommendation

0351: ACADEMIC ALGEBRA II**(NCAA Approved Course)**

This course is continuation of Algebra in which the following topics are studied: properties of real numbers, exponents, radicals; linear, exponential, rational and quadratic functions; sequences and introductory logarithms. **TI83 or TI84 is strongly recommended and at least a scientific calculator is required.**

Prerequisite: Passed Academic Algebra I

0347: ALGEBRA II

This course is continuation of Algebra. This course is designed to assist students in successfully completing the Algebra I Keystone exam in tenth grade (winter). The following topics are studied: properties of real numbers, exponents, radicals; complex numbers, linear, rational, and quadratic functions and relations, significant digits, and matrices. **TI83 or TI84 is strongly recommended and at least a scientific calculator is required.**

Prerequisite: Passed Algebra I

0359: HONORS PRE-CALCULUS

(NCAA Approved Course)

Topics include function behavior, sequences & series, exponentials & logarithms, triangle trig, analytic trig, limits, and area under a curve. This course requires abstract reasoning, strong algebra skills, and a good work ethic. **TI83 or TI84 calculator is required.** Financial assistance will be available as needed.

Recommendation: 'B' in Honors Algebra II and 'B' in Geometry and a teacher recommendation

0354: ACADEMIC PRE-CALCULUS

(NCAA Approved Course)

Topics include function behavior, exponentials & logarithms, triangle trig, analytic trig, and limits. This course requires good reasoning and algebra skills. **TI83 or TI84 calculator is required.** Financial assistance will be available as needed.

Prerequisite: Passed Algebra II & Geometry

0362: ALGEBRA III with SENIOR TOPICS

(NCAA Approved Course)

This course is for **SENIORS**. This course continues where Algebra II ended and includes trigonometry. Included are the following topics: functions, exponents and logarithms, sequences and series, combinatorial, probability and statistics. This course will also present some consumer/financial math topics. **TI83 or TI84 calculator is strongly recommended and at least a scientific calculator is required.**

Prerequisite: Passed Algebra II & Geometry, and a Senior

0368: AP STATISTICS

(NCAA Approved Course)

This course is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Projects, investigations, and group activities will be employed to emphasize understanding of concepts rather than the memorization of formulas. Statistics is recommended as an additional elective math course for the junior or senior year or as an alternative to calculus for students who will not pursue science or engineering related fields. Though this course does not require advanced mathematics, it does require strong thinking, reading, and writing skills, and extensive work outside of class. **TI83 or TI84 calculator is required.** Financial assistance will be available as needed.

Recommendation: Successful completion of Pre-Calculus/Honors Pre-Calculus or Concurrent with Pre-Calc if 'B' in Honors Algebra II/ 'A' in Academic Algebra II.

0360: PROBABILITY & STATISTICS**(NCAA Approved Course)**

This course is for **SENIORS** who have taken a course including trigonometry. In Statistics students will see how it is used to picture and describe the real world, and to show that statistics is used to make informed decisions. Probability serves as the backbone for “decision-making” statistics and will also be studied in its own right. A strong algebraic background is not required. **TI83 or TI84 calculator is required.** Because of the statistical capabilities Casio and Hewlett-Packard will not be sufficient. Financial assistance will be available as needed.

Prerequisite: Passed Pre-Calculus, Honors Pre-Calculus (Seniors Only)

0363: CALCULUS**(NCAA Approved Course)**

The calculus course includes a review of mathematical topics necessary for the study of differentiation and integration. The concepts of slope and area will be developed into differentiation and integration respectively. Applications will demonstrate the use and interconnectedness of these two main concepts. **TI83 or TI84 calculator is required.** Financial assistance is available if necessary.

Recommendation: Passed Pre-Calculus

0369: AP CALCULUS - AB**(NCAA Approved Course)**

This course covers all the topics required to take the AB version of the A.P. Calculus exam, which includes the equivalent of 1.5 semesters of college calculus. It requires extensive work outside of class, including the previous summer. **TI83 or TI84 calculator is required.** Financial assistance is available if necessary.

Recommendation: ‘A’ in Honors Pre-Calculus and teacher recommendation

10370: AP CALCULUS – BC**(NCAA Approved Course)**

This course covers all the topics required to take the BC level of the A.P. Calculus exam, which includes the equivalent of 2.5 semesters of college calculus. It requires extensive work outside of class. **TI83 or TI84 calculator is required.** Financial assistance is available if necessary.

Recommendation: Passed AP Calculus (AB) and/or teacher recommendation.

0371: INDEPENDENT STUDY- MATH

This course is designed for students who are unable to schedule Math classes during daily class time. Students must be prepared to complete assignments on their own time. A weekly appointment will be set at which time work from the previous week will be evaluated and graded.

Prerequisite: Teacher recommendation and Department leader approval.

MUSIC

Course	Course Name	Sem.	Grade	Credits	Pds. Per Cycle	Prerequisites/Recommendations
1140	Wind Ensemble /Orchestra	Y	9,10,11,12	1.00	6	Audition/Previous Participation

1141	Symphonic Band	Y	9,10,11,12	1.00	6	Audition/ Previous Participation
1142	Orchestra	Y	9,10,11,12	1.00	6	Audition/Previous Participation
1149	Wind Ensemble	Y	9,10,11,12	1.00	6	Audition
1171	Concert Choir	Y	11,12	1.00	6	Audition
1172	Mixed Chorale	Y	9,10,11,12	1.00	6	
1176	Music Theory I	S	9,10,11,12	0.50	6	
1178	Advanced Placement Music Theory	Y	9,10,11,12	1.00	6	Music Instructor Approval
1180	Piano I	S	9,10,11,12	0.25	3	
1181	Piano II	S	9,10,11,12	0.25	3	Piano I
1183	Music Recording	S	9,10,11,12	0.50	6	
1145	Independent Study – Music	Y	9,10,11,12	1.00	6	Dept. leader approval

1140: WIND ENSEMBLE/ORCHESTRA

This course is for any student who plays both a string instrument and a band instrument and still wishes to participate in both ensembles. Students must audition and be selected for Wind Ensemble to register for this class. If students are not accepted into Wind Ensemble, they may still take Symphonic Band and Orchestra as long as there is room in their schedule for both. These students split their time between both ensembles.

Students who only play a band instrument but wish to be considered for symphonic orchestra should sign up and audition for Wind Ensemble instead. See course descriptions below for specific details.

1149: WIND ENSEMBLE

The Wind Ensemble is an audition only ensemble that is very similar in set up to Symphonic Band. This ensemble meets every day and performs in various concerts throughout the year. Wind Ensemble members will perform more rigorous wind band literature that challenges the individual musician. This ensemble will also perform at various festivals and adjudications as to allow for further education and evaluation. ***Prerequisite: Open to 9th through 12th grade students. At least one year of Band and/or successful audition (all interested students will be required to audition for this Wind Ensemble).***

1141: SYMPHONIC BAND

The Symphonic Band program encompasses a wide variety of performing activities. The Symphonic Band rehearses throughout the fall season and is featured in an annual holiday performance as well as a performance in the spring. Traditionally, the band has also had the opportunity to travel and perform in the spring. We expect students enrolled in band to be in attendance at all after-school rehearsals and performances. Exemptions are made for illness and family emergencies. A student's work schedule must not conflict with after-school activities.

In order to ensure that students maximize their performing opportunities, we strongly advise that students participate in both the in-school and after-school marching band activities. The marching band functions throughout the fall athletic season with pre-game and halftime performances as well as various parades.

As stated in the student handbook, a band member participating in a sport may choose not to participate in after-school band during that season. However, the student is encouraged to schedule band and participate in band class during the day. At the conclusion of the athletic season, the member will return to normal after-school band activities. Symphonic Band members are eligible to participate in county, district, and regional bands if selected by audition. Career Tech students that wish to participate in band are encouraged to do so. The student should contact their guidance counselor and band director to make special arrangements for inclusion in band.

Any student who auditions for Wind Ensemble but isn't selected will automatically be placed into Symphonic Band.

Prerequisite: Open to band instrument performers. Selection by audition.

1142: ORCHESTRA (strings)

The orchestra performs for local school events and community functions, playing a repertoire which includes classical and popular music. Orchestra is a course with both in-school and after-school responsibilities. Students enrolled in orchestra are expected to attend all after school rehearsals and performances. Exemptions are made for illness and family emergencies. These after school responsibilities take precedence over student work schedules. Selected wind and percussion students join the string students two days per cycle on school time. These students will also have limited after school rehearsal responsibilities. Orchestra members are eligible to participate in county, district and regional events if selected by audition.

Prerequisite: Open to string players. Selection by audition.

1171: CONCERT CHOIR

Knowledge of music reading and vocal experience is needed. The choir meets every day and performs varied types of choral music, including sacred and secular selections. Students must be available for a minimal amount of after school rehearsals and non-school time performances. Concert choir members are eligible to audition for show choir, as well as participate in county, district, and regional events if selected by audition.

Prerequisite: Open to 11th and 12th grade students. At least one year of Mixed Chorale and/or successful audition (all interested students will be required to audition for this choir).

1172: MIXED CHORALE

The choir meets every day of the six-day cycle, and performs varied types of choral music, including sacred and secular selections. Students must be available for a minimal amount of after school rehearsals and non-school time performances. Mixed Chorale members are eligible to audition for Select Singers, as well as participate in county, district, and regional events if selected by audition. Members need not audition for this choir. All freshmen and sophomores will be placed in this class as well as anyone who does not successfully audition for concert choir.

