



# COMPASS

2012-2013

SOUTH  
WESTERN  
HIGH  
SCHOOL



NAME: \_\_\_\_\_

# GUIDANCE SERVICES

Guidance services are provided by five counselors at the high school. These counselors are concerned with the educational, emotional, and social development of all students in relation to their total school experience. Counselors work directly with students and serve as resource persons for parents, teachers, and administrators in helping students meet their developmental needs. Counselors also conduct specialized testing and offer programs for career education and personal development. The guidance staff extends an invitation to all school district residents to utilize these services.

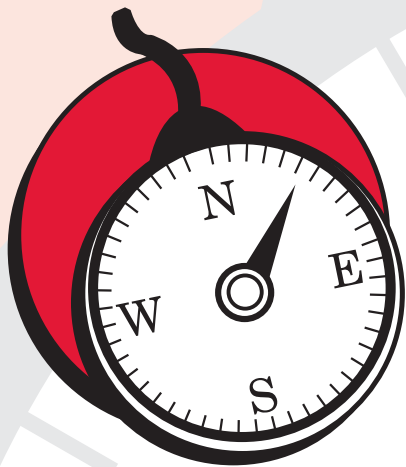
For questions concerning scheduling, contact the Guidance Office at 632-2548, Ext. 21924 or 21925. Counselors are assigned by the last name of the student:

<b>A - F</b>	Dr. O'Connor	Thomas_OConnor@SWSD.k12.pa.us
<b>G - L</b>	To Be Determined	
<b>M - R</b>	Mrs. Devine	Amy_Devine@SWSD.k12.pa.us
<b>S - Z</b>	Mrs. Berkebile	Rachel_Berkebile@SWSD.k12.pa.us
<b>School-to-Career</b>	Mrs. Dennis	Lisa_Dennis@SWSD.k12.pa.us

(Note – for e-mail, there is an “underscore” between the first and last name of the counselors)

It is important that students and parents thoroughly review the Planning Guide in order to clearly understand which courses are to be selected . The Guidance Department is available upon request to review the Planning Guide with you if necessary. A copy of the student’s schedule will be sent home with the final report card for the year.

**Courses offered in a sequence MUST be taken in the appropriate order.**



# The Compass

## COLOR KEY

**MULTICOLOR - CAREER PATHWAYS**

**BLACK - COURSE OFFERINGS**

**GRAY - GUIDANCE INFO**

## **NONDISCRIMINATION POLICY**

It is the policy of South Western District not to discriminate on the basis of sex, creed, handicap, or race in its educational programs, activities, or employment policies as required by Title IX of the 1972 Educational Amendments and by Section 504 of the Rehabilitation Act of 1973. Inquiries regarding compliance with Title IX may be directed to the District Administration Office.

# TABLE OF CONTENTS

CHOICES .....	1
CAREER PATHWAYS	
Agriculture & Natural Resources.....	8
Arts & Communications.....	10
Business Information, Management & Marketing.....	12
Engineering & Industrial Technologies .....	14
Health & Related Services.....	16
Social & Human Services.....	18
COURSE OFFERINGS	
General Instructions .....	22
Policy for the Honors/Advanced Placement Program.....	23
Art Department .....	24
Business Education Department.....	27
English Department.....	30
Family and Consumer Science Department .....	36
Health and Physical Education Department.....	41
Learning Support Department .....	44
Mathematics Department.....	46
Music Department.....	53
Safety Education .....	55
Social Studies Department .....	56
Science Department .....	59
Technology Education Department.....	65
World Language Department .....	69
GENERAL GUIDANCE INFORMATION	
Pennsylvania State School Assessment Requirement for Graduation .....	74
Course Repeat Policy.....	74
Independent Study Program .....	75
Early Graduation.....	75
Diversified Occupations Program .....	76
Teacher Aide Program.....	77
Academic Shadowing Program .....	77
Introduction to Manufacturing .....	78
Child Development Associate Prep Program .....	78
Nurses Aide Training .....	79
Empire School of Beauty Cosmetology Program.....	79
English as a Second Language (ESL) Services.....	79
Mentoring Programs .....	80
York County School of Technology .....	82
Post-Secondary Planning Timeline .....	83
Worksheet for Student Course Selection .....	86
Add/Drop Policy .....	89
Course Selection Worksheet .....	91



# Making Sound Educational & Career CHOICES

**Agriculture and Natural Resources**

**Arts and Communication**

**Business, Information Management, &  
Marketing**

**Engineering and Industrial Sciences**

**Health and Related Services**

**Social and Human Services**

## WHAT IS CHOICES?

CHOICES is the *Computerized Career Planning Program* that South Western School District uses to help students explore careers, set career goals, and plan coursework at the high school. CHOICES provides students information about their interests, experiences, and abilities, as well as related information about occupations, education and training programs, and financial aid. Completion of the CHOICES program will help students satisfy South Western's Graduation Project Requirements.

CHOICES can be accessed via the Internet at [www.bridges.com](http://www.bridges.com). The site ID is **0100502**. The password is **western**.

## What are Career Pathways?

Career pathways helps students and their parents make informed decisions about careers, as well as the required coursework that prepares students for those careers. Each pathway consists of "career clusters" - flexible groupings of related careers. Students must complete the Career Finder portion of CHOICES and choose one or more Career Clusters of interest. Having completed the Career Finder portion of the program and chosen one or more Career Clusters, students can use this manual as a guide for course selection. The 16 National Career Clusters fall into 1 of the 6 South Western Career Pathways (see chart below). The Career Clusters icons are being used with permission of the: States' Career Clusters Initiative, 2007, [www.careerclusters.org](http://www.careerclusters.org)

### Agricultural & Natural Resources



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### Arts & Communication



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### Business, Management & Marketing



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### Engineering & Industrial Technologies



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### Health & Related Services



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### Social & Human Services



## How does CHOICES benefit the school and community

- Assists students with career decisions and planning
- Brings employers into the educational process to help prepare students for the world of work
- Builds positive relationships between business, young people, and parents
- Identifies relationships between specific courses and corresponding careers
- Provides an extension of classroom instruction
- Provides life skills in seeking, maintaining, and changing jobs or careers

## HOW TO USE CHOICES

Students often go into course selection blindly. Some may even choose courses based upon what their friends are choosing. By using the information in this manual and consulting with their teachers and guidance counselors, students can make more informed choices about the classes they select.

### ***Step One***

To begin the career exploration process, students need to create a Portfolio in CHOICES. The purpose of the portfolio is to help students keep track of their career related activities and progress over the four years of High School.

### ***Step Two***

Students should go to the Career Finder and click on Career Clusters. Once students have chosen a cluster (which they can change at any time as they grow in their career awareness), they will match that cluster to one of South Western's 6 Career Pathways.

### ***Step Three***

Students can then match their choice of career cluster from the CHOICES program with the pathways listed in this guide.

### ***Step Four***

The elective courses listed in each pathway in this guide have been cross-referenced with the Course Selection Guide pages (black edges). Once students have selected elective courses within a pathway, they can read more about a particular course simply by going to the page numbers referenced.

By completing the yearly requirements for the graduation project, found on pages 4 & 5 in this book, students will be able to make even more informed decisions regarding their course selections. CHOICES provides students with valuable information. The Interest Profiler helps students match work interests with career options. The additional Field Work and Interview activities provide even further career insight and self-awareness so that students can continue to make sound educational and career decisions.

# SOUTH WESTERN HIGH SCHOOL GRADUATION PROJECT

The high school graduation project is a state-mandated element of a student's high school education. It is an independent learning experience in which students choose a topic of interest to them.

According to the PA Department of Education, "The purpose of the culminating project is to assure that students are able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding." Title 22 (4.24) of the Pennsylvania State Board of Education Chapter 4 Curriculum.

Completion of the graduation project **is a requirement for graduation.**

While the project is primarily an independent study project, every student is assigned an advisor to disseminate and collect information.

The student may elect to work with a mentor, a guide either from within the school community, the home, or the community-at-large. This individual should be someone knowledgeable in the area of the student's interest. The mentor will provide insight and assistance on a need-to-know basis.

During the junior year, the project will be reviewed by the student's advisor during the May Meeting. Advisors will ensure that all specific project requirements have been completed.

Students whose written and/or oral presentations are evaluated as Needing Improvement during the original presentation may have the opportunity to correct and resubmit their work at a time set by the school and the Graduation Project Committee.

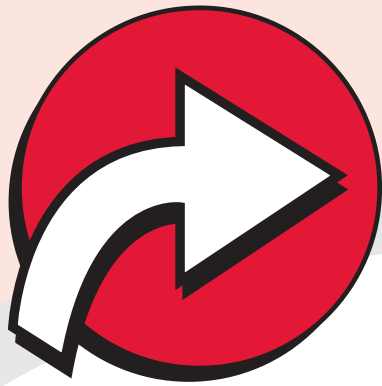
Please see the Comprehensive Overview which follows, for specific requirements for each grade level and due dates for each activity.

More specific information and forms can be found on the district website [www.swsd.k12.pa.us](http://www.swsd.k12.pa.us). Go to the high school webpage and click on the Graduation Project Website.

# GRADUATION PROJECT COMPREHENSIVE OVERVIEW

	Description	Requirements	Completed	Due Date
Grade 9				
	• <i>Graduation Project Signature Page</i>			September Meeting
	• <b>Choices</b> <i>Interest Profiler</i>			November Meeting
	• <b>Choices</b> <i>Cluster Finder</i>			January Meeting
	• <i>Interview Reflection Sheet</i>			March Meeting
	• <i>Experience Profiler Sheet</i>			May Meeting
Grade 10				
	• <b>Choices</b> <i>Transferable Skills Checklist</i>			October Meeting
	• <b>Choices</b> <i>Job Interview Practice</i>			November Meeting
	• <i>Practice Job Application</i>			January Meeting
	• <i>Experience Profiler Sheet</i>			March Meeting
	• <i>Graduation Project Proposal Form</i>			May Meeting
Grade 11				
	• <b>Career Research</b>			May Meeting
	Shadowing Time Requirement	15 Hours		
	<i>Shadowing Record</i>			
	<i>Personal Reaction Journal</i>			
	Interviews	Minimum of two		
	<i>Shadowing Interview Sheet</i>	(2)		
<b>OR</b>				
	• <b>Community Service</b>			May Meeting
	Volunteer Time Requirement	20 Hours		
	<i>Volunteer Hours Log</i>			
	<i>Personal Reaction Journal</i>			
<b>OR</b>				
	• <b>Academic Extension - Creative/Cultural</b>			May Meeting
	Project Time Requirement	15 hours		
	Mentor Required			
	<i>Project Log</i>			
	<i>Personal Reaction Journal</i>			
	• <b>Experience Profiler Sheet</b>			May Meeting
	Presentation	Visual Aid		May Meeting
	Written Component	1 ½ - 2 ½ page paper		May Meeting
	Mock Interview	To be arranged by the Guidance Department		Sept./Oct.





# Career Pathways

and the 16 National Careers Clusters

Agriculture and Natural Resources.....	8
Arts and Communication.....	10
Business, Information Management, & Marketing .....	12
Engineering and Industrial Sciences .....	14
Health and Related Services .....	16
Social and Human Services.....	18



The Career Clusters icons are being used with permission of the: States' Career Clusters Initiative, 2007, [www.careerclusters.org](http://www.careerclusters.org)

Pathway:

# Agriculture & Natural Resources



## CAREER CLUSTER

These occupations are related to science and the technologies necessary to design, develop, install, or maintain agriculture, the environment, and natural resources. These jobs may include agriculture, earth sciences, environmental sciences, physical sciences and related technologies.

### Are you interested in...

- Conducting experiments and working in labs?
- Designing and building things?
- Gathering/organizing data?
- Helping people and working with others?
- How “things” work?
- Plants and animals?
- Problem solving?
- Working outdoors?
- Working with computers and related equipment?

### Then you may want to explore a career in...

- Agriculture
- Botany
- Forestry
- Geology
- Meteorology
- Oceanography
- Veterinary
- Wildlife

## LEVELS OF CAREER COMPETENCE

<p><b>Entry</b></p> <ul style="list-style-type: none"> <li>Breeder</li> <li>Farmer</li> <li>Gardener</li> <li>Greenhouse Worker</li> <li>Landscaper</li> <li>Nursery Worker</li> <li>Pest Control</li> <li>Tree Trimmer</li> </ul>	<p><b>Technical/Skilled</b></p> <ul style="list-style-type: none"> <li>Agricultural Inspector</li> <li>Animal Caretaker</li> <li>Fish &amp; Game Warden</li> <li>Fisher</li> <li>Forester</li> <li>Lab Technician</li> <li>Surveyor</li> <li>Zoo Keeper</li> </ul>	<p><b>Professional</b></p> <ul style="list-style-type: none"> <li>Animal Scientist</li> <li>Astronomer</li> <li>Biochemist</li> <li>Geologist</li> <li>Geophysicist</li> <li>Meteorologist</li> <li>Toxicologist</li> <li>Veterinarian</li> </ul>
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*For a more detailed list of occupations related to this field, refer to the CHOICES program.*

## RELATED SWHS ELECTIVE COURSES

### **Business/Career (p27-29)**

- Accounting I & II
- Business Management
- Diversified Occupations
- Microsoft Office and Advanced Office
- Financial Literacy & Career Discovery
- Sports and Entertainment Marketing
- Web Design and Web 2.0 for E-Business

### **Math (p46-52)**

- Advanced Math
- Algebra II
- Calculus
- Computer Math C++
- Geometry
- Probability & Statistics
- Trigonometry

### **Science (p59-64)**

- Biology
- Chemistry
- Earth & Space Science
- Physics

### **Tech. Ed. (p65-68)**

- Architectural Drawing
- Pre-Engineering
- Mechanical Drawing / CAD I & II
- Metal Technology
- Welding Applications
- Power Technology
- Practical Electronics I & II
- Wood & Plastics I & II

### **World Languages (p69-72)**

- Latin I-II
- French I-IV
- German I-IV
- Spanish I-V

### **Related Clubs & Activities**

Please refer to the latest list of club offerings.

### **Community Resources**

Please stop in the Career Center for a list of community resources related to this field.

Pathway:

# Arts & Communication



## CAREER CLUSTER

These occupations are related to the humanities and the performing, visual, literary, and media arts, as well as the technologies that support these arts. These jobs may include architecture, creative writing, film, fine arts, graphic design and production, journalism, languages, radio, television, advertising, and public relations.

### Are you interested in...

- Acting on stage or in films?
- Being on the radio?
- Communicating with others?
- Communication in world languages?
- Creating/Playing music?
- Designing buildings and/or landscapes?
- Drawing/Painting/Sculpting?
- Fashion and/or interior design?
- Illustration?
- Working in the television industry?
- Writing?