1180: PIANO CLASS I

This is a course designed to develop basic keyboarding skills. Students will use pianos in the music department keyboard lab. Students will also be required to spend some practice time out

of class. No piano experience is necessary, but students must have a knowledge of the language of music. Class size is limited to number of available pianos.

1181: PIANO CLASS II

This course is designed to be a continuation of Piano Class I. Student will be challenged with medium advanced or advanced music and scales, depending on their abilities. There will be extensive out of school practice time necessary to complete this course. Final grade will consist of music research and a piano recital.

Prerequisite: Piano Class I or successful audition based on teacher recommendation.

1178: ADVANCED PLACEMENT MUSIC THEORY

A major component of any college curriculum in music is a course introducing the first-year student to music theory, a subject that comprises the musical materials and procedures. It may emphasize one aspect of music, such as harmony; more often, however, it integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, and to some extent, history and style. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the theory course. The student's ability to read and write musical notation is fundamental to such a course. It is also assumed that the student has acquired (or is acquiring) at least basic performance skills in voice or on an instrument. The ultimate goal of an AP Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score.

Prerequisite: Teacher approval and successful completion of fundamental musicianship assessment OR successful completion of Theory I. Class size limited to 15 students and is offered to students on the basis of seniority.

1176: MUSIC THEORY I

This course provides a fundamental understanding of music by considering the basics of musical construction, with examples drawn from the history of music. Students will study musical notation, interval recognition, elements of pitch and rhythm, scale and chord construction, essential concepts of harmony, basic musical forms, and basic sight-singing and piano skills. No previous piano training is necessary. Students should have some basic form of musicianship before enrolling in this class.

1183: MUSIC RECORDING

This course will familiarize students with the overall concepts of music production and the techniques used to record and produce their own song. Students will learn the basics of sound, gear, and digital audio workstations such as Garageband and Logic. Students will gain experience recording in both live and traditional studio settings. Class size is limited to equipment requirements.

NAVAL JUNIOR RESERVE OFFICERS' TRAINING CORPS (NJROTC)

Course	Course Name	Sem.	Grade	Credits	Pds. Per Cycle	Prerequisites/Recommendations
2400	Naval Science 1	Y	9,10,11,12	1.00	6	
2401	Naval Science 2	Y	10,11,12	1.00	6	Naval Science 1
2402	Naval Science 3	Y	10,11,12	1.00	6	Naval Science 1 and/or 2
2403	Naval Science 4	Y	11,12	1.00	6	12 th Grade, Naval Science 1, 2, 3
2405	Independent Study – NJROTC	Y	9,10,11,12	1.00	6	Dept. leader approval

Naval Junior Reserve Officers' Training Corps (NJROTC) is a **Citizen Development Program** and teaches you self-discipline, self-confidence, and leadership skills that can help you successfully meet life's challenges. NJROTC curriculum, instruction, and activities are designed to develop your leadership ability regardless of your career path. The Naval Science curriculum is usually three to four years in length. It consists of formal classroom training supplemented by ship training cruises, orientation visits, and field trips to various naval and military activities to enhance classroom studies. **There is NO OBLIGATION to join the armed forces of the United States.** Uniforms are on loan to cadets at no cost other than to maintain the cleanliness of the uniform. Completion of a three-year curriculum entitles a cadet graduate to additional opportunities for Military Academy nominations, ROTC scholarships at major colleges and universities, and if enlisting in the Armed Forces, a promotion of three ranks is normal (except for the U.S. Marine Corps) upon completion of Service Boot Camp. The six-day cycle is usually broken down into two days of military academic orientation, two days of drill training, and two days of physical fitness training. Each cadet is required to correctly wear the U.S. Navy uniform all day on one designated day per week (usually Wednesday), and for special functions.

Following U.S. Navy Grooming Regulations while wearing the uniform is required; specifically:

Males: --haircuts must be U.S. Navy Regulation and earrings/gauges (plugs) or other facial piercings **may not** be worn in the NJROTC classroom or when in uniform.

Females: -- hair (only natural hair colors) must be within the U.S. Navy Grooming Regulations and worn in a style keeping hair above the collar when in uniform and **only one set** of post earrings may be worn in the NJROTC classroom and one set of post earrings when in uniform. Gauges (plugs) or other facial piercings are not allowed.

2400: NAVAL SCIENCE 1

Naval Science 1 introduces students to the meaning of citizenship, the elements of leadership, the value of scholarship in attaining life goals, and engenders a sound appreciation for the heritage and traditions of America. It includes an introduction to leadership, naval customs and traditions, naval ships, their missions and organizations, maritime geography, naval aviation and orienteering. Students will take field trips, learn to drill, be involved in community activities and have the opportunity to participate in a variety of extracurricular activities.

2401: NAVAL SCIENCE 2

Naval Science 2 challenges students to continue to develop their traits of citizenship and leadership, responsibility, self-discipline and appreciation for the heritage and traditions of America. It includes further leadership training, military drill with arms, maritime history, and nautical sciences. The purpose of this course is designed to engender a sound appreciation for:

- a) The Naval Sciences that have under pinned Naval Power Projections (Mathematics, Astronomy, Meteorology, Marine Biology and Weapons Development).
- b) Leadership Principles (Characteristics, Techniques and Motivational Theory).
- c) The heritage and traditions of America, with recognition that the historically significant role of sea power will be important in America's future, a sound understanding of maritime geography as it relates to our national resources, landforms, climate, soil, bodies of water, people, governments, military and geopolitics.

Additionally, this course helps develop within each cadet a growing sense of pride in his/her organization, associates, and self. After successfully completing this course the student will be knowledgeable of the STEM Process and growth and influence of the United States sea power throughout our nation's development.

Prerequisite: Naval Science 1 plus Naval Science Instructor recommendation

2402: NAVAL SCIENCE 3

Naval Science 3 further challenges students to continue to develop their skills of citizenship and leadership, responsibility, self-discipline, and the appreciation for the heritage and traditions of America. It includes further instruction in: leadership, military drill with arms, the naval skills of basic seamanship and navigation, and the U.S. Navy operations and strategy. The purpose of this course is to further develop the understanding and importance of sea power and national security, naval operations and support functions, military law, international law and the sea, introduce cadets to the technical areas of naval science study, and engender a deeper awareness of the vital importance of the world oceans to the continued well-being of the United States. Specific topics to be covered include: national security, military law, ship building and navigation.

Prerequisite: Naval Science 1 and/or 2 plus Naval Science Instructor recommendation

2403: NAVAL SCIENCE 4

Naval Science 4 is a leadership development course that brings together all previous leadership techniques and tools learned during the three Naval Science courses. Cadets apply these techniques and management skills to discuss historical and hypothetical leadership challenges and their solutions. Additionally, cadets will be managing the day-to-day administration and leadership challenges of running a corps of over one hundred cadets. Seniors will receive instruction on Personal Finance through the National Endowment for Financial Education's High School Financial Planning Program to enable them to function as financially responsible young adults in society.

Prerequisite: 12th Grade only, completion of Naval Science 1 (NS-1) and NS-2 or NS-3, and Senior Naval Science Instructor recommendation.

2405: INDEPENDENT STUDY - NJROTC

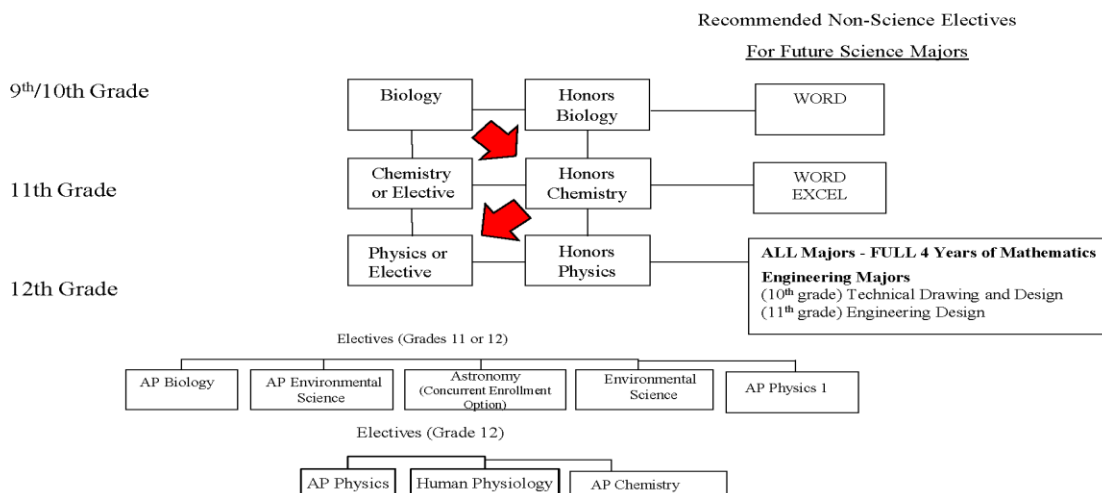
This course is designed for students who are unable to schedule NJROTC classes during daily class time. Students must be prepared to complete assignments on their own time. A weekly appointment will be set at which time work from the previous week will be evaluated and graded. A weekly NJROTC Personnel Uniform Inspection is required throughout the course.

Prerequisite: Teacher recommendation, demonstrated academic excellence in all course work, and Senior Naval Science Instructor approval

SCIENCE

BOYERTOWN AREA SCHOOL DISTRICT *Science Course Sequence*

In order to meet the state academic standards for graduation it is strongly recommended that students take one of the following sequences of sciences courses. Students may also take electives to augment their science program. Some courses may be taken simultaneously, provided all prerequisites are satisfied.



Course	Course Name	Sem.	Grade	Credits	Pds. Per Cycle	Prerequisites/Recommendations
0149	Honors Biology	Y	9, 10	1.17	7	'A' average in current science class; teacher recommendation
0142	Academic Biology	Y	9, 10	1.17	7	
0159	Honors Chemistry	Y	11,12	1.17	7	See course description
0153	Academic Chemistry	Y	11,12	1.17	7	'C' in Acad. or Honors Bio. & Alg. II completed or concurrent
0153C	Academic Chemistry – Cyber	Y	11,12	1.00		'C' in Acad. or Honors Bio. & Alg. II completed or concurrent
0152	Environmental Science	Y	11,12	1.00	6	
0197	CE Environmental Science	Y	11,12	1.00	7	'C' in Bio.; Community College Placement Test
0168	Honors Physics	Y	11,12	1.00	6	'B' in Alg. II - Trig.
0161	Academic Physics	Y	11,12	1.00	6	'C' in Alg. II; Trig.
0161C	Academic Physics – Cyber	Y	11,12	1.00	6	'C' in Alg. II; Trig.
0169	AP Biology	Y	11,12	1.33	8	'B' in Bio; Chem.
0199	AP Chemistry	Y	12	1.33	8	'B' in Chem.; Physics completed or concurrent
0198	AP Environmental Science	Y	11,12	1.33	8	'B' in Bio.; Chem.
0162	AP Physics – C Mechanics	Y	11,12	1.33	8	'B' in Honors Chem. Concurrently enrolled in Calculus

0164	AP Physics – 1	Y	11,12	1.33	8	“B” in Alg. II – Trig. Completed or concurrent
0154	Astronomy	Y	11,12	1.00	6	‘C’ in Alg. II; Trig.
0155	CE Astronomy	Y	11,12	1.00	6	
0163	Human Physiology	Y	12	1.00	6	‘C’ in Bio and a ‘C’ Chem. Must also be enrolled in Y0263 (HP Wellness/Fitness)

0149: HONORS BIOLOGY

(NCAA Approved Course)

Honors Biology is similar to Academic Biology, but is available only to students with high interest and exceptional ability. Topics are the same as Academic Biology, but covered in greater depth and at a quicker pace. Greater emphasis is placed on higher order thinking skills. This is a laboratory course. A Biology Keystone Exam will be administered at the end of the course; proficiency on the Biology Keystone Exam is a state requirement for the class of 2019 and beyond.

Recommendation: ‘A’ average in current science class; teacher recommendation, strong study skills, and motivation to do out-of-class work.

0142: ACADEMIC BIOLOGY

(NCAA Approved Course)

Academic Biology is a rigorous introduction to the biological sciences in which the student will explore the basic make-up of living things, how they are put together, carry on life processes, pass characteristics on from one generation to the next, and interact with one another and the environment. This is a laboratory course. A Biology Keystone Exam will be administered at the end of the course; proficiency on the Biology Keystone Exam is a state requirement for the class of 2019 and beyond.

0159: HONORS CHEMISTRY **(NCAA Approved Course)**

Honors Chemistry is similar to Academic Chemistry, but is available only to students who demonstrate high interest and exceptional ability. It will cover the same content as Academic Chemistry while incorporating more in-depth discussion and problem solving.

Recommendation: ‘A’ in Acad. or ‘B’ or above in Honors Biology, ‘A’ average in Algebra I, Algebra II completed with ‘B’ or better; teacher recommendation.

0153: ACADEMIC CHEMISTRY

(NCAA Approved Course)

0153C: ACADEMIC CHEMISTRY

Chemistry is a challenging course with a major emphasis on problem solving with mathematical applications.

Strong math skills, especially Algebra, are essential. Topics studied include the periodic table, chemical naming and formula writing, bonding and molecular geometry, and chemical reactions and calculations. Enrolling in chemistry is one way of fulfilling laboratory science requirements for college.

Offered as a cyber course as well.

0152: ENVIRONMENTAL SCIENCE

(NCAA Approved Course)

Environmental Science is an academic, laboratory course that examines the science behind local and global environmental issues. Topics include water quality, resource management, energy,

atmospheric pollution, climate change, biodiversity, and agriculture. Field work and substantial in-depth projects are required. Students taking this course as a Junior are not eligible to take AP Environmental Science as a Senior.

Recommendation: Successful completion of Academic Biology

0154: ASTRONOMY

(NCAA Approved Course)

This course is an inquiry into the fundamental concepts of the universe. Topics include the celestial sphere, historical astronomy, telescopes, light and the spectrum, the solar system, the Sun, the life cycle of stars, galaxies, cosmology and the possibilities of life in space. Students will be involved in research assignments, oral presentations, and current events in astronomy. Mathematics is used in various laboratory exercises designed to show modern methods of observing the sky.

0168: HONORS PHYSICS

(NCAA Approved Course)

This course is similar to Physics, but more challenging. It is open to students with high interest and exceptional ability. The same topics as Physics are covered, but at a faster pace and greater depth. Application of concepts is stressed. A scientific calculator is required. (May take concurrently with Honors Chemistry.) Students interested in Engineering may also consider taking the following courses: Technical Drawing & Design, Engineering Design and Microsoft Excel.

Recommendation: 'B' in Algebra II; Trigonometry completed or taken concurrently.

0161: ACADEMIC PHYSICS

(NCAA Approved Course)

0161C: ACADEMIC PHYSICS – CYBER

Physics is a laboratory based course with a great deal of hands-on experience. The course covers waves, light, sound, static electricity, DC circuits, measurements, forces, motion, and energy. Mathematics is used extensively for evaluating formulae, analyzing data, graphing, solving problems and recognizing trends. Physics is recommended for college-bound students and for those planning on attending a technical school after graduation. A scientific calculator is required. ***Offered as a cyber course as well.***

Recommendation: 'C' in Algebra II; Trigonometry completed or taken concurrently.

0162: AP PHYSICS-C MECHANICS

(NCAA Approved Course)

AP Physics-C is a calculus-based physics course for students who plan to major in physics, astronomy, mathematics, or any type of engineering. Students will be instructed on all necessary calculus topics prior to testing. Course will meet eight periods per cycle. Students have the option to take the Advanced Placement Examination for college credit at the conclusion of the course. A TI84 calculator is required. (May take Honors Physics and Honors Chemistry concurrently in 11th grade and then take AP Physics in 12th grade, but this is not required.) Students interested in Engineering may also consider taking the following courses: Technical Drawing & Design and Engineering Design.

Required: Concurrently enrolled in Calculus (no prior Physics course is required).

0164: AP PHYSICS-1 / ALGEBRA BASE**(Pending NCAA Approval Course)**

This course is an advanced course for college-bound students who excel in science and or mathematics. It focuses on the big ideas typically included in the first semester of an algebra-based, introductory college-level physics course. It is rigorous and is recommended only for highly motivated, high ability students. The laboratory investigations are complex and require in-depth analysis utilizing word processing and computer graphing skills. **Students have the option to take the Advanced Placement Examination for college credit at the conclusion of the course. A scientific calculator is required. No prior physics course is required.

Recommendation: ‘B’ in Algebra II; Trigonometry completed or taken concurrently.

*****This would be based on your AP Biology test score and the accepting post-secondary school’s policy.***

0169: AP BIOLOGY**(NCAA Approved Course)**

Advanced Placement Biology is an advanced course in biology for college-bound students. This course is equivalent to a general biology course taken during the first year of college. It is rigorous and is recommended only for highly motivated, high ability students who are either contemplating a career in science or want to possibly fulfill a college science requirement**. A wide range of comprehensive topics will be studied coming under “The 4 Big Ideas: 1. Evolution, 2. Cellular Processes 3. Information Transfer and 4. Systems Interactions.” Students have the option to take the Advanced Placement Examination for college credit at the conclusion of the course.

Recommendation: ‘A’ in Biology or a ‘B’ in Honors Biology; Chemistry completed or taken concurrently; or teacher recommendation

*****This would be based on your AP Biology test score and the accepting post-secondary school’s policy.***

0198: AP ENVIRONMENTAL SCIENCE**(NCAA Approved Course)**

AP Environmental Science is an interdisciplinary, rigorous science course for motivated students interested in complex natural systems, environmental problems, risks, alternatives, and solutions. AP Environmental Science stresses *field investigation* as well as laboratory work. The following major topics serves to describe the scope of the AP Environmental Science course and exam: Earth Systems and Resources, The Living World, Population, Land and Water Use, Energy Resources and Consumption, Pollution, and Global Change. It is rigorous and is recommended only for highly motivated, high ability students who are either contemplating a career in science or want to possibly fulfill a college science requirement.** Students have the option to take the Advanced Placement Examination for college credit at the conclusion of the course. This course includes two double laboratory periods every cycle. No prior environmental courses required.

Recommendation: ‘B’ in Biology, successful completion of Chemistry and Algebra, or teacher recommendation. **This would be based on your AP Environmental test score and the accepting post-secondary school’s policy.