### Then you may want to explore a career in...

- Advertising/Public Relations
- Architectural/Landscape Design
- Commercial Design
- Film and Video Production
- Fine Arts
- Industrial Design
- Interpreter
- Journalism (Broadcast and/or Literary)

## LEVELS OF CAREER COMPETENCE

<b>Entry</b>	<b>Technical/Skilled</b>	<b>Professional</b>
Actor/Actress Culinary Artist Floral Designer/Florist Merchandise Displayer Model Newsroom Employee Painter Photographic Processor Production Assistant Radio Operator	Artist Audio-Visual Specialist Broadcast Technician Cartoonist/Illustrator Cinematographer Computer Graphic Artist Fashion Designer Graphic Designer Interior Designer Movie/TV Camera Operator Photographer Proofreader Screenwriter Sculptor Set designer Costume Designer	Architect Art/Music Therapist Choreographer Commercial Art/ Advertising Composer/Conductor Curator (museum) Editor Industrial Designer Interpreter/Translator Musician Newscaster/Reporter Producer/Director Program Manager Public Relations Specialist Publisher Radio/TV Engineer Writer/Author

*For a more detailed list of occupations related to this field, refer to the CHOICES program.*

## RELATED SWHS ELECTIVE COURSES

<p><b>Art (p24-26)</b>                      Sculpture (Art in 3D)                      Communication Design                      Drawing/Painting I &amp; II                      Introduction to Art                      Living with Art                      Drawing/Painting III</p> <p><b>Business/Career (p27-29)</b>                      Accounting I &amp; II                      Business Management                      Diversified Occupations                      Microsoft Office and Advanced Office                      Financial Literacy &amp; Career Discovery                      Web Design and Web 2.0 for E-Business</p> <p><b>English (p30-35)</b>                      Creative Writing                      Journalism</p>	<p><b>Family &amp; Consumer Science (p36-40)</b>                      Food Fundamentals                      Culinary Creations                      Clothing &amp; Fabrication                      Fashion &amp; Interior Design</p> <p><b>Math (p46-52)</b>                      Algebra I                      Algebra II                      Computer Math C++                      Geometry                      Probability and Statistics</p> <p><b>Music (p53-54)</b>                      Instrumental Methods Class                      Music History                      Music: Instrumental/Vocal                      Music Theory I                      Music Theory II                      Piano Class I                      Piano Class II                      Solo/Ensemble Tech.                      Voice Class</p> <p><b>Science (p59-64)</b>                      Physics</p>	<p><b>Technology Education (p65-68)</b>                      Architectural Drawing                      Pre-Engineering                      Graphics I &amp; II                      Mechanical Drawing / CAD I &amp; II                      Metal Technologies                      Welding Applications                      Digital Media I &amp; II                      Practical Electronics I &amp; II                      Wood &amp; Plastics I &amp; II                      Web Design &amp; 3D Animation</p> <p><b>World Languages (p69-72)</b>                      French I – IV                      German I – IV                      Latin I – II                      Spanish I – V</p> <p><b>Related Clubs &amp; Activities</b>                      Please refer to the latest list of club offerings.</p> <p><b>Community Resources</b>                      Please stop in the Career Center for a list of community resources related to this field.</p>
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Pathway:

# Business, Management & Marketing



## CAREER CLUSTER

These occupations are related to the business environment. These jobs may include entrepreneurship, sales, marketing, finance, accounting, personnel, economics, and management.

### Are you interested in...

- Banking and finance?
- Designing advertising campaigns?
- Designing computer networks?
- Designing web sites?
- Owning your own business?
- Retail/sports management?
- Working with financial documents?
- Working with people?
- Working in the stock market industry?

### Then you may want to explore a career in...

- Certified Public Accountant
- Computer Applications
- Computer Technician
- Financial Management
- Human Resources
- Insurance
- International Business
- Management and/or Marketing
- Retail/Sales
- Real Estate
- Travel Industry

## LEVELS OF CAREER COMPETENCE

<b>Entry</b>	<b>Technical/Skilled</b>	<b>Professional</b>
Advertising Clerk	Administrative Assistant	Accountant
Bank Teller	Advertising Sales Agent	Actuary
Bookkeeping/ Acctg. Clerk	Computer Operator	Auditor
Cashier	Computer Security Specialist	College/Univ. Administrator
Data Entry Keyer	Computer Support Specialist	Computer Programmer
File Clerk	Court Clerk	Financial Analyst
General Office Clerk	Food Services Manager	General Mgr/Chief Executive
Telemarketer	Insurance Adjustor/Examiner	Human Resources Manager
	Stenographer	Music Marketing
	Travel Agent	Social Services Manager
	Licensed Child Care Management	Stockbroker
	Fashion Merchandising	Systems Analyst
		Tax Examiner/Revenue Agent
		Underwriter
		Web Designer
		Wholesale/Retail Buyer

*For a more detailed list of occupations related to this field, refer to the CHOICES program.*

## RELATED SWHS ELECTIVE COURSES

### **Business/Career (p27-29)**

Accounting I & II  
 Business Law  
 Business Management  
 Diversified Occupations  
 Microsoft Office and  
 Advanced Office  
 Financial Literacy & Career  
 Discovery  
 Sports and Entertainment  
 Marketing  
 Web Design and Web 2.0 for  
 E-Business

### **Family & Consumer**

**Science (p36-40)**  
 CDA Prep  
 Fashion/Interior Design

### **Math (p46-52)**

Algebra I  
 Algebra II  
 Calculus  
 Computer Math C++  
 Geometry  
 Trigonometry  
 Probability and Statistics

### **Social Studies (p56-58)**

Social Psychology

### **Science (p59-64)**

Physics

### **Technology Education**

**(p65-68)**  
 Architectural Drawing  
 Graphics I & II  
 Pre-Engineering  
 Digital Media I & II  
 Web Design & 3D Animation

### **World Languages (p68-72)**

French I – IV  
 German I – IV  
 Latin I – II  
 Spanish I – V

### **Related Clubs & Activities**

Please refer to the latest list of club offerings.

### **Community Resources**

Please stop in the Career Center for a list of community resources related to this field.

Pathway:

# Engineering & Industrial Technologies



## CAREER CLUSTER

These occupations are related to the technologies necessary to design, install, or maintain physical systems. These may include engineering, manufacturing, construction, service, and related technologies.

### Are you interested in...

- Conducting experiments and working in labs?
- Designing and building “things”?
- Designing or inventing?
- Gathering/organizing data?
- Helping people and working with others?
- How “things” work?
- Sciences?
- Solving problems using technology, math skills, and mechanical skills?
- Working with computers?
- Working with numbers?
- Working outdoors?

### Then you may want to explore a career in...

- Architecture
- Building and Construction
- Computers and Technology
- Electronics
- Engineering
- Machinery
- Math and Measurement
- Production

## LEVELS OF CAREER COMPETENCE

<b>Entry</b>	<b>Technical/Skilled</b>	<b>Professional</b>
Book Binder	Air-Traffic Controller	Cabinet Maker
Brick Mason	Architect	Carpenter
Building Maintenance	Auto Mechanic	Carpet Installer
Construction Laborer	Computer Programmer	Computer Equipment Repair
Dry-wall Installer	Geographer	Construction Foreman
Highway Maintenance	Statistician	Diesel Engine Mechanic
Light-truck Operator	Sound/Lighting Engineer	Drafter
Machine Operator	Textile Designer	Educator
Painter	Textile Technician	Electrician
Roofer	Welder	Engineer
(Apprenticeships)		Graphic Artist
		Heating A/C
		Photographer
		Plumber
		Surveyor
		Textile Production Engineer
		Textile Production Scientist

*For a more detailed list of occupations related to this field, refer to the CHOICES program.*

## RELATED SWHS ELECTIVE COURSES

### **Art (p24-26)**

Sculpture (Art in 3D)  
Communication Design  
Drawing & Painting I & II

### **Business/Career (p27-29)**

Accounting I & II  
Business Management  
Diversified Occupations  
Microsoft Office 2010 and  
Advanced Office 2010  
Financial Literacy & Career  
Discovery  
Sports and Entertainment  
Marketing  
Web Design and Web 2.0 for  
E-Business

### **Family and Consumer**

#### **Science (p36-40)**

Fashion & Interior Design

### **Math (p46-52)**

Advanced Math  
Algebra II  
Calculus  
Computer Math C++  
Geometry  
Probability & Statistics  
Trigonometry

### **Music (p53-54)**

Music History  
Music: Instrum/Vocal

### **Science (p59-64)**

Chemistry  
Earth and Space Science  
Physics  
Ecology

### **Tech. Ed. (p65-68)**

Architectural Drawing  
Pre-Engineering  
Graphics I & II

### **Mechanical Drawing /**

CAD I & II  
Metal Technology  
Welding Applications  
Digital Media I & II  
Power Technology  
Practical Electronics I & II  
Wood & Plastics I & II  
Web Design & 3D Animation

### **World Languages (p69-72)**

Latin I-II  
French I-IV  
German I-IV  
Spanish I-V

### **Related Clubs & Activities**

Please refer to the latest list of club offerings.

### **Community Resources**

Please stop in the Career Center for a list of community resources related to this field.

Pathway:

# Health & Related Services



## CAREER CLUSTER

These occupations are related to the promotion of health and the treatment of disease. These may include research, prevention and treatment.

### Are you interested in...

- Caring for people?
- Child development?
- Dentistry?
- Family & social services?
- Fitness and body building?
- Health care environments?
- Pharmacy?
- Sciences and medicine?
- Social work/Counseling?
- Sports?
- Working with the elderly?

### Then you may want to explore a career in...

- Athletics/Exercise
- Healthcare
- Medicine (Human/Animal)
- Nursing
- Therapy

## LEVELS OF CAREER COMPETENCE

<b>Entry</b>	<b>Technical/Skilled</b>	<b>Professional</b>
Athlete Camp Counselor Dental Assistant EKG Technician Medical Assistant Phlebotomist Rec. Facility Attendant Sport Instructor/Coach	Dental Hygienist Embalmer Fitness Instructor Healthcare Technician Licensed Practical Nurse Occupational Therapy Assistant Respiratory Therapist Licensed Childcare Worker	Anesthesiologist Athletic Trainer Audiologist/Speech Pathologist Chiropractor Dental Care Provider Dietician Health Educator Health Services Administrator Music Therapist Nursing Optometrist Orthotist & Prosthetist Pharmacist Physician Physician's Assistant Podiatrist Social Worker Speech Pathologist Therapist Veterinarian

*For a more detailed list of occupations related to this field, refer to the CHOICES program.*

## RELATED SWHS ELECTIVE COURSES

### **Business/Career (p27-29)**

Accounting I & II  
 Business Management  
 Diversified Occupations  
 Microsoft Office &  
     Advanced Office  
 Financial Literacy & Career  
     Discovery  
 Web Design and Web 2.0 for  
     E-Business

### **Family and Consumer**

**Science (p36-40)**  
 Culinary Creations  
 Foods Fundamentals  
 Child Development  
 CDA Prep (Child Development  
     Associate)  
 Elementary Seminar Lab  
 Pre-School Lab

### **Health and Physical**

**Education (p41-43)**  
 Anatomy and Physiology  
 Advanced Physical Fitness (BFS)  
 Senior Contract Physical Ed.

### **Math (p46-52)**

Algebra II  
 Calculus  
 Computer Math C++  
 Geometry  
 Probability & Statistics  
 Trigonometry

### **Science (p59-64)**

Biology  
 Chemistry  
 Earth and Space Science  
 Physics

### **Social Studies (p56-58)**

Social Psychology

### **World Languages (p69-72)**

French I-IV  
 German I-IV  
 Latin I-II  
 Spanish I-V

### **Related Clubs & Activities**

Please refer to the latest list of club offerings.

### **Community Resources**

Please stop in the Career Center for a list of community resources related to this field.

Pathway:

# Social & Human Services



## CAREER CLUSTER

These occupations are related to economic, political, and social systems. These may include education, government, law and law enforcement, leisure and recreation, military, religion, and social services.

### Are you interested in...

- Finance and business?
- Law/Law enforcement?
- Personal appearance and health care?
- Politics?
- Spirituality?
- Teaching/Education?
- Working with people?

### Then you may want to explore a career in...

- Education?
- Finance?
- Governmental affairs?
- Law enforcement?
- Military?
- Politics?
- Recreational services?
- Social work?
- Theology/Religion?

## LEVELS OF CAREER COMPETENCE

<b>Entry</b>	<b>Technical/Skilled</b>	<b>Professional</b>
Child care Worker Fire Fighter Flight Attendant Infantry Library Assistant Police Officer Private Investigator Restaurant Attendant Sheriff/ Deputy Tax Preparer Teacher Aide Travel Guide Waiter / Waitress	Barber Correctional Officer Cosmetologist Curator Funeral Director Legal Technician (Paralegal) Manicurist Mortician Parole/Probation Officer Social Service Technician Licensed Childcare Worker	Anthropologist Archeologist Clergy Economist Educator Financial Counselor Historian Judge Lawyer Librarian Military Officer Political Scientist Recreational Worker Social Worker Sociologist Urban and Regional Planner

*For a more detailed list of occupations related to this field, refer to the CHOICES program.*

## RELATED SWHS ELECTIVE COURSES

### **Art (p24-26)**

Sculpture (Art in 3D)  
 Communication Design  
 Drawing & Painting I & II

### **Business/Career (p27-29)**

Accounting I & II  
 Business Management  
 Diversified Occupations  
 Microsoft Office & Advanced Office  
 Financial Literacy & Career Discovery  
 Web Design and Web 2.0 for E-Business

### **Family and Consumer Science (p36-40)**

Culinary Creations  
 Food Fundamentals  
 Child Development  
 Clothing & Fabrication  
 Elementary Seminar Lab  
 CDA Prep (Child Development Associate)  
 Pre-School Lab

### **Health & Physical Education (p41-43)**

Anatomy & Physiology  
 Advanced Physical Fitness (BFS)  
 Senior Contract Physical Education

### **Math (p46-52)**

Algebra II  
 Calculus  
 Computer Math C++  
 Geometry  
 Probability & Statistics  
 Trigonometry

### **Science (p59-64)**

Biology  
 Chemistry  
 Earth and Space Science  
 Physics  
 Ecology

### **Social Studies (p56-58)**

Social Psychology

### **Tech. Ed. (p65-68)**

Architectural Drawing

Pre-Engineering  
 Graphic Arts I & II  
 Mechanical Drawing I & II  
 Metal Technology  
 Welding Applications  
 Digital Media I & II  
 Power Technology  
 Practical Electronics I & II  
 Wood & Plastics I & II

### **World Languages (p69-72)**

French I – IV  
 German I – IV  
 Latin I – II  
 Spanish I – V

### **Related Clubs & Activities**

Please refer to the latest list of club offerings.

### **Community Resources**

Please stop in the Career Center for a list of community resources related to this field.





# Course Offerings

General Instructions .....	22
Policy for the Honors/Advanced Placement Program .....	23
Art Department .....	24
Business Education Department .....	27
English Department.....	30
Family and Consumer Science Department .....	36
Health and Physical Education Department .....	41
Learning Support Department.....	44
Mathematics Department.....	46
Music Department .....	53
Safety Education.....	55
Social Studies Department .....	56
Science Department .....	59
Technology Education Department .....	65
World Language Department .....	69

# GENERAL INSTRUCTIONS

The best *approach* to determining a student schedule is through a cooperative effort of the **student, parents, teachers, and guidance counselors**. Wise course selection also requires that students observe the graduation requirements for their graduation class. These requirements appear later in this guide. By *carefully* selecting their courses, students will be making good choices about their futures, both at South Western High School and beyond.

**South Western High School operates on the “Block Schedule.” STUDENTS TAKE EIGHT (8) CREDITS PER YEAR, FOUR COURSES (79 MINUTE PERIODS) EACH SEMESTER.**

The core subjects (e.g., English, Social Studies, Science and Mathematics) are scheduled as Practical, Academic/College Prep, or Honors/AP Level. To ensure the greatest chance for academic success, students and their parents should select a core subject level that BEST meets the student’s goals, interests, and aptitudes.

- **Practical** – designed for those students who will be seeking employment upon graduation. Also for those students looking to go to a trade/tech school or a community college.
- **Academic/College Prep** – designed for the student who plans to attend a 4 year college or university upon graduation.
- **Honors** – designed for those students who meet the specific honors criteria outlined on page 23, and who desire a highly rigorous preparation to attend a 4 year college or university.
- **Advanced Placement** – these courses are designed to meet specific College Board criteria as equivalents of college level credit courses.

# POLICY FOR THE HONORS/ADVANCED PLACEMENT PROGRAM

## English, Math, Social Studies, and Science Departments

- I. To **enter** the program, the student must meet at least one of the following four criteria (for Honors English requirements, see V below):
    - A. Be identified as a gifted student.
    - B. Have obtained a final grade of A in the subject for the year immediately preceding the Honors/Advanced Placement course.
    - C. Have earned a 3.75 cumulative grade-point average.
    - D. Have acquired a 3.5 overall GPA and a written recommendation from the teacher of the previous year in that subject area, or from a counselor, high school administrator, and/or reading teacher.
  - II. To **remain** in the program, the student must meet at least one of the following criteria:
    - A. Have earned a final grade of A or B in the subject for the year immediately preceding in the program.
    - B. Have earned a 3.5 cumulative grade-point average.
    - C. Have teacher recommendation for the student who has attained a C or lower.
  - III. To **advance** to the next higher level, the student must successfully complete the preceding level.
  - IV. At the conclusion of each school year, the performance of each student will be reviewed to determine if the student may advance to the next level.
  - V. To **enter** the Honors English program, eighth graders must be identified as gifted or meet all criteria listed below.
    - A. Have earned an A in language arts.
    - B. Have earned a 3.75 overall cumulative grade-point average.
    - C. Acquired a formal teacher recommendation/evaluation from his/her 8<sup>th</sup> grade language arts teacher.
- Note:** Students from outside the district entering the honors program at any level must meet criteria A and B or must be identified as gifted.
- D. The Honors English courses must be completed in succession. However, a student in grade 9 who excels (final grade of 94% or better) in the academic course has a limited opportunity to proceed to 10<sup>th</sup> grade honors English. That student may be required to demonstrate proficiency in both writing skills and literary interpretation through independent reading assignments and a writing assessment. No student may proceed to 11<sup>th</sup> grade honors or 12<sup>th</sup> grade advanced placement English without meeting the above criteria.