0199: AP CHEMISTRY**(NCAA Approved Course)**

The Advanced Placement Chemistry course is equivalent to two semesters of college freshman level chemistry. It is rigorous and is recommended only for highly motivated, high ability students who are planning a career in science. The course includes advanced topics such as

chemical equilibrium, chemical kinetics, and thermodynamics. The laboratory investigations are complex and require in-depth analysis, as well as independently written reports utilizing word processing and computer graphing skills. Students have the option to take the Advanced Placement Examination for college credit at the conclusion of the course. Two double laboratory periods every cycle.

Recommendation: ‘B’ in Honors Chemistry or ‘A’ in Academic Chemistry AND teacher recommendation; must be taking or have taken Physics and Algebra II.

0197: CE ENVIRONMENTAL SCIENCE

(NCAA Approved Course)

Environmental Science is an academic, laboratory course that examines the science behind local and global environmental issues. Topics include water quality, resource management, energy, atmospheric pollution, climate change, biodiversity, and agriculture. Field work and environmental community service are required. Students that achieve a “C” or better are eligible for transferable college credit from Montgomery County Community College upon completion of the course. Curriculum equivalent to a freshman year college course will be followed.

Note: Students that take this course in their junior year may not take AP Environmental Science as a senior.

Recommendation: Successful completion of Academic Biology; required Community College Placement Test

0163: HUMAN PHYSIOLOGY

(NCAA Approved Course)

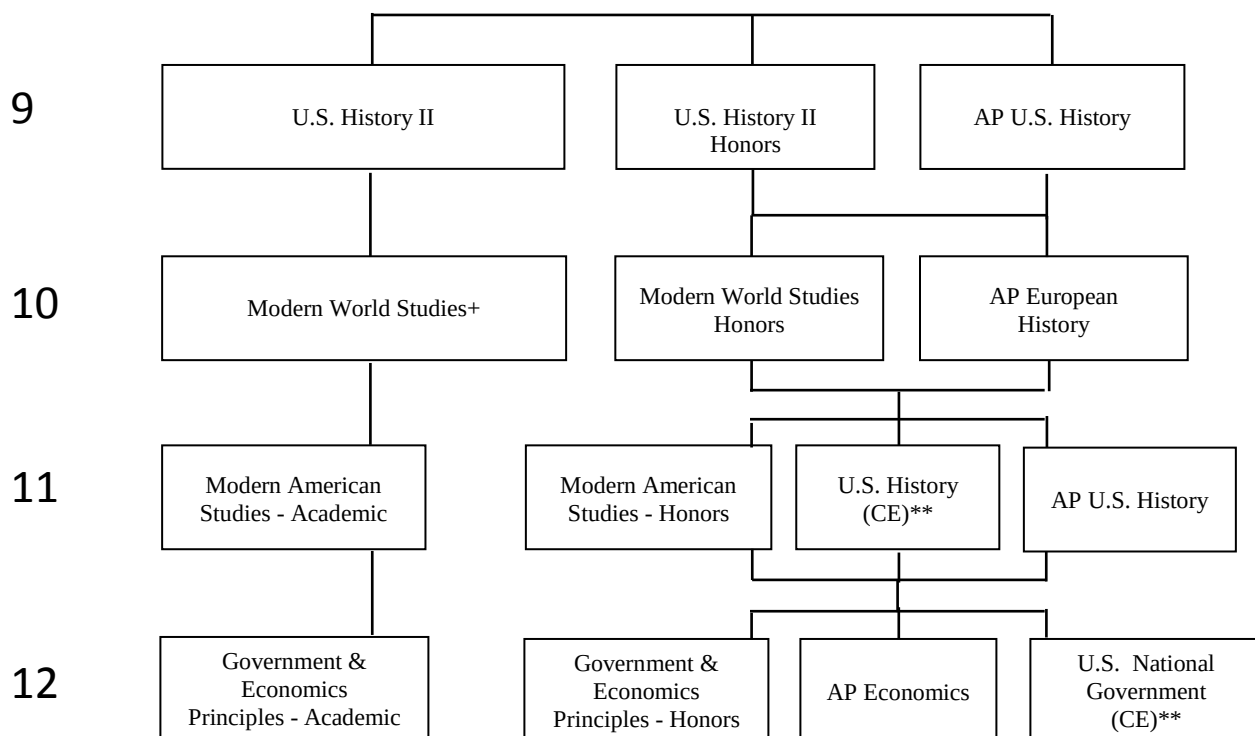
This is a rigorous academic senior course designed for potential entrants into nursing, health-related fields, paramedical fields, and physical education (pre-med. students should take A.P. - Chemistry). Students will study the physiological functions of the human body from cellular and molecular levels to organ systems levels with a focus upon the related anatomical structures. Laboratory work is also a major part of this class. Students electing this must also select course 0263 (see Wellness/Fitness).

Recommendation: Must have earned a ‘C’ or above in Biology and a ‘C’ or above in Chemistry; must be a senior.

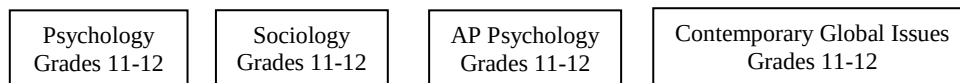
SOCIAL STUDIES

Social Studies Course Sequence 2017-18

Grades



Electives



(**) Concurrent Enrollment class offered through MCCC, (+) offered as a cyber class

Cour se	Course Name	Sem.	Grade	Credits	Pds. Per Cycle	Prerequisites/Recommendations
0559	Honors U.S. History II	Y	9	1.00	6	'A' in previous S.S. courses, teacher rec.
0553	Academic U.S. History II	Y	9	1.00	6	
0550	AP U.S. History	Y	9, 11	1.00	6	'A' in previous S.S. courses, teacher rec., 12 th may take as an elective
0549	Honors Mod. World Studies	Y	10	1.00	6	'A' in previous S.S. courses, teacher rec.
0543	Academic Mod. World Studies	Y	10	1.00	6	
0543 C	Academic Mod. World Studies (Cyber)	Y	10	1.00		
0548	AP European History	Y	10	1.00	6	'A' in previous S.S. courses, teacher rec., 11 th and 12 th may take as an elective

0559	Honors Mod American Studies	Y	11	1.00	6	'A' in previous S.S. courses, teacher rec.
0553	Academic Mod American Studies	Y	11	1.00	6	
0550	AP U.S. History	Y	9,11	1.00	6	'A' in previous S.S. courses, teacher rec., 12 th may take as an elective
0569	Honors Govt & Economics	Y	12	1.00	6	'A' in previous S.S. courses, teacher rec.
0563	Academic Govt & Economics	Y	12	1.00	6	
0599	AP Economics	Y	12	1.00	6	'A' in previous S.S. courses, teacher rec.
0582	Intro to Psychology	S	11,12	0.25	3	
0585	AP Psychology	Y	11,12	1.00	6	'A' in previous S.S. courses
0584	Intro to Sociology	S	11,12	0.25	3	
0580	Contemporary Global Issues	S	11,12	1.00	6	
0597	Independent Studies – Social Studies	S	11,12	0.5	6	"B" in previous S.S. courses
0546	US National Government (CE)	Y	11,12	1.00	6	Teacher Recommendation and Community College Placement Test may be required
0545	United States History from 1877 (CE)	Y	11,12	1.00	6	Teacher Recommendation and Community College Placement Test may be required

0559: HONORS UNITED STATES HISTORY II

(NCAA Approved Course)

0553: ACADEMIC UNITED STATES HISTORY II

(NCAA Approved Course)

This is a multi-disciplined survey course of the development of the United States from the 1890s to the present. Special attention is given to America's development as a world power, economic and industrial development, political trends, and societal and cultural problems and achievements. Approximately ten to fifteen days will be spent on each unit. ***Recommendation for all social studies honors courses: 'A' in past academic social studies classes or an 'A' or 'B' in honors, teacher recommendation.***

0549: HONORS MOD WORLD STUDIES

(NCAA Approved Course)

0543: ACADEMIC MOD WORLD STUDIES

(NCAA Approved Course)

0543C: ACADEMIC MOD WORLD STUDIES - CYBER

This is a multi-disciplined survey course that studies the history of man; the course starts with the Renaissance and concludes with the present. It includes the development of economics, society, religion, government, education, technology, the arts and influence of geography. ***Recommendation for all social studies honors courses: 'A' in past academic social studies classes or an 'A' or 'B' in honors, teacher recommendation. Offered as a cyber course as well.***

0559: HONORS MOD AMERICAN STUDIES

(NCAA Approved Course)

0553: ACADEMIC MOD AMERICAN STUDIES

(NCAA Approved Course)

This is a multi-disciplined survey course of the development of the United States with an emphasis on the 20th century. Special attention is given to our development as a world power,

economic and industrial development, political trends, and societal and cultural problems and achievements. Students will also study Pennsylvania's contributions as well.

Recommendation for all social studies honors courses: 'A' in past academic social studies classes or an 'A' or 'B' in honors, teacher recommendation.

0569: HONORS GOVT AND ECONOMICS (NCAA Approved Course)
0563: ACADEMIC GOVT AND ECONOMICS (NCAA Approved Course)

This is a required course for all 12th grade students. The course is designed to give the student a comprehensive study of government and economics. The student will examine the functions of the government and rights and responsibilities of citizens. The student will study the role of the government in the economy as well as the economy's impact on the world.

Recommendation for all social studies honors courses: 'A' in past academic social studies classes or an 'A' or 'B' in honors, teacher recommendation.

0582: INTRODUCTION TO PSYCHOLOGY (NCAA Approved Course)

Psychology is the study of behavior and the mental processes. This course will introduce students to the vast and diverse discipline of psychology and will provide the knowledge to better understand themselves, their lives and their community. This course may also provide a basic foundation for a college-required psychology class. ***Grades 11 and 12.***

0585: AP PSYCHOLOGY (Pending NCAA Approval Course)

This course is an intensive evaluation of the systematic and scientific study of human behavior and mental processes. Students will explore and apply psychological theories, key concepts, and phenomena associated with the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Students will be expected to employ psychological research methods as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. This course, like all AP courses, will require a deep commitment of time and effort on the part of the student. Solid reading and writing skills along with a willingness to devote considerable time to homework and study are necessary to succeed. Emphasis is placed on critical and evaluative skills. Students in this course are expected to take the Advanced Placement examination in May. There is an AP Exam fee and a summer assignment for this course.

Recommendation: 'A' average in past social studies courses, and teacher recommendation.

0584: INTRODUCTION TO SOCIOLOGY (Pending NCAA Approval Course)

This introductory course in the behavioral sciences is appropriate for all 11th and 12th grade students. Topics to be discussed will include: the work of sociologists, cultural values and norms, social groups, social stratification, minorities in the social structure, social institutions (such as the family, education, religion, and government), social problems (ecology, crime, poverty, and aging), and the individual's relationship to society. The course will emphasize class discussion and practical experiences in sociology. The course will meet three periods per cycle for a semester. ***Grades 11 and 12.***

0580: CONTEMPORARY GLOBAL ISSUES

Contemporary Global Issues introduces students to various issues facing the world today. Students will explore global economic systems, human rights, belief systems, world health, environmental issues, and the role of the United States and the United Nations in a changing world. This class is designed to allow students to form their own opinions on matters that affect their world. Students will evaluate the issues and propose solutions from a variety of perspectives. *Grades 11 and 12.*

0548: AP EUROPEAN HISTORY

(NCAA Approved Course)

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. A set of readings are required during the summer and students will be assessed on their understanding of these readings.

Recommendation: 'A' average in previous social studies classes and teacher recommendation (11th and 12th Grade may take as an Elective Only)

0550: AP U.S. HISTORY

(NCAA Approved Course)

AP United States History is a yearlong survey of American History from the Age of Exploration until the present. Solid reading and writing skills along with a willingness to devote considerable time to homework and study are necessary to succeed. Emphasis is placed on critical and evaluative skills. Several research projects will be required. A set of readings are required during the summer and students will be assessed on their understanding of these readings before they are permitted to participate in the AP History class.

Recommendation: 'A' average in previous social studies classes and teacher recommendation (12th Grade may take as an Elective Only)

0599: AP ECONOMICS

(NCAA Approved Course)

The course is an in-depth study of microeconomics and a survey of macroeconomics. This course is designed to prepare the student to take the A.P. Exam in Microeconomics. An assignment in Economics will be required during the summer prior to taking the Advanced Placement course. Students will be assessed as to their understanding of those materials before being permitted to participate in the Advance Placement Economics Class. An 'A' average in previous Social Studies Classes is recommended. It is also recommended that students have A's in advanced math and advanced science courses before taking this course.

Recommendation: 'A' average in past social studies courses, teacher recommendation.

0545: Concurrent Enrollment US HISTORY **(Pending NCAA Approval Course)**

History of the United States from 1877 is a survey of the political, economic and intellectual history of the United States from the period of Reconstruction until the present. Emphasis is on the rise of industrial America and the growth of the country as a world power in the Twentieth

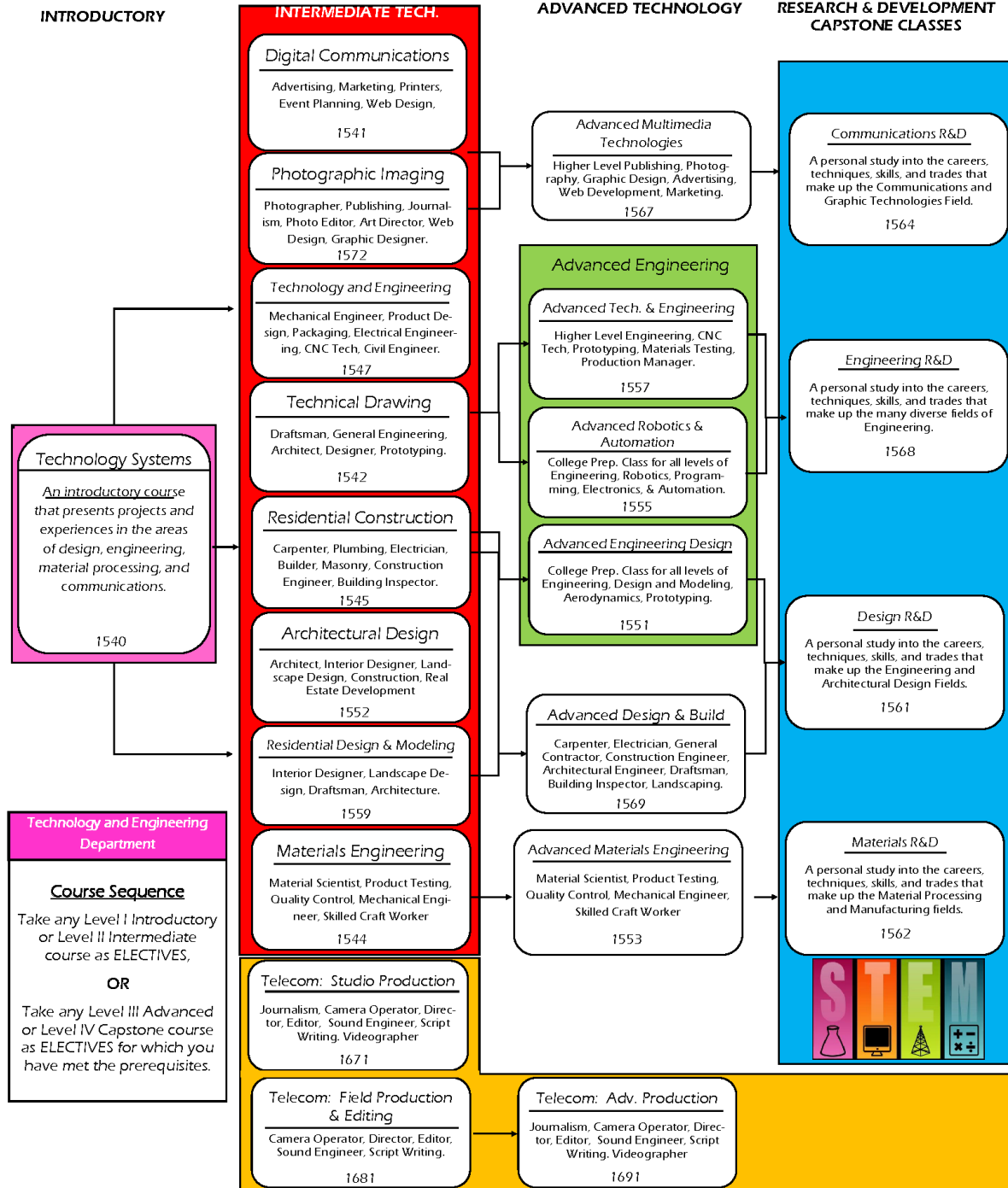
Century. Summer work will be required and students must purchase their own course materials. Upon successful completion of the course, students will earn college credit that can be applied to Montgomery County Community College or any school in the state system of higher education. ***Possible book and materials fee. Prerequisite: Teacher Recommendation will be required- May require Community College Placement Test.***

0546: Concurrent Enrollment US AMERICAN NATIONAL GOVERNMENT (Pending NCAA Approval Course)

An examination of the basic structure and functions of American National Government, with emphasis on the power relationships between the Congress, the President, and the Judiciary. Political parties, pressure groups, civil rights, and the federal structure of our government will be stressed. Summer work will be required and students must purchase their own course materials. Upon successful completion of the course, students will earn college credit that can be applied to Montgomery County Community College as **POL 124 American National Government** or any school in the state system of higher education. ***Possible book and materials fee. Prerequisite: Teacher Recommendation will be required- May require Community College Placement Test***