# ART DEPARTMENT

## **INTRO TO ART**

1 Credit

Grades 9, 10, 11, 12

Necessary for advancement to Drawing & Painting

This course is designed as an introduction to all other art courses offered in our art program. Successful completion of this course or Living with Art is necessary for advancement to other art courses. This class provides students with a solid foundation in art. Working in a variety of materials and mediums; students will develop use of the Elements and Principles of Design. Students will be exposed to fundamental skills with a variety of subjects, materials, and media. Students' knowledge of Art History, Art Criticism, and Art Production will be assessed through tests, assignments, and a final exam.

## **LIVING WITH ART**

1 Credit

Grades 9, 10, 11, 12

Necessary for advancement to Drawing & Painting I

This course will provide students with a broad introduction to the nature, vocabulary, media, and history of art through utilization of examples from many cultures, styles, media and historical periods. This course is designed for students who may not want to create a large amount of art but appreciate the visual arts and want to learn more. Quizzes, tests, small projects, internet investigations, long-term projects, group projects, and a final exam are part of the student assessment of this course.

## **DRAWING AND PAINTING I**

1 Credit

Grades 9, 10, 11, 12

**Prerequisites:** Intro to Art or Living with Art

This class emphasizes the drawing experience and its usefulness across disciplines. Drawing is seen as a vehicle for thinking, seeing, and communicating. Includes drawing from direct observation and invented images. There is a constant reference to historical and contemporary drawing practices from many traditions. Reinforcement of black-and-white and color media. Composition, value, color, materials and techniques will be covered. There will be exposure to the basics in color mixing and brush handling. Students' knowledge of Art history, Art Criticism, and Art Production will be assessed through tests, assignments, and a final exam.

## **DRAWING & PAINTING II**

1 Credit

Grades 9, 10, 11, 12

**Prerequisites:** Intro to Art or Living with Art and Drawing and Painting I

An intermediate level course amplifying and expanding upon the formal and expressive aspects of drawing. Painting will be accomplished with a more concentrated investigation of the complex nature of color and a wider exposure to visual and aesthetic problems. There is an emphasis on composition, visual concepts in drawing and painting, and experimentation with materials. Students' knowledge of Art History, Art Criticism, and Art Production will be assessed through tests, assignments and a final exam.

## **SCULPTURE (Art in Three Dimensions)**

1 Credit

Grade 9, 10, 11, 12

**Prerequisites:** Intro to Art or Living with Art and Drawing and Painting I

**Recommended:** Students should successfully complete sculpture before taking ceramics.

This course will be based on student experiences in all aspects of three-dimensional design. Heavy emphasis will be placed on composition, craftsmanship and detail. Students will learn about both traditional and contemporary art works, methods of construction and concepts of structure and forms. There is an emphasis on 3-D forms through visual organization and an analysis of design problems and their solutions. There will be use of a variety of materials including but not limited to wire, glass, stone, styrofoam, plaster, clay, and plastic. Students' knowledge of Art History, Art Criticism, and Art Production will be assessed through tests, assignments and a final exam.

## **CERAMICS**

1 Credit

Grade 9, 10, 11, 12

**Prerequisites:** Intro to Art or Living with Art and Drawing and Painting I

This class will introduce handbuilt forms, throwing pottery on a wheel, and exploration. Emphasis is placed on design and execution of simple to complex clay objects, development of style and various firing processes. Heavy emphasis will be placed on composition, craftsmanship and detail. Processes include but are not limited to coil, slab, pinch and combinations of any 2 or more. Techniques include carving, inlay, stamping, casting, and scoring. Students' knowledge of Art History, Art Criticism, and Art Production will be assessed through tests, assignments and a final exam.

## **ILLUSTRATION & VISUAL DESIGN**

1 Credit

Grade 9, 10, 11, 12

**Prerequisites:** Intro to Art or Living with Art and Drawing and Painting I

This course is designed for the advanced art student and centers on the illustrative and commercial applications of art. Illustration, two-dimensional design, typography, package design, product identity, logo design, and poster design are some of the areas covered in this class. Students are responsible for the purchase or supply of some of the materials. Students' knowledge of Art History, Art Criticism, and Art Production will be assessed through tests, assignments and, a final exam.

## **DRAWING & PAINTING III**

1 Credit

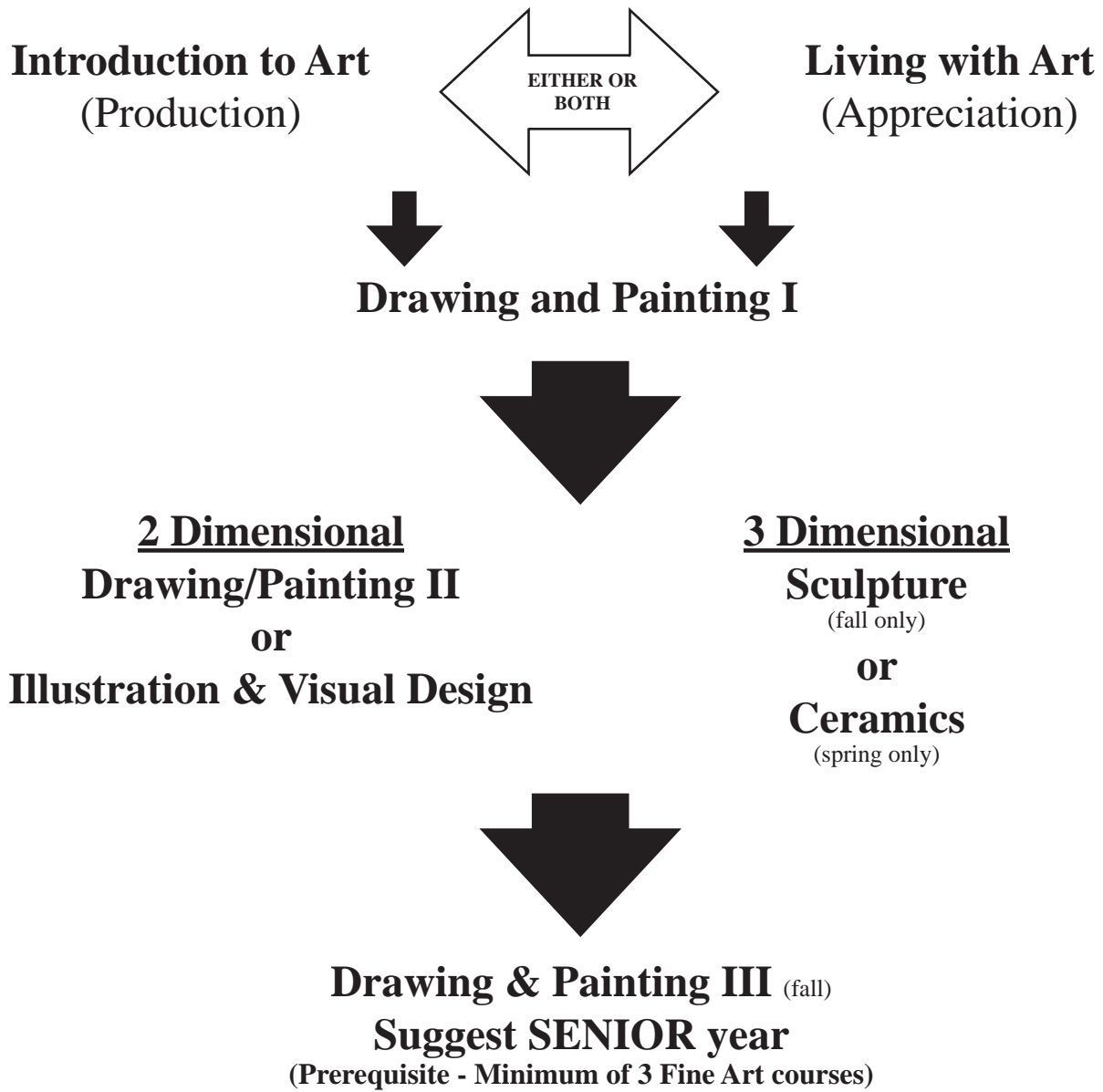
Grade 10, 11, 12

**Prerequisites:** Successful completion of (3) art courses

**Recommended:** It is highly suggested students take this course during their senior year.

An advanced level course for the serious art student. This course will focus on the planning, production and presentation of a complete portfolio. Art career-oriented students will benefit greatly from this course. With an end result of a strong portfolio that will assist them when applying to a post-secondary institution. Students will be required to plan and implement a final exhibition exam experience.

# FINE ART COURSE MAP



**Below is an example of an “ideal” art career schedule.**

The example schedule would best prepare a South Western art student for attendance at a post secondary art school.

<u><b>Freshman Year</b></u> Introduction to Art or Living With Art and Drawing and Painting I	<u><b>Sophomore Year</b></u> Drawing & Painting II or Sculpture and Illustration & Visual Design or Ceramics
<u><b>Junior Year</b></u> Drawing & Painting II or Sculpture and Illustration & Visual Design or Ceramics	<u><b>Senior Year</b></u> Drawing & Painting III

# BUSINESS EDUCATION DEPARTMENT

## **ACCOUNTING**

1 Credit

Grades 9, 10, 11, 12

Add a valuable skill to your resume! Accounting is important if you would like an entry-level position in any business-related field or if you plan to attend a two- or four-year school for business. The material learned is a life skill even if majoring in business isn't in your future. Accounting is the "language of business" and is used by everyone every day. Automated accounting software is used so all work is completed online.

## **ACCELERATED ACCOUNTING**

1 Credit

Grades 10, 11, 12

Designed for the advanced business and college-bound student considering a business-related major, this course will provide a strong foundation in basic accounting theory and procedures, as well as challenge the student to develop analytical and decision-making skills in an accelerated format. The study of computerized accounting systems and the integration of computer and Internet applications throughout the course will demonstrate the role of technology as a tool in accounting.

## **ACCOUNTING II**

1 Credit

Grades 10, 11, 12

**Prerequisite:** Successful completion of Accounting or Accelerated Accounting

Accounting II is a financial accounting course which extends the principles and practices presented in Accounting and Accelerated Accounting. Emphasis on technology, ethics and international issues as they relate to accounting and business will be explored.

## **BUSINESS MANAGEMENT**

1 Credit

Grades 11, 12

This course provides students with an understanding of business rules/principles used in all successful business operations. Topics include financial operations, management and supervision of employees, competing in a global economy and aspects of entrepreneurship and international business. Students will also participate in several project-based learning activities including: planning the Employer Appreciation Breakfast for the SWHS career programs, the "Lemon Stand" Charity Project and the "Ethical Decision Making Day" program.

## **BUSINESS ESSENTIALS**

1 Credit

Grade 9, 10, 11, 12

Not sure what "business" is all about? This course is for you! Everyone needs to know basic business skills and concepts. You will be introduced to all aspects of business from banking to writing a business plan and be given the opportunity to manage a small business as part of a classroom simulation. Actually managing a business will help you become familiar with a variety of tasks typically used in business today. Let your creativity and collaborative skills shine!

**MICROSOFT® OFFICE 2010**

1 Credit

Grades 9, 10, 11, 12

Learning how to **really** use Microsoft Word, Excel, Access and PowerPoint is a life skill that needs to be on your course selection sheet before you graduate. You cannot compete in today's world without having thorough knowledge of these software programs. Whether using them to complete school projects or to find employment, there is no excuse for you not to take this class while in high school. Your future resume demands it. Technology skills are key to future success..

**ADVANCED MICROSOFT® OFFICE 2010**

1 Credit

Grades 10, 11, 12

**Prerequisite:** Microsoft® Office 2010

In this class, students build upon their basic knowledge of the Office Suite's four major programs. They learn the advanced features of each program as well as ways in which the programs interact with each other and with the Internet. Self-paced activities will teach critical thinking while reinforcing the skills already learned. These skills will enhance their ability to complete school-related assignments as well as become a desirable candidate for employment.

Upon successful completion, students will be encouraged to become a *Microsoft Certified Specialist* by taking the certification exams in Microsoft® Word, Microsoft® Excel, Microsoft® Access, and Microsoft® PowerPoint.

**FINANCIAL LITERACY AND CAREER DISCOVERY**

1 Credit

Grades 11, 12

As a young adult, one of the most important keys to your success will be financial capability. Being financially capable means you understand topics related to finance such as making money, spending money, and saving money wisely. Being financially literate will impact your life now and in the future. Wise financial decisions will help you lead a productive life. Financial literacy includes managing money, saving and investing, managing credit and debt and understanding insurance.

Career planning is itself a process of self-discovery that helps you identify what you are good at; understand how your skills, talents, and interests translate into work; and find the education and training you need to work in the existing job market. This career awareness curriculum will help you explore career options and find out how to compete successfully in the job application and interviewing processes.

**SPORTS AND ENTERTAINMENT MARKETING**

1 Credit

Grades 10, 11, 12

You will learn the fun and fascinating world of marketing through hands-on projects, Internet research and advertising campaigns. Learn how your favorite sports' teams promote themselves. Help promote your high school's special events using both your creativity and concepts learned in this class!

**WEB DESIGN AND WEB 2.0 FOR E-BUSINESS**

1 Credit

Grades 10, 11, 12

This course focuses on learning how to use a variety of Web-based applications and concepts currently being utilized in today's business environment. Included is learning Website creation by using both HTML and the traditional Web authoring program Microsoft Expression Web. Free Web creator sites such as Weebly and Google Sites will also be explored.

Web 2.0 is the second generation of Web development. Engaging coverage of the latest applications including Wikis, Blogs, RSS feeds and social networking will provide students with a solid understanding of how to integrate both the traditional Website with a variety of Web 2.0 tools in both social and business environments.

**WELCOME TO YOUR WORLD!**

1 Credit

Grades 9, 10, 11, 12

Today's technologies enable us to communicate, learn, connect, explore, and be entertained, anywhere, anytime—even in the classroom. This class will ensure that you possess the digital age skills and strategies for success at school and work.

You will master a variety of digital tools for photo editing, media-rich presentations, calendars, floor plans, comics, screencasting, simulations, diagrams, etc. You will apply digital age techniques to research and propose solutions for real world problems.

**Business Department**  
**Course Selections 2012-2013**

Ninth Grade	Tenth Grade	Eleventh & Twelfth Grades
• Accounting I	• Accounting I	• Accounting I
• Business Essentials	• Accelerated Accounting	• Accounting II (Prerequisite)
• Microsoft Office	• Accounting II (Prerequisite)	• Business Essentials
• Welcome to Your World	• Business Essentials	• Business Management
	• Microsoft Office	• Financial Literacy and Career Discovery
	• Advanced Microsoft Office (Prerequisite)	• Microsoft Office
	• Sports and Entertainment Marketing	• Advanced Microsoft Office (Prerequisite)
	• Web Design for E-Business	• Sports and Entertainment Marketing
	• Welcome to Your World	• Web Design for E-Business
		• Welcome to Your World

# ENGLISH DEPARTMENT

## FRESHMAN ENGLISH PLUS

2 Credits

Grade 9

Designed around the Read 180 framework, this two-semester course prepares students for the increasingly challenging textbooks, projects and writing assignments they will encounter in their high school courses. Through a daily exploration of fiction and nonfiction texts, students practice reading comprehension and fluency, writing effectiveness, vocabulary skills, research strategies, and critical thinking. More importantly, students develop confidence as their language skills improve over time and they experience academic success.

Students must be selected for this course. Once selected, students are required to complete both semesters successfully without exception. This course fulfills all freshman English requirements for promotion to sophomore English.