Technology and Engineering Course and Career Guide

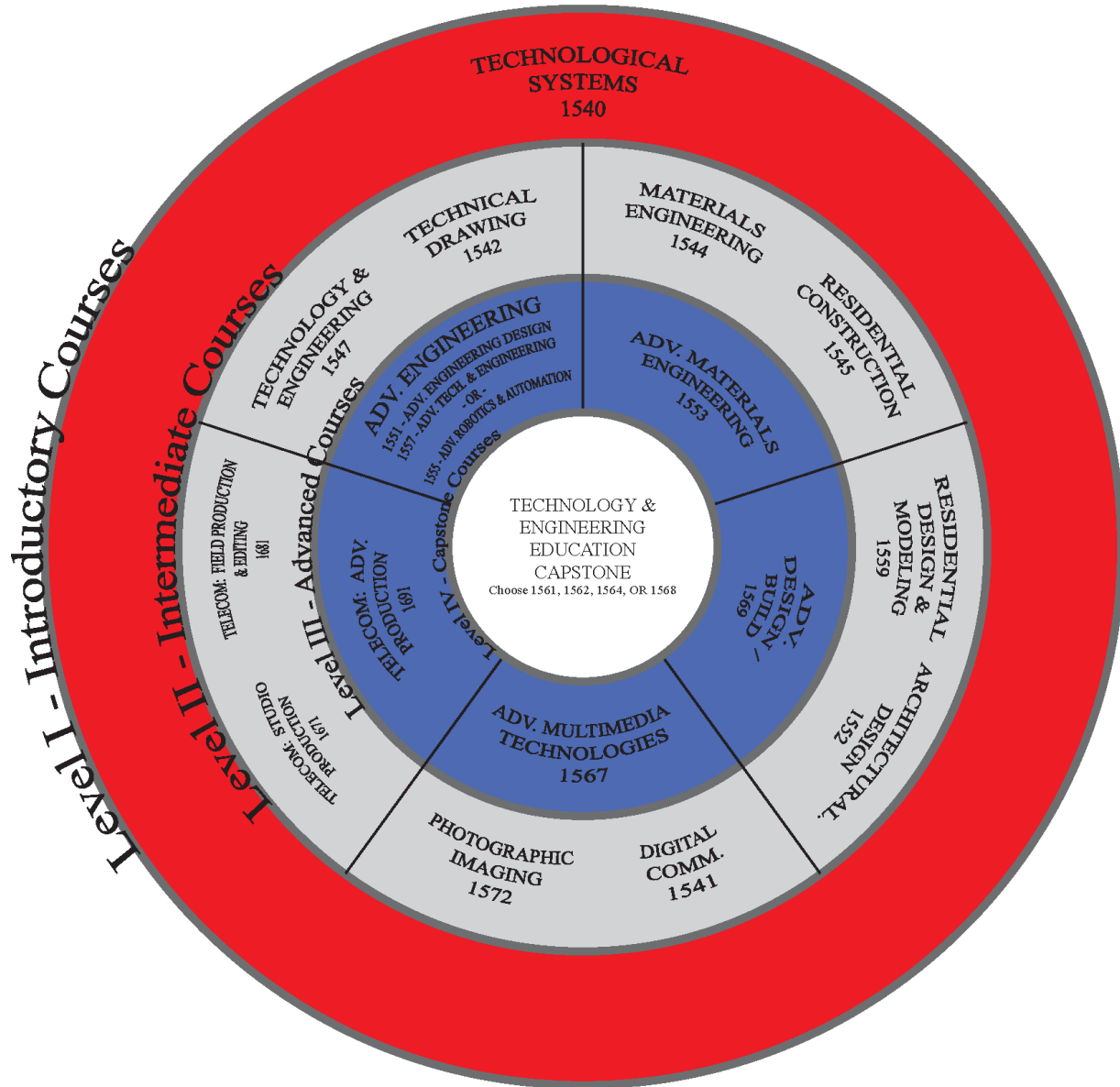
The course offerings for the Technology and Engineering Department are listed below. Class selections are organized by introductory, intermediate, advanced, and capstone courses; along with a listing of careers and job opportunities that those classes relate to.



Technology & Engineering Department
Courses and Sequence

Technology and Engineering Education Electives

1. Take any Level I Introductory or Level II Intermediate course as ELECTIVES,
OR
2. Take any Level III Advanced or Level IV Capstone course as ELECTIVES for which
you have met the prerequisites.



Course	Course Name	Se m e s t e r	Grade	Credits	Pds. Per Cycle	Prerequisites/Recommendations
1540	Technological Systems	Y	9,10,11,12	1.00	6	
1572	Photographic Imaging	S	9,10,11,12	0.50	6	
1541	Digital Communications	Y	9,10,11,12	1.00	6	
1542	Technical Drawing and Design	Y	9,10,11,12	1.00	6	
1552	Architectural Design	Y	9,10,11,12	1.00	6	
1559	Residential Design & Modeling	S	9,10,11,12	0.50	6	
1544	Materials Engineering	Y	9,10,11,12	1.00	6	
1545	Residential Construction	Y	9,10,11,12	1.00	6	
1547	Technology & Engineering	Y	9,10,11,12	1.00	6	
1671	TELECOMMUNICATIONS: STUDIO PRODUCTION	Y	9,10,11,12	0.50	3	
1567	Advanced Multi-Media Comm.	Y	11,12	1.00	6	1572 or 1541
1555	Advanced Robotics & Automation	Y	11,12	1.00	6	1544 OR 1547
1553	Advanced Materials Engineering		11,12	1.00	6	1544
1551	Advanced Engineering Design	Y	11,12	1.00	6	1542
1557	Advanced Technology & Engineering	Y	11,12	1.00	6	1547
1681	TELECOMMUNICATIONS: FIELD PRODUCTION & EDITING	Y	9,10,11,12	1.00	6	
1561	Technology: R & D: Design	Y	11,12	1.00	6	1551, or 1552, or 1557
1562	Technology: R & D: Materials	Y	11,12	1.00	6	1553
1564	Technology: R & D: Communications	Y	11,12	1.00	6	1567
1568	Technology: R & D: Engineering	Y	11,12	1.00	6	1551, or 1557
1691	TELECOMMUNICATIONS: ADVANCED PRODUCTION	Y	10,11,12	1.00	6	Telecom. Editing & teacher rec.
1576	Adaptive Technology Education	S	9,10,11,12	0.50	6	Life Skills or Learning Support Students Only
1581	Independent Study – Tech Ed	Y	9,10,11,12	1.00	6	Dept. leader approval

Technology and Engineering Education teaches you about the technological world in which we live. It is our goal to provide you with the preparation necessary to live in and contribute to our society and to discover careers leading to new jobs.

INTRODUCTORY COURSE

1540: TECHNOLOGICAL SYSTEMS

From computers and smart phones to machines and building systems, technology touches every aspect of contemporary life. To succeed in our society, ALL students need to develop the technical skills and knowledge that will allow them to operate everyday technology such as computers and cameras, perform simple home repairs, and make sense of more revolutionary ideas such as alternative fuels, bio-engineered food, and embedded microprocessors. In this course, you will examine four broad areas of technology and engineering education (Communications, Materials, Design, and Engineering) from a problem-solving approach and learn to identify, use, and analyze technologies relevant to everyday life and the advancement of society. Design and engineer solutions to problems, prototype your ideas, express your creativity, and communicate your solutions in this awesome class!

INTERMEDIATE COURSES

1572: PHOTOGRAPHIC IMAGING

Are you interested in photography? In this exciting, hands-on course, you will learn the fundamentals of photography as you use a state of the art DSLR camera to capture vivid images. Assignments include stop action, depth of field, macro and portrait photography, along with techniques to improve your photo-taking skills. Capture stunning photos, learn to edit and print images quickly, and develop high-quality layouts using Adobe Photoshop and Lightroom in our digital photo lab. Learn to efficiently prep and output photos to both print and the web. The class also provides opportunities to explore careers in the graphic arts, photography, and other forms of mass communication.

1541: DIGITAL COMMUNICATIONS

Ever wonder how some of the graphics are made on the products you use every day? In this class you will learn how to create the graphics and digital images that you see all around you. We will look at how to put designs on T- shirts, create vinyl graphics and decals for cars or windows, design album covers for your favorite bands, create cutting edge web sites with streaming audio and video, and many more things. Learn how to create graphics, logos, and high quality images that you can edit and use both on the internet and in print. This class is perfect for teaching you how to promote yourself, your business, groups or organizations...anything you need to communicate!

1559: RESIDENTIAL DESIGN AND MODELING

Residential Design and Modeling is an exciting class that will enable you to use the basic skills learned in Architectural CADD to design a remodeling project for your own home or from a stock architectural plan. Examples of projects include: remodeling a kitchen, designing a deck and landscaped area, developing an interior color scheme, or planning for a recreation room in your basement. Chief Architect is a 3-D design program that will be used to develop your plans and to print out the paste-ups for the scaled model. This is a semester-long course that meets five periods per cycle (so it fits in your schedule neatly with your science labs and phys. ed. classes).

1542: TECHNICAL DRAWING AND DESIGN

Do you think a career as an architect, designer, draftsman, engineer, or related technical professional is for you? If so, then this course is a must. Technical Drawing and Design will cover the methods, materials, instruments and techniques of technical drawing as they relate to engineering and architecture. Students will begin with technical sketching and board drawing for a short period of time and progress to SolidWorks for the majority of the year. You will develop patterns, make 3-D models in SolidWorks, use the 3-D printer, and create working drawing (three-view, section, and auxiliary drawings). Several former engineering and architecture students have reported that Technical Drawing and Design made their first year drawing and design course at college much easier. Emphasis will be placed upon problem solving, while you learn accuracy, pride, efficiency, and productivity.

1552: ARCHITECTURAL DESIGN

If you have a desire to be an architect, designer, engineer, or be the owner of a home someday, this course is a must. In Architectural Design you will use Chief Architect, a 3-D architectural design program, to solve problems related architecture. This course is intended to help students develop general knowledge of interior and exterior residential design. You will explore architectural concepts including land development, environmental design factors, community planning; site planning, residential/commercial area planning, and landscape design. With each project, you will develop professional-looking architectural plans that showcase your ideas. The course culminates with building a scaled architectural model.