***This course complies with the school district's strategic plan and with the No Child Left Behind Act, which requires school districts to provide intensive literacy programs to students who need them.***

## FRESHMAN ACADEMIC ENGLISH

1 Credit

Grade 9

Grammar and composition are taught from a comprehensive point of view in order to help students meet the demands of college training. Clear communication is the goal of all grammar study and instruction. Paragraph development is taught with the aim of yielding greater proficiency in the areas of content, unity and coherence, and the conventions of mechanics. Students also learn basic research skills. General literature is also stressed by theme to provide the student with varied experiences in comprehension, analysis, and interpretation. Vocabulary is studied to enhance communication.

## FRESHMAN HONORS ENGLISH

1 Credit

Grade 9

The freshman Honors English course is a preparatory course for the senior level Honors English Course (Advanced Placement English). The course is designed for gifted and selected high-achieving students. Grammar, structure, usage, and punctuation are taught to help the student meet the demands of college. Students in this course will be involved in both the study and practice of writing, as well as the analysis of general literature. Students will also learn basic research skills. The curriculum is specially designed to provide a challenging and enriching student experience.

**READ 180 FLEX - 10**

1 Credit

Grade 10

**Prerequisite:** To take this course, students must be recommended by their 9th grade English teacher and/or the reading specialist.

Designed for students who need continued support with reading, Read 180 FLEX helps students develop reading, writing, and vocabulary skills through more advanced texts. The course must be taken **in addition to** the 10th grade English course, ideally in the opposite semester (e.g.: FLEX in the fall and English 10 in the spring).

**AMERICAN LITERATURE**

1 Credit

Grade 10 **Practical**

This course is an extension of the 9<sup>th</sup> grade course, in which reading strategies are emphasized in preparation for the PSSA exam in the 11<sup>th</sup> grade year. The focus of the grammar program is on sentence and paragraph construction, with emphasis on the following: comma use, subject-verb agreement, pronoun-antecedent agreement, and the use of adjectives and adverbs within the sentence. Spelling and vocabulary continue to be stressed as the students' writing instruction expands to include the informational and persuasive essays.

**AMERICAN LITERATURE – Part I**

1 Credit

Grade 10 **Academic**

**Prerequisite:** It is highly recommended that students enrolling in this course have earned a “C” or higher in Freshman Academic English.

This course introduces students to foundations in American Literature. Students read a variety of works, including historical documents, speeches, plays, novels, essays, short stories, and narratives. In addition to the study of literature, students review the parts of speech, parts of the sentence, phrases, clauses, and punctuation. Students review paragraph development, write a variety of informational and persuasive essays, practice answering essay questions, and complete a research project. To prepare for college-board examinations, students complete a formal vocabulary program as well as literature-based word studies.

**SOPHOMORE HONORS ENGLISH**

1 Credit

Grade 10

**Prerequisite:** Student must meet honors criteria.

The sophomore Honors English course offers gifted and high-achieving students a challenging curriculum in preparation for 11th grade honors and 12th grade advanced placement English. Through a more in-depth study of classical literature, advanced grammar, and vocabulary, students will strengthen their critical thinking skills as well as enhance their writing skills. Writing experiences will include essays, analytical evaluations, and PSSA practice (persuasive and informative responses). In addition, students will complete a research project.

## **WORLD LITERATURE**

1 Credit

### **Grade 11 Practical**

During the eleventh grade year, paragraphing skills, basic punctuation, and the parts of the sentence are reviewed to improve written communication. Various forms of composition ranging from expressive to expository are written. Literature selections include short stories, novels, poems, and other genres from around the world. Reading comprehension, spelling, and vocabulary continue to be stressed throughout the course. A research project is also required.

## **AMERICAN LITERATURE – Part II**

1 Credit

### **Grade 11 Academic**

**Prerequisite:** It is highly recommended that students enrolling in this course have earned a “C” or higher in American Literature–Part I

This course is a continuation of the tenth grade academic course. Students explore literary movements ranging from Romanticism and Transcendentalism to Realism, American Gothicism, and Modernism. Students further their literary experience via a formal research project. In composition, students write literary analyses, as well as informational and persuasive essays. By grade eleven, students have been exposed to all parts of the sentence. Time is now devoted to the perfection of punctuation in all its phases and to the intensive study of phrases, clauses, usage, and style. College-level vocabulary continues to be stressed throughout the course.

## **JUNIOR HONORS ENGLISH**

1 Credit

### **Grade 11**

**Prerequisite:** Student must meet honors criteria.

The junior Honors English course is the final preparatory course for senior Advanced Placement English. A review of grammar is conducted to complement the study of writing, an area of concentration that is heavily stressed. The writing experiences include analytical papers, essay exams, and a research paper. An intense study of literature emphasizes thematic concepts, style, and biographical and historical relevance.

# Senior English Course Options

**In addition to the required Speech Communications course, seniors must successfully complete one of the following courses in order to fulfill graduation requirements. *Students wishing to explore more than one senior level English course may do so. (Please observe prerequisites and restrictions.)***

## **SPEECH COMMUNICATION** Grade 12

.5 Credit

The Speech Communication course enables students to examine both verbal and non-verbal forms of communication. The course guides students' examination of effective communication and speech writing skills. In addition, students explore public speaking, oral interpretation, group discussion, debate, media in society, and the role of the student as a listener. The course requires all students to complete a series of individual and group presentations.

## **MODERN AND CONTEMPORARY LITERATURE** Grade 12 **Practical**

1 Credit

**Restrictions:** *Students who successfully completed academic or honors level courses with a C or better during their junior year may NOT enroll in this course.*

This course is designed for seniors planning to attend a two-year college or technical/trade school, join the military, or enter the workforce upon graduation. The reading program focuses on selected modern and contemporary American writers, with emphasis on the development of comprehension skills and literature appreciation. Students will review essential grammar and usage skills and produce a variety of compositions, including workplace communications, reaction papers, and desk-top publications. In addition, students will complete an informational retrieval project. Vocabulary and spelling continue to be stressed as skills critical to effective communication.

## **BRITISH AND WORLD LITERATURE** Grade 12 **Academic**

1 Credit

**Prerequisite:** Successful completion of Academic or Honors 11th grade English.

This course provides a chronological survey of key British masterpieces, such as *Beowulf*, *Macbeth*, and *Frankenstein*. Modern world literature is also incorporated into literary studies in order to broaden students' perspectives. The written component complements the study of the literature and focuses on expository analysis with an emphasis on thesis development. Through multiple critical essays in which they incorporate grammar, usage, and vocabulary skills, students will develop an effective communicative style. A formal research paper on a literary topic culminates the course.

## LITERARY AWARD WINNERS

1 Credit

Grade 12 **Academic**

**Prerequisite:** Successful completion of Academic or Honors 11th grade English.

This course introduces students to literary award winners around the world who have made significant contributions to literature and the humanities. While the focus will be Nobel laureates, the course also includes other contemporary poet and writer laureates. The written component complements the study of the literature and focuses on the development of effective expository analyses. Critical essays incorporate advanced grammar, usage, and vocabulary skills. A formal research paper culminates the course.

## JOURNALISM

1 Credit

Grade 12 **Academic**

**Prerequisite:** It is highly recommended that students enrolling in this course possess strong writing, reading, and research skills (“C” or higher in previous Honors or Academic).

This is an introductory course designed to give students an overview and understanding of the topics associated with journalism. The course highlights the history of journalism and legal issues related to journalism. Students explore readings in literary journalism and learn the process of collecting, writing, and publishing news through hands-on research assignments and activities. Students write news and sports articles, feature stories, and editorials for the South Western High School newsletter, *The Mustang Times*. For this reason, research, grammar, composition, and vocabulary skills will be emphasized.

## ADVANCED PLACEMENT ENGLISH (FALL SEMESTER)

1 Credit

Grade 12

**Prerequisite:** Honors English 9-11

The Advanced Placement English Program is divided into three main areas: literary analysis, critical writing and vocabulary study. In literature, students study the works of William Shakespeare (Hamlet, King Lear), Charlotte Brontë (Jane Eyre), Emily Brontë (Wuthering Heights), and Joseph Conrad (Heart of Darkness). Critical writing is extensive and incorporated into all phases of literary analysis. Students review all aspects of writing and revising sentences as well as master various strategies to develop extended analytical papers. Students are required to write a research paper. Students continue their study of vocabulary in preparation for the SAT examinations. Students may take the AP exam in the spring; however, it is recommended that they take AP II (spring semester) before attempting to take the Advanced Placement examination.

## ADVANCED PLACEMENT ENGLISH (SPRING SEMESTER)

1 Credit

Grade 12

**Prerequisite:** Successful Completion of Advanced Placement English I

This course is a continuation of Advanced Placement English I. Students study the works of Fyodor Dostoevsky (Crime and Punishment), and Albert Camus (The Stranger). They analyze traditional and contemporary poetry, as well as study 17th, 18th, 19th, and 20th century essays. Students continue to write extended analytical papers and to prepare for the rigors of the AP English exam by taking practice tests and completing a series of timed writings. All students are encouraged to take the AP test in the spring of their senior year.

# ENGLISH DEPARTMENT CURRICULUM SEQUENCE AND CHOICES

**Support  
Elective**

**Required  
Courses**

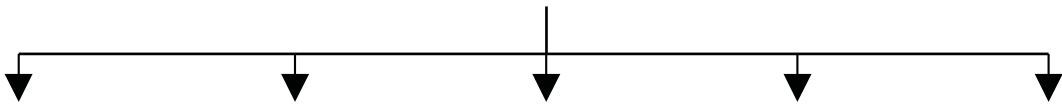
**Enrichment  
Elective**

**9<sup>th</sup> Grade English**  
*Freshman English PLUS*  
*Freshman Academic*  
*Freshman Honors*

**10<sup>th</sup> Grade English**  
*American Literature*  
*(Practical)*  
*American Literature I*  
*(Academic)*  
*Sophomore Honors*

**11<sup>th</sup> Grade English**  
*World Literature*  
*(Practical)*  
*American Literature II*  
*(Academic)*  
*Junior Honors*

**12<sup>th</sup> Grade Speech**  
Plus  
1 or more  
of the following



<b>Modern &amp; Contemporary Literature</b> (Practical)	<b>British &amp; World Literature</b> (Academic)	<b>Literary Award Winners</b> (Academic)	<b>Advanced Placement</b> I, II (Honors)	<b>Journalism</b> (Academic)
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# FAMILY AND CONSUMER SCIENCE DEPARTMENT

## **F.A.C.S. OF LIFE: FAMILY & CONSUMER SCIENCE SAMPLER**

1 Credit

Grades 9, 10

This is an introductory course designed to give students an overview and understanding of the topics of study associated with Family and Consumer Science course offerings. This class will expose them to different aspects of Family and Consumer Sciences and raise awareness about issues which affect them outside of the classroom. Content areas of study in the FCS sampler will include: Friends & Family: Relating to Others, Parenting/Relating to Children, Food Nutrition and Wellness, Clothes You Wear: Care & Repair, The Place You Call Home & Managing your Life While Making Choices. Classroom theory, lab or hands on activities, will be the type of learning experiences typical in this class.

## **CLOTHING AND FABRICATION**

1 Credit

Grades 9, 10, 11, 12

This course is designed to develop fabric construction skills. Students will learn to select clothes that compliment their figure and coloring. **Students will need to provide materials and complete at least three sewing projects.** Instruction will be provided in textiles, selecting and using a pattern and construction terms. As they make their project, students will learn to operate sewing machine, serger and pressing equipment.

## **FASHION & INTERIOR DESIGN**

1 Credit

Grades 10, 11, 12

**Prerequisite:** \*\* Strongly suggested grade of C or better in Clothing and Fabrication

This course is a sequel to Clothing and Fabrication and designed to provide more advanced sewing instruction, develop sewing skills, and provide an opportunity to create “hands-on” projects in student interest areas. Careers in Dress Design, Costuming, Tailoring, Interior Design and Fashion Merchandising will be explored. Students may tailor their curriculum to their interest of study in any of the above mentioned career areas.

### PLEASE NOTE

- *Child Development is prerequisite to all child study labs.*
- *Students may elect Pre-School Lab beginning sophomore year. Due to limited available student spaces, if you have an interest in taking Elementary Seminar Lab junior year, consider taking both Child Development and Pre-School during your sophomore year.*
- ***Students must have teacher recommendation & signature following completion of Child Development to continue with registration & course selection of Elementary Seminar Lab.***
- *Either Pre-School Lab OR Reaching to Teach can be taken as the prerequisite course for Elementary Seminar or written teach recommendation.*
- *Seniors in good academic standing for graduation may take either Elementary Seminar through the FCS department **OR** the Teacher Aide Program for a full or half year option, arranged through the Guidance Department (see page 79).*

### CHILD DEVELOPMENT

1 Credit

Grades 10, 11, 12

This class is the prerequisite for the Pre-School Lab experience. Child Development focuses on creating positive environments and experiences for children from conception through age five. The course begins with the decision of when to become a parent, prenatal nurturing, and birth. Developmental areas and special topics for infancy, toddler, and pre-school years are discussed. The course is useful for anyone wishing to pursue a career in education, child care, social sciences, and for individuals who want to parent.

### PRE-SCHOOL LAB

1 Credit

Grades 10, 11, 12

**Prerequisite:** \*\* Strongly suggested grade of C or better in Child Development course **or teacher recommendation.**

This course is a laboratory experience designed for motivated students who have demonstrated effective work habits and have a strong interest in possible careers working with children. This experience includes planning children's activities in weekly and daily block plans, maintaining portfolios for assigned children that include written observations, and written correspondence with parents of assigned children. This course will be offered during both the fall and spring semesters. Pre-School Lab can not be taken during the same semester as Child Development.

**REACHING TO TEACH: CAREERS WORKING WITH CHILDREN  
(formerly CDA Prep Theory)**

1 Credit

Grades 11, 12

Reaching to Teach is a theory course and study of advanced child development, designed to introduce students to the essential skills & care concepts needed for working with children in careers such as public child care, teaching, or child psychology. "Reaching to Teach" provides an opportunity for students to choose a directed path of study to explore. Students can focus in one of two career interest pathways, working in elementary/secondary education OR careers related to working in public child care and related fields.

**CDA PREP (Child Development Associate) FIELD EXPERIENCE**

2 or 3 Credits

Grade 12

Field Experience

**Prerequisite:** Child Development, Pre School Lab, AND "Reaching to Teach Careers Working with Children" is for students selecting the CDA Prep Field Experience.

The CDA Prep program is designed for students with an interest in exploring career opportunities in public child care or opening a day care facility. Students will study CDA skills competencies & theory in the "Reaching to Teach" course and participate in a child care center field experience which focuses on the skills of the child care professional. The field experience exposes students to responsibilities involved in early child day care while exploring content to prepare for earning a CDA (Child Development Associate) Credential. The CDA Credential is a nationally recognized certificate used to secure employment in child care fields. Students completing all course requirements in BOTH "Reaching to Teach" and the Field Experience may earn a CDA Test Ready Certificate and verification of hours working in a certified child care center. Students will be placed in a center in the community, in both fall and spring semesters during the 1st and 2nd block.

**ELEMENTARY SEMINAR LAB CAREER STUDY**

1 Credit

Grades 11, 12

**Prerequisite:** Successful completion of Child Development and Pre-School Lab OR Reaching to Teach. *Students must obtain teacher recommendation and required signature to register for this course.*

This course is recommended for students who have a sincere interest in pursuing a career in teaching, or related fields dealing with children. The curriculum is designed to help students understand child development through direct interaction with the school aged child in an elementary classroom while exploring the teaching field as a career option. Students plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, and complete other responsibilities of classroom teachers. Curriculum content is taught both in the high school and on-site work in an assigned elementary classroom for one semester during the fourth period time block. After dismissal of the elementary children, student seminar aides will remain in the building until the end of the high school dismissal time for related coursework and classroom preparation.

**SEMINAR II CAREER STUDY—IST (Instructional Support) INTERN**

1 Credit

Grades 11, 12

**Prerequisite:** Successful completion of Elementary Seminar. *Teacher recommendation required.*

This placement is in sequence following the completion of Elementary Seminar Lab Career Study for students who are interested in additional experiences exploring current issues that impact education today and teaching as a career choice. Placement rotations are utilized to allow students to have experience in a full range of education career roles, grade levels, subject areas and ability groups. The IST Intern assists in providing remediation to small groups or individuals of elementary or middle school students that need additional practice of skills or concepts. Curriculum content is taught both in the high school and on-site work in an assigned classroom for one semester during the fourth period time block. Following dismissal of the children, IST interns will remain in the building until the end of the high school dismissal time for related coursework and classroom preparation.

**FOOD FUNDAMENTALS**

1 Credit

Grades 11, 12

Explore the world of nutrition and food preparation while learning about careers in the food industry. Gain practical life skills while learning many cooking concepts, using different equipment, and preparing dishes from all food groups. Safety and sanitation are emphasized at all times. This class is a combination of lecture and lab experiences and will utilize kitchen math concepts. Students are expected to do one major research project. Teamwork is essential, as is attendance. Missed labs may need to be made up at home.

**CULINARY CREATIONS**

1 Credit

Grades 11, 12

**Prerequisite:** \*\*Strongly suggested grade of C or better was earned in Food Fundamentals before enrolling in Culinary Creations

Students build on the kitchen skills they learned in Food Fundamentals. They compare homemade foods to processed foods, fitness to fads and chronic illness to diet. Students prepare breads, soups, salads, sandwiches, casseroles, and meals. Creativity can shine through cake decorating, candy making, and garnishing. Students learn about regions of the United States and foods from other countries. Students are expected to create a travelogue power point. Teamwork is essential, as is attendance. Missed labs may need to be made up at home.

**SUCCESSFUL LIVING**

1 Credit

Grades 11, 12

This course is to prepare students to make wise decisions when they live on their own. After planning a budget, students will learn effective ways to manage their income. Students will be able to protect themselves against consumer fraud in the technology age. As housing, insurance, car, food, clothing, and recreation decisions are explored, the student will learn to apply the decision making process.

# FAMILY & CONSUMER SCIENCE DEPARTMENT COURSE SELECTION DIAGRAM

Course Options	General Survey	Culinary Arts Options	Clothing & Textiles	Child Study Options
9 <sup>th</sup> Grade	F.A.C.S. of Life: Family & Consumer Science Sampler		Clothing & Fabrication	
10 <sup>th</sup> Grade	F.A.C.S. of Life: Family & Consumer Science Sampler		Clothing & Fabrication	Child Development
	Successful Living		Fashion & Interior Design	Pre School Lab
11 <sup>th</sup> Grade	F.A.C.S. of Life: Family & Consumer Science Sampler	Foods Fundamentals	Clothing & Fabrication	Child Development
	Successful Living	Culinary Creations	Fashion & Interior Design	Pre School Lab
				Elementary Seminar
				Reaching to Teach
12 <sup>th</sup> Grade	F.A.C.S. of Life: Family & Consumer Science Sampler	Foods Fundamentals	Clothing & Fabrication	Child Development
		Culinary Creations	Fashion & Interior Design	Pre School Lab
	Successful Living			Pre School Lab
				Elementary Seminar Lab
				CDA Prep
				Reaching to Teach
				IST Intern

# HEALTH AND PHYSICAL EDUCATION DEPARTMENT

## Physical Education

Physical education is required in all grades. Our program is designed to promote healthy living through a lifelong commitment to exercise in our daily lives. The Physical Education curriculum is designed to provide knowledge and experience through physical fitness activities, team and individual sports, aquatics, movement education, and low organization games. It will be the responsibility of all students to change into the appropriate clothing for the activity when directed. A course portfolio must be maintained throughout the semester for all course offerings, and will be checked/graded at the discretion of each instructor. Physical Education classes meet every other day for one semester each year and will include physical fitness activities as an integral part of the experience.

### **FITNESS FOR LIFE** Grade 9

.5 Credit

The Fitness for Life Course will be a requirement for all ninth grade students. The focus of this course is to effectively present quality information about health-related fitness and lifelong physical activities. Included are fitness concepts and activities in each course section. Self-assessment tools are provided so students can determine their own personal fitness level and subsequently develop an individualized fitness program based on individual goals.

### **ADVANCED PHYSICAL FITNESS** **(“BIGGER – FASTER – STRONGER”)** Grades 10, 11, 12

.5 Credit

**Prerequisite:** Successful completion of Fitness For Life

Advanced Physical Fitness (BFS) is an alternative physical education course available to those students who aspire to achieve higher levels of physical fitness. The course is designed to be comprehensive involving intense physical conditioning through strength, endurance, flexibility, speed, plyometric and agility training.

## **SENIOR CONTRACT**

.5 Credit

Grade 12

**Prerequisite:** Successful completion of the Fitness for Life course and grade 10 & 11 Phys. Ed. courses of choice, and physical education staff approval.

Offered as an elective to seniors, this course is intended to give our young adults an opportunity to begin making sound choices relative to leading a healthy, active and fit lifestyle. This program will be limited and enrollment will be screened by the physical education department. The primary goal of this student-centered option is to encourage the students to explore the benefits of consistent involvement in activities that promote lifelong fitness. Students in this course will be scheduled as usual, but will be responsible to make provisions to use a local facility that is in partnership with South Western High School. All costs incurred and transportation must be provided by the individual student and their family. Following completion of the registration form with parental approval, each student will be assigned a member of the physical education faculty who will serve as their contract supervisor. Because the students will be off-campus in our community it is understood that our students' behavior must reflect the high expectations of the South Western School District. Accordingly, any behavior that reflects poorly on our district, our school, or the physical education department, will be reason for immediate removal from the contract agreement. Finally, it should be understood that this program is a privilege and excessive absenteeism may also be reason for immediate removal from the course.

## **GRADE 9 & 11 HEALTH**

.5 Credit Per Course

Taught at two (2) levels in conjunction with the Fitness for Life (9<sup>th</sup> grade) and PE/BFS (11<sup>th</sup> grade), these are required co-educational courses which meet every other day of the semester. A notebook must be maintained throughout the course and semester projects must be completed. The 9<sup>th</sup> grade level addresses mental health, nutrition, controlled substances, basic human development and sexually transmitted infections. The 11<sup>th</sup> grade course discusses family life, social health, human sexuality, disease and death & dying.

## **AMERICAN RED CROSS FIRST AID AND SAFETY**

.25 Credit

Grade 10

American Red Cross First Aid and Safety is a co-educational course scheduled with a student's sophomore physical education course and safety education course. The two courses will alternate every other day for a full semester. The course is taught in accordance with the American Red Cross guidelines in which students are taught standard first aid skills and basic rescue skills. First aid skills will include bleeding control, splinting, immobilization, care for sudden illness, and poisoning. Basic rescue skills will include care for choking victims, rescue breathing, and CPR. Practical and written testing will be utilized.

## HUMAN ANATOMY AND PHYSIOLOGY

1 Credit

Grades 11, 12

**Prerequisite:** Successful completion of Biology 1A

This course is designed for the student interested in a career in the science or health care profession. The human body is the focus of the course. The course will examine the individual components and organization of the body, its positioning and movements. The systems of the body, including skeletal, muscular, integumentary, nervous, digestive, respiratory, and cardiovascular, will be studied in depth for both structure and function.

## STUDENT ATHLETIC TRAINING PRACTICUM

.5 Credit

Grades 9, 10, 11, 12

This student training practicum is required for all students who choose to serve as a student athletic trainer for one or more of our athletic teams. Students are required to complete a progressive series of educational packets, master practical training skills (first aid, taping, wrapping), and attend all practices and competitions for the teams to which they are assigned. Students may complete a maximum of four (4) levels of this practicum. **(The completion of this program takes place outside the regular school day and is counted in addition to the eight (8) credits that students complete during the regular school day).**

# LEARNING SUPPORT DEPARTMENT

***\*\*All classes are adapted and modified from the regular education curriculum to meet the needs of IEP students.***

## **COMMUNITY NETWORKING COURSE**

Grades 11, 12

Community Networking is a course designed to promote transition activities for high school students. Vocational Evaluations, community based instruction, community based experiences, acquisition of daily living skills, career education, and work based learning are all key components to this course. Science and Social Studies concepts will also be explored, focusing on life skills and utilizing reading and writing in the content area.

## **ENGLISH 9PLUS RR**

Grade 9 Resource Room

Grammar and composition are taught from a comprehensive view to better prepare students for transitional skills in adult life. Paragraph development is taught with the aim of yielding greater proficiency in the areas of content, unity and coherence, and the conventions of mechanics. The writing of responses to literature, summaries, information and retrieval of papers, and business letters is taught. Vocabulary is studied to enhance the curriculum. This course is designed for students with an IEP.

## **ENGLISH**

Grades 10, 11, 12 Resource Room

Students will review essential grammar and usage skills (comma usage, subject-verb agreement, pronoun-antecedent agreement, and the use of adjectives and adverbs within the sentence) to produce a variety of compositions, including workplace communications, reaction papers, and desktop publications. Vocabulary is studied to enhance curriculum. This course is designed for students with an IEP.

## **MATHEMATICS**

Grades 9, 10, 11, 12 Resource Room

This course is designed to prepare students for transitioning into the regular education Algebra math classes. Concepts focused on in this course are Pre-Algebra, beginning Geometry, and an introduction to the Cognitive Tutor program. This course is designed for students with an IEP.

## **READING STRATEGIES**

Grade 9, 10, 11, 12 Resource Room

Designed around the Read 180 reading curriculum framework, this two-semester course prepares students for the increasingly challenging textbooks, projects and writing assignments they will encounter in their high school courses. Through a daily exploration of fiction and nonfiction texts, students practice reading comprehension and fluency, writing effectiveness, vocabulary skills, and critical thinking.

***This course is designed for students with an IEP and complies with the school district's strategic plan and with the No Child Left Behind Act, which requires school districts to provide intensive literacy programs to students who need them.***

# MATHEMATICS DEPARTMENT

## NOTE TO STUDENTS AND PARENTS:

The No Child Left Behind Act signed into law by President Bush on January 8, 2002, requires school districts to make significant changes in terms of student achievement. This act requires all schools to make adequate yearly progress toward having all students perform at a proficient level in mathematics.

To comply with the intent of the law the mathematics department has developed the following guidelines for scheduling courses in the high school.

1. All students are required to take AT LEAST ONE math course per year through their junior year to increase their chance for success on various standardized testing such as PSSA and SAT.
2. Students will be required to satisfy the course prerequisites by earning a C or better and obtaining a course recommendation and teacher signature from their last math teacher in order to schedule any math courses for the next year.
3. Any incoming freshmen who scored Below Basic or Basic on PSSA and/or 4sight exams, has had a history of difficulty in math, and/or has been recommended by their teachers will be required to take Algebra I A&B.

## ALGEBRA 1A and B

2 Credits

Grade 9

(Administrative Placement)

Algebra IA and IB is a two credit full year course that is designed for those students who have had significant challenges in math in the past. Students will be assigned to this course based on past performance on the PSSA exam, 4sight testing, and/or teacher recommendation. This course will review some topics necessary for success in Algebra I as well as the topics included in the Algebra I in a year long course. The goal of this course is to establish a more solid foundation of math skills to enable those students to have a more successful experience in mathematics in the high school.

**ALGEBRA I (Academic)**

1 Credit

Grade 9

**Prerequisite:** Eighth grade teacher recommendation.

Algebra I will provide the foundation upon which all of the upper level course are built. It is essential that any student wishing to take the upper level courses do well in Algebra I. This course covers the following areas of study: solving linear equations and inequalities, functions, relations and graphs, polynomials, applications dealing with ratio, proportions, interest, linear systems and scatter plots. Student success in this course will determine if their next course will be College Prep Geometry, Applied Geometry, or repeat Algebra.

**APPLIED GEOMETRY**

1 Credit

Grades 10, 11

**Prerequisite:** C or better in Algebra I or Algebra 1A and B and teacher recommendation

This course is designed for those students who want an introduction to geometric concepts but may not be ready for the rigor of the academic Geometry course. This course will be closely aligned with the PA state standards and should help students as they prepare for the PSSA exam. Topics to be covered include but are not limited to parallel lines and their angle relationships, congruent and similar figures, right triangle relationships, perimeter and area of plane figures, and volume and surface area of solids.

**APPLIED ALGEBRA II**

1 Credit

Grades 10, 11, 12

**Prerequisite:** C or better in both Algebra I and Applied Geometry and teacher recommendation

Applied Algebra II is a continuation of Applied Algebra I (as offered in 2009-2010). Students will continue to explore the practical applications of algebraic concepts and learn how to apply the topics of algebra to everyday situations. This course is designed for students wish to pursue job opportunities in fields other than math and science. Topics of study will include the following: Linear equations and systems of equations, linear and nonlinear functions, quadratic functions, inequalities, polynomials and factoring, statistics and probability, geometry topics, and consumer-related topics.

**STANDARDS BASED MATH 11**

1 Credit

Grade 11 by Administrative Placement

**Prerequisite:** C or better in Algebra I, Geometry, and teacher recommendation

This course is designed for juniors that have been identified as having a history of struggle with the academic level math courses. The purpose of the course is to strengthen students' skills in both Algebra and Geometry in preparation for the PSSA and other types of standardized tests. This course will emphasize skills in measurement, geometry, algebraic concepts, as well as data analysis and probability. In addition to classroom instruction, students will work extensively with Study Island in the computer lab in tutorial and practice sessions.

**STANDARDS BASED MATH 12**

1 Credit

Grade 12

**Prerequisite:** Students that scored Basic or Below Basic on the PSSA exam as a junior and C or better in Algebra I, Geometry, and Algebra II.

This course is designed for seniors who did not score as proficient on the PSSA exam in grade 11. The purpose of this course is to review the essential skills in algebra, geometry, as well as data analysis and Probability. In addition to classroom instruction, students will work extensively with Study Island in the computer lab in tutorial and practice sessions.

**GEOMETRY (Academic)**

1 Credit

Grades 9, 10

**Prerequisite:** C or better in Algebra I and teacher recommendation

Geometry is a rigorous course designed for those students with above-average ability in mathematics. This course is a formal development of a mathematical system beginning with certain definitions and postulates and develops new theorems by means of formal proofs. Both inductive and deductive reasoning are used, along with elementary logic. The basic trigonometric functions are also covered. Since Algebra I is the foundation for all upper-level math courses, any student who struggled with Algebra I is encouraged to consult with their teacher to help them determine whether they should take Geometry, Applied Geometry, or repeat Algebra I.

**ALGEBRA II (Academic)**

1 Credit

Grades 9, 10, 11

**Prerequisite:** C or better in Algebra I, Geometry, and teacher recommendation

This course is designed for the college bound student. The course covers linear functions, quadratic functions, systems of equations, advanced factoring techniques, radicals and complex numbers. This course develops the theoretical approach to the subject and, in this manner, differs from the basic skill-type classes.

**HONORS GEOMETRY**

1 Credit

Grades 9, 10

**Prerequisite:** See Honors criteria or teacher recommendation

This course is designed for gifted and selected high achieving students. Both inductive and deductive reasoning will be used to develop a formal mathematical system, beginning with certain definitions and postulates, using these to develop new theorems by means of formal proofs. Honors Geometry is a feeder course for the senior level Advanced Placement Calculus course. Course content is enriched to provide the student with a challenging and advanced experience.

## HONORS ALGEBRA II

1 Credit

Grades 9, 10

**Prerequisite:** Honors Geometry and Honors criteria and teacher recommendation

This course is designed for gifted and high-achieving students. Topics are covered at a faster pace and more in-depth than in Algebra II. There will be a strong emphasis on problem solving and the use of graphing calculators. This course is a feeder course for the Advanced Placement Calculus course. The course content is enriched to provide the student with a challenging and advanced experience.

## ADVANCED MATH

1 Credit

Grades 10, 11, 12

**Prerequisite:** C or better in Geometry and Algebra II, and teacher recommendation. Proficiency on the Algebra skills test taken the first week of class

This course is designed for students who were successful in their previous math courses and desire additional coverage of advanced math concepts. Students will explore advanced algebraic topics such as conic sections, polynomial, logarithmic, and exponential functions, and sequences and series. Students will learn to evaluate rational expressions and solve rational equations. Applications involving matrices will also be introduced. This course will expose students to applications involving probability and statistics. This course content is designed to provide students with a challenging investigation into concepts of higher mathematics.

Students must be proficient with Algebra skills in order to take this class. A study guide of prerequisite skills will be available online or from your Algebra 2 teacher. Students will take the Algebra skills assessment within the first week of school. Failure to show proficiency may require a change of course.