1544: MATERIALS ENGINEERING

Materials Engineering is a fun, highly-engaging technology education class centered on making things and understanding the qualities and characteristics of the materials being used. You will use wood, metal, plastics, glass, and composites to produce a wide variety of items. These products will teach you processes such as molding and casting, bending, making precise cuts, turning, welding, and applying finishes. You will work individually and cooperatively with other classmates during the year. This class is an excellent choice if you are contemplating a career as a materials engineer, manufacturing technician, plant manager, or related technical professional or simply enjoy the creative process of making things!

1545: RESIDENTIAL CONSTRUCTION

This class revolves around the processes and trades involved in building houses and other structures. Learning experiences include activities in surveying and site preparation, rough and finish carpentry, electrical wiring, plumbing, cabinetmaking, and more. In many of the activities, you will build valuable teamwork skills as you work with your classmates to complete highly relevant challenges. The class frequently culminates in the construction of a garden shed or other similar structure. For those considering a career as a carpenter, construction project manager, builder, architect, electrician, civil engineer, plumber, or if you plan to own a home, this course is an excellent starting point!

1547: TECHNOLOGY & ENGINEERING

Technology & Engineering is a technology & engineering education course designed to provide an introduction to concepts related to problem solving and engineering. You will be exploring a

variety of fun, challenging activities in topics related to applied engineering, structural engineering, mechanical engineering, civil engineering and transportation, electrical and computer engineering, and robotics. Design a real bridge to support a riding lawnmower, build robots to compete with your classmates and learn mechanics and programming skills, develop a machine that breaks and separates eggs, before cooking them to eat, study collisions by using K'nex to build a car that will race down a track to collide with another in a demolition derby, and more. Some of the projects are things you will do individually. But most times, you will be collaborating with your classmates to use your engineering, problem solving, and critical thinking skills to develop creative solutions to intriguing problems.

1671: TELECOMMUNICATIONS: STUDIO PRODUCTION (meet 3 times a cycle)

This course introduces students to multi-camera studio television production. It includes hands-on training in camera, sound, lighting, graphics, directing, recording, editing, script writing and on-air talent, along with basic communication theory and concepts of mass media and society. Students will work all the equipment and jobs of studio television production and produce a number of programs including talk shows, news programs and short features.

1681: TELECOMMUNICATIONS: FIELD PRODUCTION & EDITING (meet 6 times a cycle)

This course introduces students to single-camera field production. Students learn planning and production strategies for single-camera field productions including short films, advertisements, music videos and television programs. Emphasis is placed on shot composition and capturing sound. Students are also introduced to the fundamentals of non-linear editing using Adobe Premiere and Prelude. This course counts as a computer credit.

ADVANCED COURSES

1567: ADVANCED MULTIMEDIA TECHNOLOGY

(FORMERLY ADV. PHOTO IMAGING 1574 AND ADV. COMMUNICATIONS 1566)

Take your communications skills to the next level in this dynamic, hands-on course. **(A)**MMT builds upon the skills learned in the introductory level communications courses (Photographic Imaging and/or Digital Communications), and allows you to push those skills to the limit while working with industry standard equipment. Topics include audio/video hardware and software, green screen techniques, high-end photography and digital cameras, desktop publishing, imaging software, graphic layout, and printing technologies. The course is structured around small teams working together to develop and produce a comprehensive business marketing plan, incorporating the concepts learned while competing against classmates.

Prerequisites: Photographic Imaging 1572 or Digital Communications 1541 or Telecom 1671

1555: ADVANCED ROBOTICS & AUTOMATION

Advanced Robotics & Automation is a hands-on course for students interested in working with robots and automated systems. It is part of BASH's STEM (Science, Technology, Engineering and Math) Engineering Pathway. In this class you will incorporate STEM concepts as you learn to design, build, program, control, and test robotic devices. Coursework focuses on activities in mechanics, energy, analog/digital electronics, forces, drive-train assemblies, sensors, actuators,

motors, prototyping, and programming. Students will follow the Engineering Design Process as they document their work and solve problems. Engineering, industrial automation, and robotics career opportunities will be discussed.

Prerequisite: 1544 or 1547

1557: ADVANCED TECHNOLOGY & ENGINEERING

Advanced Technology & Engineering is offered to students who successfully completed Technology & Engineering (1547). You will participate in advanced level activities adding to your knowledge gained in your first year. The activities in this course are more complex and require larger blocks of time to allow more in-depth study. The activities are identified from the technology education areas of communication, transportation, construction, and manufacturing and may include electronics and programming microcontrollers, robotics, product design and development, engineering design, and modular construction. The advanced course will provide you with skills in research, leadership, and problem solving.

Prerequisite: Technology and Engineering (1547)

1551: ADVANCED ENGINEERING DESIGN

If you desire to be a designer, engineer, architect, or related technical professional this course is a must. In Engineering Design you will use the basic skills learned in Technical Drawing to design solutions to related engineering problems. The engineering method, a design development process, will be used as you create innovative working prototypes. Examples of possible activities are 3-D printing, using SolidWorks to design a clay automobile and test its aerodynamics in a wind tunnel, and use ergonomics to design a product of your choice that fits the human body.

Prerequisite: Technical Drawing and Design (1542)

1553: ADVANCED MATERIALS ENGINEERING

This class is for those students who want to further their skills and understanding of manufacturing. You will have the opportunity to design and build more complex objects and dig deeper into the processes used to create products. Explore cutting edge technologies such as CNC machining and 3D printing, as you hone your skills as a maker.

CAPSTONE/RESEARCH & DEVELOPMENT COURSES

1561: TECHNOLOGY RESEARCH AND DEVELOPMENT: DESIGN

Technology Research and Development: Design is an independent study course for students who have successfully completed advanced technology education classes in the STEM design area.

Technology Research and Development: Design provides you with the opportunity to concentrate in an area of selected study. In this synthesis level class you will follow the technological method including defining the problem, conducting research, developing a plan, fabricating a model/prototype, testing/redesigning, and presenting your findings. In addition you will maintain field notes; submit a proposal, quarter reports, and a final report.

Prerequisite: Architectural Design (1552) or Engineering Design (1551) or Advanced Technology & Engineering (1557), and Instructor Approval required

1562: TECHNOLOGY RESEARCH AND DEVELOPMENT: MATERIALS

As the capstone class in our Materials Lab, this class is designed for students to take a project (or projects) from the initial concept and design on through fabrication and finishing. The end result should be an item (or items) worthy of inclusion in a portfolio and the skills developed should be a real asset for the student as he or she moves forward with future plans.

1568: TECHNOLOGY RESEARCH AND DEVELOPMENT: ENGINEERING

For the student with a strong interest in engineering and problem solving, this class offers the opportunity to develop their own ideas in areas of technology such as robotics, electronics, mechanics, and product design. Design and build a new machine, develop a new application and hardware for our Go-Pro Camera, or modify an old bicycle into a super-efficient, human-powered vehicle. The possibilities are only limited by the scope of your own imagination. Those headed into a technical field such as engineering should definitely apply.

Prerequisite: Engineering Design (1551) or Advanced Technology & Engineering (1557)

1564: TECHNOLOGY RESEARCH AND DEVELOPMENT: COMMUNICATIONS

Students with a strong interest in the communications fields (digital imaging, photo imaging, desktop publishing, audio/video) can go further in this class. Building upon concepts from the Advanced Multi-media Communications course, Technology Research and Development: Communications will allow you to choose an area of study and push the envelope further than before. Go on assignment and capture digital photos of school events, develop your digital photo retouching and output skills, combine photos and graphics into advertisements and pamphlets to promote school events, and use cutting-edge audio-visual technology to produce professional-quality video/audio clips, podcasts, and webcasts. The skills you learn here will definitely translate into skills that colleges and employers look for in every person!

1691: TELECOMMUNICATIONS: ADVANCED PRODUCTION (meet 6 times a cycle)

This course is an advanced, applied program of study in studio television and field production, including work in program development, videography, lighting, audio production, and computer and special effects editing. Students work independently and in small groups in the TV studio to produce original videos and work with district faculty to create programs and complete video assignments for BASH-TV and BASD-TV, Boyertown School District's cable access channel. This course counts as a computer credit.

Prerequisite: Studio Production or Field Production & Editing and teacher recommendation

SPECIALTY COURSES

1576: ADAPTIVE TECHNOLOGY EDUCATION

This class is restricted to students enrolled in the life skills and or learning support programs. In an adapted format, this class will present technological concepts and skills to students in a manner appropriate to student abilities. Activities will encompass transportation, communication, construction, and manufacturing areas.

PLEASE NOTE: If your schedule does not allow you to take one of these courses for six days of the cycle and you would like to take a particular course, talk to one of the technology education teachers. We may be able to make arrangements to adapt your schedule and allow you to take the class with an adapted schedule.

1581: INDEPENDENT STUDY – TECH ED

Students will follow the Independent Study requirements outlined to all students: Index, Syllabus, Weekly Journal, Weekly Self Evaluations, Two reflective pieces, Completed and Graded Assignments, Evidence of work, Major Project w/rubric, Final reflection writing. Independent study is designed to allow a student the opportunity to explore an area of interest and pursue a major project in that area. Students may schedule class time with the instructor to meet the needs of this study.