## TRIGONOMETRY

1 Credit

Grades 10, 11, 12 **Academic**

**Prerequisite:** C or better in Geometry, Algebra II, and Advanced Math and teacher recommendation

This course is designed for college-bound students or those students demonstrating above average ability in mathematics. The course content includes a formal study of the trigonometry of right triangles, circular functions, trigonometric identities, graphing of trigonometric functions, and solving trigonometric equations.

## HONORS PRE-CALCULUS

1 Credit

Grades 10, 11, 12

**Prerequisite:** Successful completion of Honors Criteria, Honors Algebra II

This course is designed to prepare gifted and selected high-achieving students for Advanced Placement calculus. Students are introduced to the mathematical concepts, language, and reasoning that are essential to a college-level calculus course. The course content includes a rigorous study of trigonometric, polynomial, rational, exponential, and logarithmic functions. This will include a study of circular functions, trigonometric identities, and polar coordinates. Course content is enriched to provide the student with a challenging experience in both trigonometry and advanced mathematics.

**ADVANCED PLACEMENT CALCULUS I (FALL SEMESTER)**

1 Credit

Grades 11, 12

**Prerequisite:** Successful completion of Pre-Calculus and teacher recommendation

This course is designed as a college level calculus course. The following topics in differential and integral calculus will be covered: Functions, Derivatives, Integrals, and Limits with emphasis on applications of these concepts. Students will have the opportunity to take the Advanced Placement examinations upon completion of this course for possible college credit; however it is recommended that students also take AP Calculus II (spring semester) before attempting to take the Advanced Placement Test. Enrolling in only one semester of AP Calculus is strongly discouraged. **If you do not plan on taking both semesters of AP Calculus, select Calculus instead.**

**ADVANCED PLACEMENT CALCULUS II (SPRING SEMESTER)**

1 Credit

Grades 11, 12

This course is designed as a continuation of the college-level course content of Advanced Placement Calculus I. The course enables students to continue to prepare themselves for Advanced Placement Test in Calculus AB. All students will be strongly encouraged to take the AP Test in the spring. All students will also be required to complete a course project directly related to the course content.

**CALCULUS**

1 Credit

Grades 11, 12 **Academic****Prerequisite:** C or better in Trigonometry **and** Advanced Math and teacher recommendation

This course is designed to introduce students to the topics covered in a basic calculus course. The following topics in differential and integral calculus will be introduced: functions, derivatives, integrals, and limits with an introduction on the application of these topics. This course will not prepare you to take the AP exam for possible college credit but should provide you with a foundation for success in a calculus course in college. In order to promote the best chance for student success in this course, it is recommended that a student receive a grade of C or better in Advanced Math and Trigonometry. It is recommended that students consult with their mathematics teacher as part of their decision making process to accept the challenge of this course.

**COMPUTER MATH (C++)**

1 Credit

Grades 10, 11, 12 **Academic****Prerequisite:** C or better in Algebra II

This course is designed to give the capable student a general knowledge of the computer and the C++ programming language. Students will learn how to design programs, code and run programs and successfully correct errors. Topics to be covered include interactive programs, modular programs, controlled looping, sorting, arrays, and improving the appearance of printed reports.

## **PROBABILITY AND STATISTICS**

1 Credit

Grades 11, 12 **Academic**

**Prerequisite:** C or better in Algebra I, Geometry, and Algebra II

Probability and Statistics is a course designed to provide students with an introduction to statistical reasoning and probability. Emphasis will be on concepts rather than in-depth coverage of traditional statistical methods. Topics include sampling and experimentation, objectives and pitfalls of statistical studies, descriptive analysis and graphical representation of single-variable and bivariate data and common probability distributions. Students will have the opportunity to learn about the statistical software on Excel as well as the advanced capabilities of a graphic calculator. Students who intend to major in psychology, education, healthcare, or business should consider enrolling in this course.

## **ACCELERATED STATISTICS**

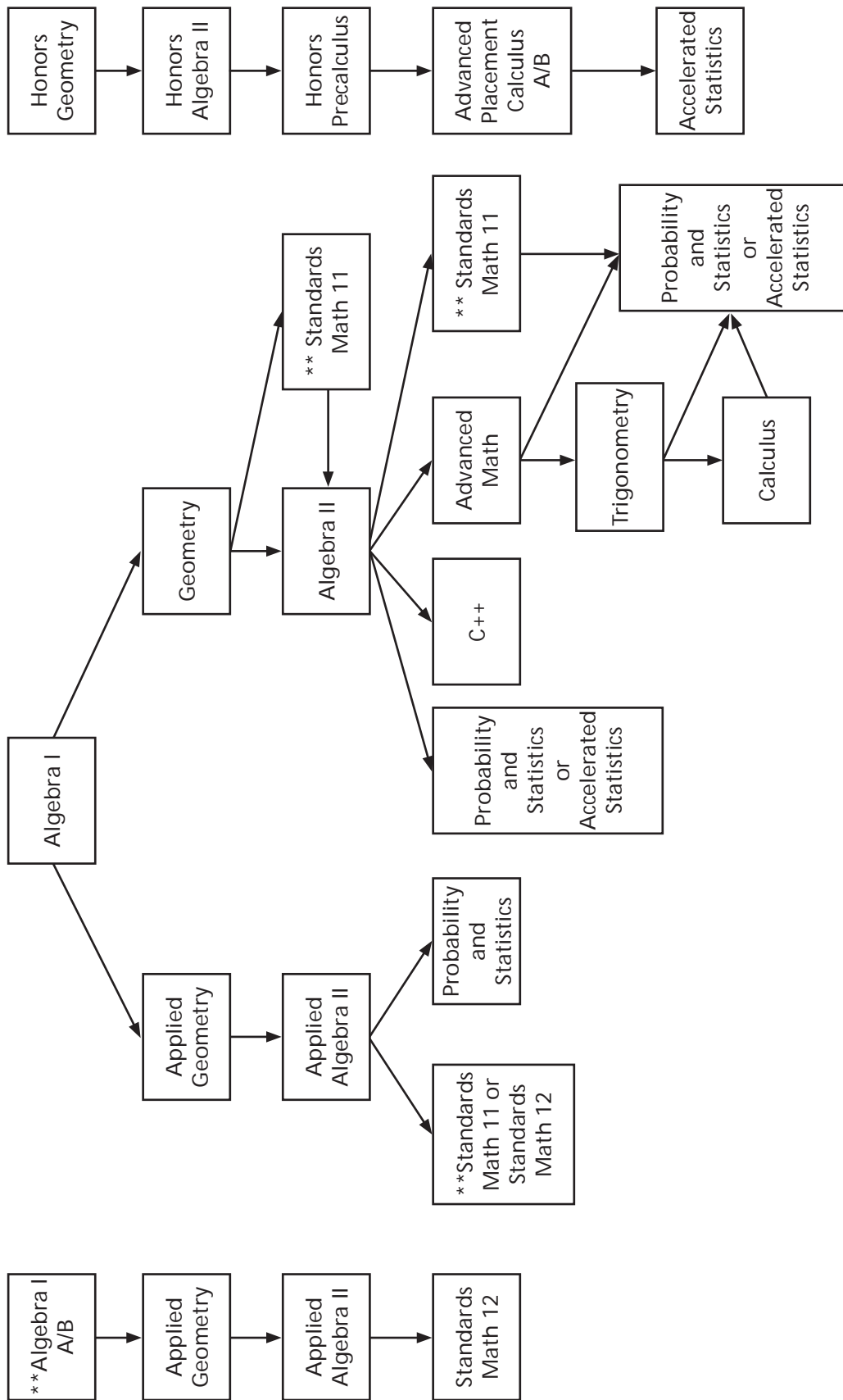
1 Credit

Grades 11, 12 **Academic**

**Prerequisite:** C or better in Algebra I, Geometry, and Algebra II and teacher recommendation

This course is designed for high achieving mathematics students. This course will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Emphasis will be on both an in-depth exploration of the statistical methods as well as the application of these methods. Topics include sampling and experimentation, descriptive statistics, probability, binomial and normal distributions, estimation, and single sample and two sample hypothesis tests for means and proportions. Students will have the opportunity to learn about the statistical software on Excel as well as the advanced capabilities of a graphing calculator. Students who intend to major in psychology, education, healthcare, business, mathematics, or science should consider enrolling in this course.

# Mathematic Sequences



\* denotes administrative placement into course

# MUSIC DEPARTMENT

## **MUSIC HUMANITIES: A GLOBAL PERSPECTIVE**

1 Credit

Grades 9, 10, 11, 12

From the Medieval to Modern time periods, this course will explore the arts found in today's society. Styles of music, art, drama & architecture will be compared and contrasted across regions and time. There is an emphasis on genres of music and visual "masterpieces" of our past. See, hear and EXPERIENCE the creative arts!

## **PIANO CLASS I**

1 Credit

Grades 9, 10, 11, 12

This course deals with the rudiments of music and the playing skills of the piano. Emphasis will be on the playing of simple melodies and songs. A recital will be held at the end of the course. Prior keyboard knowledge is not a prerequisite.

## **PIANO CLASS II**

1 Credit

Grades 9, 10, 11, 12

**Prerequisite:** Successful completion of Piano I or by audition

This course is a continuation of Piano I. The course continues the development of current piano skills. Areas of study will include sight reading, chording, transposition, technique, and performance based repertoire. Students will be expected to demonstrate their keyboarding ability during a recital held at the end of the course.

## **INSTRUMENTAL METHODS CLASS**

1 Credit

Grades 9, 10, 11, 12

This course will deal with music fundamentals and skills necessary for playing a musical instrument. Areas of emphasis include proper breathing, articulation, rhythm skills, counting, phrasing, range, expression, tone quality and intonation. A performance recital will be held at the end of the course. Students are required to provide their own instrument. **Guitar instruction is not included as part of this course.**

## **APPLIED SOLO/ ENSEMBLE TECHNIQUES**

1 Credit

Grades 10, 11, 12

**Prerequisite:** Symphonic or Concert Band

This course is designed for students who are interested in developing improved solo and ensemble performance techniques. Public performance on an instrument will be a regular feature of this course. Areas of study will include efficient practice routine, ensemble performance techniques, interpretation, appropriate solo literature, written evaluations of class recitals and public performances, and the development of a music portfolio. **(Guitar instruction is not included as a part of this course.)**

**VOICE CLASS**  
Grades 9, 10, 11, 12

1 Credit

This course will be a study of the techniques of singing for the purpose of developing the voice. Emphasis will be on the development of vocal range, quality, tone control, breathing, phrasing, expression, and diction. Numerous solo performances will be required, and a solo recital performance will be held at the end to the course. Students can only elect this course one time. **It is recommended that students currently enrolled as members of the choral department not elect this course.**

**MUSIC THEORY I**  
Grades 11, 12

1 Credit

Areas of study will include ear training (dictation), sight-singing, keyboard activities and fundamentals of music composition. (Students should be enrolled in one or more of the music organizations in the high school or be somewhat “musically inclined”.)

**MUSIC THEORY II**  
Grade 12

1 Credit

**Prerequisite:** Successful completion of Music Theory I

This is a continuation of Music Theory I in all aspects. Music Composition is emphasized along with advanced ear training (dictation). (Students should be enrolled in one or more of the music organizations in the high school or be somewhat “musically inclined”.)

**MUSIC: INSTRUMENT AND VOCAL**

Meets all year for 1 Credit

*Each course will be given 1 credit upon successful completion of the course. Any combination of the three courses will not exceed 1 credit.*

**Band**

Grades 9, 10, 11, 12

**Prerequisite:** An audition with the instrumental musical director

The high school instrumental program includes the following organizations: Marching Band, Concert Band, Symphonic Band and Jazz band. Concert and Symphonic Band meet during the school day with the number of days per week to be determined by the director.

**Orchestra**

Grades 9, 10, 11, 12

**Prerequisite:** An audition with the orchestra director

The high school orchestra program includes the following organizations: Symphony orchestra made up of string, woodwind, brass, and percussion instruments; and Chamber Orchestra, comprised of string instruments only. (Membership of Chamber Orchestra determined by audition.)

All string players are members of the Symphony Orchestra. Woodwind, brass, and percussion members must receive a recommendation from the band director, and must remain a member of either the Concert Band or Symphonic Band.

**Choir**

Grades 9, 10, 11, 12

**Prerequisite:** An audition with the choral music director

The high school vocal music program includes the following organizations: High School Choir, Concert Choir, Women’s Chorus and Singchronicity. The High School Choir, Concert Choir and Women’s Chorus will meet during the school day with the number of days a week to be determined by the directors. Singchronicity rehearses outside the regular school day. A student must be a member of either the Concert Choir or Women’s Chorus to be eligible to audition for Singchronicity.

# SAFETY EDUCATION

## **SAFETY EDUCATION**

.25 credit

Grade 10

The safety education course attempts to create within the student an awareness of the traffic problems that exist in our society today. The students will gain knowledge of possible solutions to these traffic problems through lectures and a variety of student classroom discussions among the students to produce a more successful learning experience. The course will include the following: state inspection system, and state laws, safe and efficient driving practices, driving environment and emergency driving skills, safety devices on motor vehicles and their uses, basic vehicle controls and maintenance procedures, influences on driver's abilities (alcohol and drugs), auto insurance and accident involvement, and preparing students for the PA driver's exam (driver's manual). This course will be scheduled along with a student's sophomore physical education course and American Red Cross First Aid Safety Course. These courses will alternate every other day for a semester.

## **PRACTICE DRIVING**

Grades 10, 11, 12

**Prerequisite:** 6 Hours Driving Time

Successful completion of Safety Education and driver's license or learner's permit. This is a behind-the-wheel training course. Students with permits will have priority over students with a license. At the end of the course the driving test will be administered to those students wishing to obtain their license through the school.

# SOCIAL STUDIES DEPARTMENT

**The South Western Social Studies Program is designed to prepare students at all levels of learning to take their place as productive, functioning citizens of the United States and the World Community. It provides a foundation of knowledge of the geographical, historical, political, economic, religious, social, and cultural aspects of the United States and other societies around the world. It brings about an understanding of the interaction and interrelationship of the peoples of the world and develops an appreciation of the value and richness of diversity found among these peoples.**

## **FOUNDATIONS OF AMERICAN CIVICS AND FREE ENTERPRISE (ACADEMIC)**

1 Credit

Grade 9

This course serves as an introduction to the key elements in the systems of democracy and free enterprise practiced in the United States. Points of emphasis in this course include the origins of American Government, the U.S. Constitution, the Bill of Rights, and our three branches of government. Economic topics will include fundamental concepts of our American system of free enterprise and business. Systems of government and economics used in other societies will be presented and discussed in depth. A unit on Pennsylvania history, local government, and state government will be presented and studied.

## **WORLD CULTURES (ACADEMIC)**

1 Credit

Grade 10

Students will be studying the various cultural traits of Europe, the Middle East, Asia, Africa, and Latin America. The course will focus on a general survey of the history of these areas along with their religions, arts, and politics. Attention will be paid to the geography of these regions demonstrating the interrelationship between geography and culture. The goal of this course is to understand the various cultures of the world and how they relate to many aspects of the world today.

## **HONORS WORLD CULTURES**

1 Credit

Grade 10

**Prerequisite:** See Honors criteria

Honors World Cultures explores and analyzes the culture and history of civilizations beginning with ancient Egypt and Mesopotamia and culminating in modern times. The source is designed to challenge the gifted, high achieving student who wants an enriched and advanced learning experience. Students are encouraged to strive towards higher – level thinking, writing, and reasoning skills. This course will prepare students for the rigors of the junior level Advanced Placement American History course.

**ADVANCED PLACEMENT WORLD HISTORY**

1 Credit

Grade 10

**Prerequisite:** See Honors criteria

This course is focused on a study of world history from the beginning of civilization to the present. World History AP will be taught from the point of view that every society has played or is playing a role in the course of world history. It is broken up into a set of time periods, with a set of themes that allows the student to compartmentalize the tremendous amount of history that will be covered during the course. Grades for the class will be comprised of tests, quizzes, primary source writings, thematic essays, and document-based questions. *The ultimate goal is to have students take the AP examination.*

**ADVANCED PLACEMENT AMERICAN HISTORY I (FALL SEMESTER)**

1 Credit

Grade 11

**Prerequisite:** Successful completion of Honors World History and Honors criteria

The Advanced Placement Program in American History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in American history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full year introductory college courses. \*Students will be strongly encouraged to continue their preparation for the American History AP Exam by enrolling in the Advanced Placement American History II course.

**ADVANCED PLACEMENT AMERICAN HISTORY II (SPRING SEMESTER)**

1 Credit

Grade 11

**Prerequisite:** Successful completion of AP American History I

This course is designed as a continuation of the college level course material covered in Advanced Placement American History I. The course enables students to successfully prepare themselves to take the American History AP Exam. All students taking this course will be strongly encouraged to take the AP Exam in the spring.

**AMERICAN CULTURES (ACADEMIC)**

1 Credit

Grade 11

This course revolves around the transformation of the United States in the twentieth and twenty-first centuries. Government, the economy, society, culture, technology, environment, diversity, unity, and conflict are explored and synthesized allowing students to link events across time. A most important part of the curriculum is relationships with other countries and the impact of those relationships upon the future of the U.S. as a world power.

**PROBLEMS AND ISSUES IN POLITICS & ECONOMICS**

1 Credit

Grade 12

This course is designed to have students develop their abilities as citizens to explore, discuss, and make informed decisions related to local, state, national, and international issues. Students will receive instruction related to core political and economic concepts that will enable them to better understand our political and economic systems as well as important issues of our times.

**ADVANCED PLACEMENT -  
UNITED STATES GOVERNMENT AND POLITICS**  
Grade 12

1 Credit

**Prerequisite:** See Honors Criteria on page 23.

This is a senior year course which explores important concepts in our American system of government and politics. The government portion of the course is a more advanced study of the U.S. Constitution, our civil liberties, and the organization and procedures followed in our Federal Government. The political sections of the course deal with political beliefs, behaviors, and the formation of public policy. This course is designed to prepare and train students to take the Advanced Placement Test during the spring semester of their senior year. The major methods of evaluation will include tests, essay writings, and classroom participation that will also further prepare students for the AP test.

**SOCIAL PSYCHOLOGY - Elective Course**  
Grades 11, 12

1 Credit

Social psychology is designed to focus on the student as an individual and as a member of groups. As self understanding grows, the student moves toward greater understanding of others leading to recognition of opportunities for change and growth.

# SCIENCE DEPARTMENT

“Education has no higher purpose than preparing people to lead personally fulfilling and responsible lives. For its part, science education—meaning education in science, mathematics, and technology—should help students to develop the understandings and habits of mind they need to become compassionate human beings able to think for themselves and to face life head on. It should equip them also to participate thoughtfully with fellow citizens in building and protecting a society that is open, decent, and vital. America’s future—its ability to create a truly just society, to sustain its economic vitality, and to remain secure in a world torn by hostilities—depends more than ever on the character and quality of the education that the nation provides for all of its children.”

—From Project 2061, Science for All Americans

**General Science is required the 9th grade year and Biology the 10th grade year in order to meet the PA STEE Standards.**

*Note: All students enrolled in Honors/AP Science Courses will be required to complete a science research project as a requirement for successful course completion. Information on the science research project can be found at:*

<http://www.swsd.k12.pa.us/swhigh/ScienceResearch.html>

## **\*GENERAL SCIENCE (ACADEMIC)** Grade 9

1 Credit

This course is designed to teach the use of scientific principles that will be employed in later science courses. It develops scientific problem solving techniques that will carry over to other course and everyday life. The subject matter explores some of the basic principles of Chemistry and Physics. This course involves mathematical calculations and analysis. The course content will be presented through a combination of minds-on experiences, lab activities, direct instruction, and problem analysis.

## **\*GENERAL SCIENCE (HONORS)** Grade 9

1 Credit

**Prerequisite:** Algebra I, Must meet Honors Criteria

This course is designed to provide students with the basic foundations for successful participation in the remaining sequence on honors scientific course. The course will help students to develop scientific thinking processes and skills that will support them throughout their academic pursuits as SWHS and beyond, as well as in everyday life. The contents of the course will include: (1) General Chemistry, including classifications of matter, atomic theory, periodic law, chemical bonding, and reactions; (2) Physics concepts, including Newton’s laws of motion, thermodynamics, energy and work, nuclear energy, light and sound. Each student will be expected to successfully complete an empirical research project in order to meet the requirements of this course.

*\*denotes Physical Science*

*\*\* denotes Life Science*

**\*\*BIOLOGY (ACADEMIC)**

1 Credit

Grades 10, 11, 12

**Prerequisite:** General Science

Academic Biology is designed to have students learn about the following areas of biological interest: (1) Scientific method and microscopy. (2) Biological Processes: Basics of photosynthesis, fermentation, and aerobic cellular respiration, mitosis-meiosis, and protein synthesis. (3) Biochemistry: carbohydrates, lipids, proteins, and nucleic acids. (4) Structure, function, and reproduction of prokaryotic and eukaryotic cells. (5) Basic Mendelian Genetics. (6) Evolution. Students will be exposed to various scientific techniques and laboratory investigations.

**\*\*BIOLOGY (HONORS)**

1 Credit

Grades 9, 10, 11, 12

**Prerequisite:** General Science (Honors) or meet Honors criteria

Honors Biology is designed to have students engage in an in-depth and accelerated study of the following areas of biological science: (1) Characteristics of Life and Microscopy; (2) Biochemistry: carbohydrates, lipids, proteins, nucleic acids; (3) Cell structure, function, and reproduction; (4) Biochemical Pathways of Photosynthesis and Respiration; (5) Mendelian Genetics; (6) DNA and Protein Synthesis; and (7) Evolution.

Students will be expected to participate in laboratory experiments, discuss and analyze supplemental readings and articles, and complete additional projects relating to the course content. Each student will be expected to successfully complete an empirical research project in order to meet the requirements of the course.

**\*\*BIOLOGY II (ACADEMIC)**

1 Credit

Grades 10, 11, 12

**Prerequisite:** Biology I (Academic)

This course is a continuation of Biology I (Academic). In this survey-style course students will study each kingdom of life using biological characteristics, life cycles, and developmental levels of structure and function. Emphasis will be placed on anatomy & physiology of each phyla as well as its interactions with humans. The course will incorporate laboratory experiences including the dissection of different species.

**\*\*BIOLOGY AP I (FALL SEMESTER)**

1 Credit

Grades 11, 12

**Prerequisite:** Biology H, Chemistry H, and meets Honors criteria

This course gives students the opportunity to pursue college-level biological studies and laboratory techniques while still in high school. Included will be the study of Biochemistry, Cell Biology, Heredity, Molecular Genetics and Evolution. Students will be required to participate in eight (8) laboratory investigations similar to those performed in a freshman level college biology course. Students will be encouraged to take the AP Biology test. Each student will be expected to successfully complete an empirical research project related to the course content in order to meet the requirements of this course.

*\*denotes Physical Science*

*\*\* denotes Life Science*

**\*\*BIOLOGY AP II (SPRING SEMESTER)**

1 Credit

Grades 11, 12

**Prerequisite:** Successful completion of Biology AP I

This course is designed as a continuation of the college-level course material covered in Biology AP I. Included will be a detailed look at diversity and classification of organisms, plant and animal anatomy and physiology, and ecology. Students will be required to participate in four (4) laboratory investigations similar to those performed in a freshman college biology course. Students will have the opportunity to dissect fetal pigs. The course enables students to successfully prepare themselves to take the Biology AP Exam. All students taking this course will be strongly encouraged to take the AP Exam in the spring. All students will be required to complete a project directly related to the material covered during the course.

**\*PHYSICS (ACADEMIC)**

1 Credit

Grades 10, 11, 12

**Prerequisites:** General Science, Algebra II

Physics attempts to describe and explain the most complex physical interactions in the universe with the fewest fundamental concepts possible. From the quantum nature of the smallest particle to the expansion of the physical universe, students of physics will learn to seek out connections between seemingly unrelated phenomena. Academic physics is designed to provide the framework for the understanding of mechanics, the study of motion. Students will be asked to develop their critical thinking and problem solving skills, apply and enhance their mathematical ability, and explore the fundamental concepts that explain the behavior of the physical universe.

**\*PHYSICS (HONORS)**

1 Credit

Grades 10, 11, 12

**Prerequisites:** Algebra II, General Science H, and meets Honors criteria

Students in honors physics will explore the same concepts as in academic physics plus a few additional concepts in order to provide a more complete understanding of classical physics. However, these concepts will be investigated in greater depth and with more rigorous problem solving than required in academic physics. Students will be asked to explore the powerful impact that physics and physicists have had on history and the momentum they provide to our future. Students who successfully complete honors physics and have the desire to further explore the fundamental nature of the universe will be permitted to select the AP physics course for the following school year. Each student will be expected to successfully complete an empirical research project related to the course in order to meet the requirements of this course.

*\*denotes Physical Science**\*\* denotes Life Science*

**\*PHYSICS AP (B) I (FALL SEMESTER)**

1 Credit

Grades 11, 12

**Prerequisites:** Algebra II, Physics H, and meets Honors criteria

The purpose of this course is to provide a college level physics experience to students who are considering entering science, technology or engineering fields. Topics will include mechanics, kinetic theory, thermodynamics, electricity and magnetism. Although calculus is not required, a strong knowledge of algebra and trigonometry is essential. Students will develop their problem solving skills and their ability to think logically, critically and creatively. Students who desire to take the AP (B) exam should take the second semester of this course. Each student will be expected to successfully complete an empirical research project related to the course in order to meet the requirements of this course.

**\*PHYSICS AP (B) II (SPRING SEMESTER)**

1 Credit

Grades 11, 12

**Prerequisites:** Algebra II, Physics AP (B) I, and meets Honors criteria

The second semester of AP physics will continue to expand upon the students' understanding of the physical universe. Topics will include electricity and magnetism, basic electric circuits, waves, optics and modern physics which includes atomic, quantum, and nuclear physics, as well as special relativity. Although calculus is not required, a strong knowledge of algebra and trigonometry is essential. Students will develop their problem-solving skills and their ability to think logically, critically and creatively. Students who desire to take the AP (B) exam will be prepared to do so upon successful completion of both semesters of this course. Each student will be expected to successfully complete a project related to the course in order to meet the requirements of this course.

**\*CHEMISTRY (ACADEMIC)**

1 Credit

Grades 10, 11, 12

**Prerequisite:** General Science, Algebra I

Chemistry consists of a survey of chemical nomenclature, periodic trends, atomic theory, quantum mechanics, chemical bonding, stoichiometry, kinetic theory, solutions, thermodynamics, and acid and base chemistry. The laboratory experience consists of general experiments designed to aid the student in the lecture section of the course. The use of mathematics is a critical feature of problem solving in this course.

**\*CHEMISTRY (HONORS)**

1 Credit

Grades 10, 11, 12

**Prerequisite:** Algebra I, General Science H, and meets Honors criteria

Chemistry consists of a survey of chemical nomenclature, periodic trends, atomic theory, quantum mechanics, chemical bonding, stoichiometry, kinetic theory, solutions, thermodynamics, and acid and base chemistry. This course is an accelerated chemistry class designed to prepare students for AP Chemistry. Extensive laboratory experiences will be provided during the course. Each student will be expected to successfully complete an empirical research project related to the course content in order to meet the requirement of this course.

*\*denotes Physical Science**\*\* denotes Life Science*

**\*CHEMISTRY II (ACADEMIC)**

1 Credit

Grades 11, 12

**Prerequisite:** General Science, Biology, Chemistry I, Physics I, Algebra 2

Chemistry II is an advanced and continued version of Chemistry I. Topics include organic chemistry, solutions, basic thermodynamics, thermochemistry, kinetics and equilibrium, and electrolytes. The lab simulations will be designed to add a practical approach to the conceptual material covered.

**\*EARTH AND SPACE (ACADEMIC)**

1 Credit

Grades 11, 12

**Prerequisite:** Biology

Students will be able to explore various aspects of Earth and Space study such as geology, meteorology and astronomy. Topics of study may include the following: the history of the universe, humans' use of rocks and minerals as natural resources, the shaping of earth's landscape, volcanoes and earthquakes, weather forecasting, earth's atmospheric properties, our solar system, space travel and characteristics of the universe. Students will also be exposed to career opportunities in this field.

**\*EARTH AND SPACE (PRACTICAL)**

1 Credit

Grades 11, 12

**Prerequisite:** Biology

Earth and Space Science is the study of the physical attributes of the Earth, its atmosphere and the universe. Special attention is given to how Earth and Space Science is related to their everyday lives. Many hands-on activities are utilized to explain Earth and Space phenomena.

**\*\*ECOLOGY (PRACTICAL)**

1 Credit

Grades 10, 11, 12

**Prerequisite:** Biology

The course will investigate the relationship between organisms and how the nonliving environment affects these organisms. Major topics include soil and aquatic ecosystems, which involves hands on labs and analysis of data. Other topics covered are biodiversity, populations, and biomes.

**\*\*ECOLOGY (ACADEMIC)**

1 Credit

Grades 10, 11, 12

**Prerequisite:** Biology

The course starts with basic concepts covering the interactions between biotic and abiotic factors, and provides a general understanding of the environment in which we live. After that we examine the importance of biodiversity, and the significance of it. Two major units that will be covered are soil and aquatics, which involve collecting and analyzing data from the environment. Other areas of focus include populations and biomes.

*\*denotes Physical Science*

*\*\* denotes Life Science*

# South Western High School Science Sequence

The following represent the minimum suggested science courses for the various options

Additional Science Electives are encouraged

	9 <sup>TH</sup>	10 <sup>TH</sup>	
<b>College Prep- General Focus</b>	General Science	Biology	Chemistry-A
Prerequisite Math			Physics-A
<b>College Prep- Science/Medicine/ Technology Focus</b>	General Science-H	Biology-H and Chemistry-H	Physics-H
Prerequisite Math	Algebra I	Algebra I	Algebra II
<b>Practical Studies- Trade/Tech School or Employment</b>	General Science	Biology	Earth & Space-P
Prerequisite Math			Ecology-P
<b>Alt College Prep- Liberal Arts Focus</b>	General Science	Biology	Chemistry-A or Physics-A
Prerequisite Math			Algebra I
			Biology II-A, Ecology-A, or Earth & Space-A

Double arrows indicate flexible scheduling options; please see the Curriculum Guide for specific prerequisites.

Students may enter the Honors / AP Science program with an A average in an Academic science and teacher recommendation.

See your Science Teacher or Guidance Counselor to determine if Honors / AP Science is right for you.

General Science is required the 9<sup>TH</sup> grade year and Biology the 10<sup>TH</sup> grade year in order to meet the PA STEE Standards.

*STEE is Science, Technology, Environment, and Ecology*

# TECHNOLOGY EDUCATION DEPARTMENT

## **POWER TECHNOLOGY**

1 Credit

Grades 9, 10, 11, 12

Power technology is the study of energy and power related systems. This course is divided into the study of energy and energy sources, electronic systems, commercial electrical systems, transportation systems, mechanical systems, and other industrial power related systems. Each of these areas will be investigated through theoretical study, experimentation and practical projects. Students will be required to pay a \$5 lab fee to cover the costs of consumable materials used for projects designed, constructed and tested in class. In addition, students will be required to cover costs for any *individual* projects constructed in class to take home.

## **PRACTICAL ELECTRONICS I**

1 Credit

Grades 9, 10, 11, 12

**Prerequisite:** Successful completion of Algebra I

Practical Electronics I is designed to familiarize students with the basic concepts and components of electronic circuitry and equipment. This is accomplished through theoretical study of electricity and completion of practical labs. Throughout the duration of the class, students will learn the proper use of electronic test equipment, how to read and analyze electrical diagrams, and perform selected experiments related to the lessons presented in class. No initial lab fee is required, but students will be required to cover costs associated with any individual projects completed in class to take home.

## **PRACTICAL ELECTRONICS II**

1 Credit

Grades 10, 11, 12

**Prerequisite:** Successful completion of Practical Electronics I

This course is designed to familiarize students with the basic concepts and components of electrical circuits and electronic equipment through theoretical study and completion of practical labs. This course is a continuation of Practical Electronics I and will concentrate on the use of semiconductor devices and logic. Students will also be required to purchase and construct multiple electronic projects.