Prerequisite: Teacher recommendation and Department leader approval

WORLD LANGUAGE

Course	Course Name	Sem.	Grade	Credits	Pds. Per Cycle	Prerequisites/Recommendations
0631	French I	Y	9,10,11,12	1.00	6	
0631C	French I – Cyber	Y	9,10,11,12	1.00		
0641	French II	Y	10,11,12	1.00	6	French I
0651	French III	Y	11,12	1.00	6	‘C’ in French II
0661	French IV	Y	12	1.00	6	‘C’ in French III
0632	German I	Y	9,10,11,12	1.00	6	
0642	German II	Y	10,11,12	1.00	6	Recommend ‘C’ in German I
0652	German III	Y	11,12	1.00	6	‘C’ in German II
0662	German IV	Y	12	1.00	6	‘C’ in German III
0662C	German IV – Cyber	Y	12	1.00		‘C’ in German III
0633	Spanish I	Y	9,10,11,12	1.00	6	
0643	Spanish II	Y	9,10,11,12	1.00	6	Recommend ‘C’ in Spanish I
0653	Spanish III	Y	11,12	1.00	6	‘C’ in Spanish II
0663	Spanish IV	Y	12	1.00	6	‘C’ in Spanish III
0654	CE Spanish III	Y	11,12	1.00	6	‘B’ in Spanish II
0664	CE Spanish IV	Y	12	1.00	6	‘B’ in Spanish II

The World Language Department recommends that students take at least three (3) years of the same foreign language in order to achieve basic proficiency in that language as well as to ensure adequate preparation for foreign language study beyond high school. Students planning foreign language related careers should also consider taking one to two years of a second foreign language.

0631: FRENCH I

(NCAA Approved Course)

0631C: FRENCH I – CYBER

This course introduces the students to basic conversational expressions through the development of vocabulary and listening/speaking skills. Grammar will be taught to enrich the students’ ability to interact in authentic situations. Students will develop a cultural understanding of the French people through readings and videos.

Offered as cyber course as well.

0641: FRENCH II**(NCAA Approved Course)**

This course emphasizes further development of listening and speaking skills. Students will continue to study grammar of the spoken language and will increase vocabulary development. They will continue to study and discuss aspects of French culture and how it influences both the language and everyday life.

Prerequisite: French I

0651: FRENCH III**(NCAA Approved Course)**

Emphasis in this course is on the development of vocabulary for practical, real-life situations. Students study more complex structures. French history, art and literature are the basis for the development of reading and writing skills. Students will engage in many writing and listening activities.

Recommendation: successful completion of French II

0661: FRENCH IV**(NCAA Approved Course)**

Students continue the study of more complex structures through the study of vocabulary used in real-life situations. There is more emphasis on reading skills. Students will read poetry, short stories, novels and plays. They will view feature length films. Students are expected to participate in discussions, make oral presentations and write numerous compositions.

Recommendation: successful completion of French III

0632: GERMAN I**(NCAA Approved Course)**

Students will develop listening and speaking skills. They will study grammar of the spoken language. Special emphasis on the German culture as seen in the daily lives of young people will be a focus.

0642: GERMAN II**(NCAA Approved Course)**

Students will continue the development of listening and speaking skills. They will continue to study grammar of the spoken language. Special emphasis on the German culture as seen in the daily lives of young people will be a focus.

Recommendation: successful completion of German I

0652: GERMAN III**(NCAA Approved Course)**

Students will focus on developing their listening, speaking, and reading skills. They will also develop writing skills and their understanding of various grammatical structures. A study of the German culture will continue. ***Recommendation: successful completion of German I***

0662: GERMAN IV**(NCAA Approved Course)****0662C: GERMAN IV – CYBER**

Students will focus on developing their listening, speaking, and reading skills. They will also develop writing skills and their understanding of various grammatical structures. Greater

emphasis will be placed on reading and writing skills by the use of longer and more difficult readings. They will continue to study grammar and the German culture.

Recommendation: successful completion of German III; offered as a cyber course as well.

0633: SPANISH I

(NCAA Approved Course)

This course provides an introduction of basic conversational expressions and the development of vocabulary and basic grammatical structures. The main emphasis is on listening and speaking skills with a basic introduction to reading and writing skills. Cultural aspects of many Spanish speaking countries are introduced throughout the course.

0643: SPANISH II

(NCAA Approved Course)

This course concentrates on increased vocabulary and grammar development with emphasis on verb tenses and their usage. There is continued emphasis on listening and speaking skills with increased reading and writing activities. The culture of many Spanish speaking countries is discussed.

Recommendation: successful completion of Spanish I

0653: SPANISH III

(NCAA Approved Course)

This course provides increased vocabulary development. There will be an intense and thorough review of grammatical structures along with the introduction of some advanced structures. There will be further development of reading and listening skills and a continued development of writing skills through guided practice exercises.

Recommendation: successful completion of Spanish II

0663: SPANISH IV

(NCAA Approved Course)

Students will increase their Spanish vocabulary. They will participate in an intense and thorough review of grammatical structures including a focus on advanced structures. They will further develop their reading and listening skills. They will also continue their development of writing skills through guided practice exercises.

Recommendation: successful completion of Spanish III

0654: CE SPANISH III

(NCAA Approved Course)

In the first semester, the focus will be a study of fundamental Spanish grammar topics including exercises in speaking, reading and composition. Spanish will be spoken for the majority of class. In the second semester, more advanced grammar topics will be learned. Exercises in conversation, reading and writing will be more extensive. Students will be expected to work at a college-level pace and to devote a significant amount of time outside of class to studying and reviewing.

Recommendation: successful completion of Spanish II

There is a summer assignment for this course.

0664: CE SPANISH IV

(NCAA Approved Course)

A concentrated review of Spanish grammar as well as exercises in speaking, reading and composition will be the primary focus of this class. The majority of class is spoken in Spanish.

Selected readings on Spanish culture and literature as a basis for developing skills will be used. In the second semester there will be extensive practice in selected readings, composition and conversation on a more advanced level. Students should expect to be working at a college-level pace and will be expected to devote a significant amount of time outside of class studying and reviewing.

Recommendation: successful completion of CE Spanish III

There is a summer assignment for this course.

NON-CREDIT ACTIVITIES DURING REGULAR SCHOOL HOURS

Course	Course Name	Sem.	Grade	Credits	Pds. Per Cycle	Prerequisites/Recommendations
3082	BEAR - Yearbook	Y	9,10,11,12	0	6	3082
3083	CUB – School Newspaper	Y	9,10,11,12	0	6	3083

The offerings described in this section are given on a non-credit basis and may be scheduled as a class in your regular school day. These activities are designed to broaden and enlarge the curriculum by adding topics of current or special interest to students in today's society. If you find an activity in which you would like to participate, please enroll. Keep in mind that these non-credit electives are for your enjoyment and participation. If you do not plan to participate, you should not enroll. Activities can be successful only if members are active participants.

3082: BEAR – Yearbook

Staff members of the Bear, the senior high school yearbook, come from all grades of the high school. The Bear is a member of the American Scholastic Press Association, and is published in October of each year. Students who are interested in computers, photography, art, or writing and who are prepared to meet deadlines are welcome. The staff meets six periods a week, occasionally after school, and during the summer if needed. Staff members will be selected by the advisors. Editorial positions are assigned on the basis of experience. The Bear is reducing staff since moving to desktop publishing, therefore, applicants should apply, to the advisors, by mid-May of each year. The maximum number of Bear yearbook staff will be held to 30 in grades 10-12.

Prerequisite: Apply to advisors

3083: CUB – School Newspaper

The Cub is a monthly newspaper published by students at BASH. Students interested in journalism, news writing, feature writing, sports writing, cartooning, photography, and advertising can learn about the newspaper business and see their work published by the Cub. Staff meetings, when necessary, are held after school. The newspaper is a member of the Pennsylvania School Press Association and the Quill and Scroll, an international honorary society for scholastic journalism students.

INTERNSHIP PROGRAM

The BASH Internship Program involves exposure to a particular career and release time from school for structured work experience in a business, a non-profit organization, an educational setting, or some other workplace. Students are encouraged and in some cases responsible for securing their Internship Placement. The purpose of this program is to prepare our students for the world of work and to have them examine their career interests and opportunities for continuing education. Students are released from school for 1 or more periods each day to complete their internship. Academic credit will be awarded based on the hours worked per week.

****The Work/Career Study Program described below is encompassed within the Internship Program.***

WORK/CAREER STUDY PROGRAM

The BASH Special Education Department has designed the work/career study program to help eligible students explore a career or job interest in a hands-on-manner. Its purpose is the same as the Internship Program and academic credit will be awarded based on the hours worked per week. Students should talk to their individual **Teacher of Record** to enroll in this course.

INDEPENDENT STUDY PORTFOLIO GUIDELINES

At the completion of an independent course of study*, the student must submit a portfolio that may contain the following contents:

1. Index – Identifying the sections of the Portfolio
2. Syllabus – Goals/Objectives of the Independent Study Program
3. Weekly Journal/Weekly Self Evaluation
4. Three Reflective pieces of an article on your independent subject area. (1-2 pages)
5. Completed & Graded Assignments/Tests/Quizzes/Projects w/ Rubrics
6. Pictures of any projects or activities completed during your independent study period.
7. Research Paper – Annotated Bibliography (3-5 pages) – MLA Format
8. Reflection Piece – “What have you gained from your independent study course?” (2-3 pages)

It is the student’s responsibility to meet with their instructor at least once a week to review the syllabus, determine the contents of the portfolio and monitor the completion of the course objectives. The instructor will assess or review all materials and provide the completed portfolio to the school counselor’s office at the end of each semester. Grades for the course will be entered by Department leaders at the end of each semester.

* Independent study courses that are for the whole year must adjust the portfolio content requirements to justify the extended time for completion of the course.