## **WOOD AND PLASTICS I**

1 Credit

Grades 9, 10, 11, 12

This course is designed to develop a working knowledge of safe, efficient and productive operations in a wood and plastics lab setting. Activities include all phases of basic wood project construction. Critical thinking attention to detail and ability to follow directions will also be components of this class. Students will incur a fee for materials used in the course.

## WOOD AND PLASTICS II

1 Credit

Grades 10, 11, 12

**Prerequisite:** Successful completion of Wood and Plastics I

This course is designed to provide the student with an in-depth working knowledge of safe, efficient, and productive operations in a wood-shop setting. Students will have a variety of experiences in the areas of mass production and independent research and development. This project-based class encourages students to utilize analytical and critical thinking skills to solve problems as they relate to manufacturing. For students wishing to enroll in Wood and Plastics 2, it is highly recommended that the students earn a C or better in the first level course. Students will incur a fee for materials used in this course.

## METAL TECHNOLOGY

1 Credit

Grades 9, 10, 11, 12

**No prerequisite required**

This course is open to any student with no previous high school metal working experience. Students enrolled in the course work in areas of foundry, machine shop, welding, and sheet metal. During the course, students will be involved in producing their own required projects as well as participating in a mass production project exercise. Costs for the individual projects are covered by the students. Costs for the mass production project are paid for by the sale of the project.

## WELDING APPLICATIONS

1 Credit

Grades 11, 12

**No prerequisite required**

This course is designed for students interested in a welding career. Welding applications is intended to introduce students to the most common welding applications and theory found in industry. The course will include: Basic Shop Safety, Shielded Metal Arc Welding (SMAW), Oxygen-Acetylene Welding (OAW), Oxyfuel Cutting (OFC), Plasma Arc Cutting (PAC), Gas Metal Arc Welding (GMAW), Flux Core Welding (FCAW), and Gas Tungsten Arc Welding (GTAW) in all positions or as a needed by participants. All students will be charged a \$25.00 lab fee. ***Juniors and Seniors may elect to take the course for 3 college credits through Harrisburg Area Community College (HACC). Students who elect the course for college credits must do so at the beginning of the semester. If a student elects to take the course for college credits, a cost of \$30.00 per credit will be charged for a total of \$90.00.***

## DIGITAL MEDIA I

1 Credit

Grades 10, 11, 12

This is an introduction to digital media, including photography, audio, and video technologies. Students will gain hands-on experience with digital cameras, video cameras, and computer software while producing digital media content. Students will be required to purchase glossy photo ink-jet paper, have access to at least a 4 MP digital camera, and pay a \$5.00 lab fee.

## **DIGITAL MEDIA II**

1 Credit

Grades 10, 11, 12

**Prerequisite:** Successful completion of Digital Media I. It is highly recommended that a grade of C or better was earned.

This course will build on the knowledge gained in Digital Media I. Students will gain hands on experience with professional equipment, techniques and software packages in the fields of photography and video. Students will also be asked to arrive at school by 8:00 am to help produce the Mustang Vision morning announcement program. The curriculum is designed for students to choose an emphasis in either the photography or video fields. The course is designed for students who are highly motivated and are interested in pursuing a career in a photography, video, or communications field.

## **MECHANICAL DRAWING/CAD I**

1 Credit

Grades 9, 10, 11, 12

This course offers the development of basic mechanical drawing skills and techniques. The instruction gives students an understanding of drawing and layout work often necessary in other industrial art courses in today's industrial society. Students will be introduced to computer aided drafting. The course is recommended for students who are planning any type of engineering, mechanical, or industrial career.

## **MECHANICAL DRAWING/CAD II**

1 Credit

Grades 10, 11, 12

**Prerequisite:** Successful completion of Mechanical Drawing/CAD I

Mechanical Drawing/CAD II develops the student beyond the fundamentals of Mechanical Drawing/CAD I by working on advanced principles of the first level course. New material will be techniques involved with revolutions, fasteners, CAM drawings, and detail and assembly working drawings. Computer aided drafting will be reinforced with the application of previous course work.

## **ARCHITECTURAL DRAWING**

1 Credit

Grades 11, 12

**Prerequisite:** Successful completion of Mechanical Drawing I

The students will investigate the techniques for preparing layouts and the development of drawings as they relate to residential dwellings. Computer aided drafting will be used to complete various course material.

## **GRAPHICS I**

1 Credit

Grades 9, 10, 11, 12.

This course is designed to introduce students to the concepts of Graphic Communications from the creation of ideas to the development of graphic products such as screen printed t-shirts and posters. Students will apply fundamental skills in the areas of technical illustration, computer illustration, desktop publishing, screen-printing, printing press operation, and web portfolios. Students are required to pay a \$10 lab fee.

**GRAPHICS II**

1 Credit

Grade 10, 11, 12

**Prerequisite:** Successful completion of Graphics I

Graphics II is a continuation of Graphics I. Emphasis is placed on design, typography, desktop publishing, advanced screen-printing techniques, multi-color offset printing, product packaging, web page design and publishing, and student portfolios. Students are required to pay a \$10 lab fee.

**WEB DESIGN AND 3D ANIMATION**

1 Credit

Grade 10, 11, 12

This course will guide students through the process of designing, developing, producing, and revising websites. HTML code, web authoring, digital editing, and document exchange file formats and software will be used to provide content rich sites to end users. Current and future trends in industry and the use of the internet and web technologies will also be examined. The 3D portion of the class will provide the basic concepts of character generation and modeling, animation and motion, and computer generated 3D environments using open source software.

**PRE-ENGINEERING**

1 Credit

Grades 10, 11, 12

Pre-Engineering is designed for students that are interested in pursuing a career in engineering or industrial design. The focus of the course will have students involved in different kinds of problem solving activities. Aspects studied include: idea development, product research and design, patents, resources, materials, systems engineering, cost management, prototyping, product evaluation, safety, competition and production. Students will be required to pay a \$5 lab fee to cover the costs of consumable materials used for projects designed, constructed and tested in class. In addition, students will be required to cover costs for any *individual* projects constructed in class to take home.

# WORLD LANGUAGE DEPARTMENT

**Most colleges require at least two consecutive years of a world language and some require more. All world language courses must be taken in numerical order. The successful completion of the prior course is a prerequisite for taking the next course in sequence. It is required that students enrolling in subsequent courses have earned a 70% or higher in the prior course.**

## **FRENCH I** Grades 9, 10, 11, 12

1 Credit

Students are taught to speak, comprehend, read and write the French language on an elementary level. The students acquire basic thematic and idiomatic vocabulary, rules of pronunciation and grammar which they expand upon each subsequent year. Primary emphasis is on speaking and oral comprehension. The culture and geography of French-speaking regions will also be introduced along with a special unit on Paris.

## **FRENCH II** Grades 9, 10, 11, 12

1 Credit

French II reviews extensively and expands the core concepts introduced in French I. The course is designed to meet the students' ability to read, understand, speak and write the French language. Primary emphasis will be placed on thematic vocabulary and essential grammar (verb tenses). In addition to studying the cuisine of French-speaking areas of the world, students will translate and create their own menus.

## **FRENCH III** Grades 10, 11, 12

1 Credit

The primary focus of French III is the in-depth study of essential verb tenses and idioms that are not covered in French I and II. In addition to the important grammar, vocabulary will be reviewed and expanded to improve the students' speaking ability, especially vocabulary necessary for traveling. French art (Impressions and Post Impressionists) is also covered as part of this course.

## **FRENCH IV** Grades 10, 11, 12

1 Credit

French IV provides an opportunity for the review and refinement of skills learned in previous courses with much attention devoted to grammar, speaking skills, literature, history and the arts.

**GERMAN I**  
Grades 9, 10, 11, 12

1 Credit

German I is an introductory course which emphasizes the development of basic vocabulary, grammar, pronunciation and the grasping of idioms of the German language. In addition to pronunciation, special attention is given to listening, speaking, understanding, reading, and writing. Introduction to the culture and geography of the German-speaking countries is also stressed.

**GERMAN II**  
Grades 9, 10, 11, 12

1 Credit

German II is a continuation of German I and is designed to develop the ability to read, understand, speak and write German. Primary emphasis will be on vocabulary, pronunciation and grammar. History, geography, and the culture of the German-speaking countries continue to be developed.

**GERMAN III**  
Grades 10, 11, 12

1 Credit

The primary emphasis in German III is the in-depth study of essential verb tenses and idioms that are not covered in German I and II. Vocabulary will be reviewed and expanded to improve the student's speaking ability. An introduction to German literature is stressed.

**GERMAN IV**  
Grades 10, 11, 12

1 Credit

German IV reviews the basic skills learned in the previous year, and further develops oral comprehension, grammar and writing. Emphasis is placed on literature, music, art, history, and the further development of speaking skills. An in-depth study of German idioms is also introduced during this course.

**LATIN I**  
Grades 9, 10, 11, 12

1 Credit

In this course, instruction emphasizes the Latin language, the foundation of all the Romance languages. The course includes an introduction to the language, grammar, literature, culture, and mythology of the ancient Romans as it pertains to the development of our English language. Finally, the study offers word derivation exercises to benefit students with the verbal section of the SATs.

**LATIN II**  
Grades 9, 10, 11, 12

1 Credit

This course builds upon the foundations that were established in Latin I, with greater emphasis being placed upon the vocabulary, literature, and grammar of the Latin language. A series of special units ( i.e., law, medicine, zoology, etc.) is woven into the course to familiarize students with professional fields where the vernacular is heavily based upon Latin derivation.

**SPANISH I**  
Grades 9, 10, 11, 12

1 Credit

This course is designed to help beginning students attain proficiency in the four skills of listening, speaking, reading, and writing. The students acquire a foundation for effective communication by developing the necessary vocabulary and structure in order to use the language in a personalized manner. Students will survey the Spanish-speaking world in a cultural context.

**SPANISH II**  
Grades 9, 10, 11, 12

1 Credit

In Spanish II students continue to develop the skills required to effectively use language in a variety of situations. The emphasis is on communication with vocabulary and structure taught in a meaningful context. Pair and group activities provide students the opportunity to use language in a personalized and creative manner. The presentation of authentic material fosters the use of Spanish in a culturally appropriate manner.

**SPANISH III**  
Grades 10, 11, 12

1 Credit

In Spanish III students will be introduced to the study of literature and culture of Spanish-speaking countries. The language skills are stressed through reading, speaking, and writing.

**SPANISH IV**  
Grades 10, 11, 12

1 Credit

Spanish IV reviews language skills learned in the previous years and further develops oral comprehension and speaking. The indicative and subjunctive moods will be stressed. Emphasis is placed on the study of Spanish literature and art.

**SPANISH V**  
Grades 11, 12

1 Credit

Spanish V reviews all of the indicative and subjunctive tenses. Spanish and Latin American literature, poetry and art will be explored through intense discussion in the target language.

## **South Western School District World Language Curriculum**

The World Language Department of the South Western School District strives to inspire a lifelong enthusiasm for foreign language study, travel, and global citizenship. Instruction and curriculum are designed around the five core goals of the National Standards for Foreign Language learning as recommended by the American Council of Teachers of Foreign Language (ACTFL): communication, cultures, connections, comparisons, and communities.

World language instruction begins at the middle school level with exploratory classes in each of the four languages offered at the high school level: French, Spanish, Latin, and German. The purpose of these classes is to introduce students to the process of second language acquisition and to help develop cultural awareness. At the high school level, the world language curriculum integrates the interpersonal, interpretive and presentational modes of communication through listening, speaking, reading and writing to foster cultural awareness. Since these language processes are integrated rather than isolated, the foreign language program fosters the idea that the entire communication process should be utilized and developed. Students develop and improve proficiency through a wide range of learning activities enabling them to interact with native speakers of the language in a culturally appropriate way.

The scope and sequence of world language instruction follows a progression from the concrete to the abstract. In the beginning levels, students will be able to discuss their every day lives in themes and topics to promote essential understandings. At the advanced levels, students will be able to participate in a more complex study of the humanities.

Language and communication are essential life skills. The world that our students will encounter as adults is vastly different from the one we know today. Telecommunications will make the ability to communicate in more than one language a necessity for all future employees. Therefore, it is important to prepare our students for this multicultural environment by ensuring that they are able to function using another language.



# Guidance Information

<b>Pennsylvania State School Assessment Requirement for Graduation .....</b>	<b>74</b>
<b>Course Repeat Policy.....</b>	<b>74</b>
<b>Independent Study Program .....</b>	<b>75</b>
<b>Early Graduation.....</b>	<b>75</b>
<b>Diversified Occupations Program.....</b>	<b>76</b>
<b>Teacher Aide Program .....</b>	<b>77</b>
<b>Academic Shadowing Program.....</b>	<b>77</b>
<b>Introduction to Manufacturing .....</b>	<b>78</b>
<b>Child Development Associate Prep Program .....</b>	<b>78</b>
<b>Nurses Aide Training.....</b>	<b>79</b>
<b>Empire School of Beauty Cosmetology Program.....</b>	<b>79</b>
<b>English as a Second Language (ESL) Services .....</b>	<b>79</b>
<b>Mentoring Programs .....</b>	<b>80</b>
<b>York County School of Technology .....</b>	<b>82</b>
<b>Post-Secondary Planning Timeline.....</b>	<b>83</b>
<b>Worksheet for Student Course Selection.....</b>	<b>86</b>
<b>Add/Drop Policy .....</b>	<b>89</b>
<b>Course Selection Worksheet.....</b>	<b>91</b>

# PENNSYLVANIA STATE SCHOOL ASSESSMENT REQUIREMENT FOR GRADUATION

The Pennsylvania State Standards Test in Reading, Math, and Writing is given in the spring to 11th grade students and is used to measure student achievement. The “standards” of the test define what each student should know in a core set of subjects and are set by the State of Pennsylvania. They provide consistent targets across the Commonwealth for students, teachers, and parents to meet.

Students will be attempting to achieve one of four categories of academic performance on their state assessments. The categories are Advanced, Proficient, Basic, and Below Basic and the scores will appear on the student’s transcripts. All students who achieve “Basic” or “Below Basic” must take the re-test in the Fall of their senior year.

## COURSE REPEAT POLICY

1. Students who receive an “F” or “D” in a course will be permitted to repeat the course. Students who receive a “C”, “B”, or “A” in a course will not be permitted to repeat the course.
2. Students who receive an “F” in a course will receive the credit and grade for the course that they repeat.
3. Students who receive a “D” in a course will not receive an additional credit, but they will receive the highest grade achieved for the course for purposes of GPA, provided that the course is taken at the same level (Ex. Academic Level).
4. All courses taken will be recorded on a student’s academic transcript.
5. **Seniors** may repeat a failed course in the same year provided the courses are not closed.
6. Underclassmen may **not** repeat a failed course in the same year.

# INDEPENDENT STUDY PROGRAM

The Independent Study Program is designed for students who have demonstrated a high degree of motivation, the ability to work independently and who have an interest in furthering their knowledge in a specific area.

Independent Study will be offered on a semester basis. Students may elect to spend a maximum of five periods per week on an independent study program.

To enroll in the independent study program, a student must submit an Application for Independent Study which may be secured from a guidance counselor. The application must be accompanied by an Independent Study Proposal, prepared by the student and teacher, which states the topic or problem to be studied, and the method or methods to be used to determine a course grade.

Applications and proposals for independent study must be submitted to the Guidance Department for final approval.

Students enrolled in independent study will be required to schedule a minimum of one period per week for an individual conference with the faculty sponsor. Additional conferences and seminars with other students may be scheduled at the discretion of the teacher-sponsor.

## EARLY GRADUATION

(SENIORS ONLY)

Early graduation is an option for a limited number of students who, at the end of their junior year, have a need to finish high school in January rather than June. The January graduate will be allowed to participate in all school functions until formal graduation exercises. **January graduates are not permitted to participate in spring interscholastic athletic programs.** There are several criteria that must be met in order to qualify for early graduation.

1. Students must have been in attendance at least 90% of their junior year and attended 90% of the first semester of their senior year.
2. Students should have obtained 24 credits by the end of the junior year.
3. Students must successfully complete all graduation requirements during the first semester of their senior year.
4. College courses are not added into the student's high school G.P.A.
5. Students who fail to meet the attendance requirement in the first semester of his/her senior year will be removed from the program and will be required to attend school through the second semester.

# DIVERSIFIED OCCUPATIONS PROGRAM

## (CAREER PREPARATION WORK RELEASE)

### DIVERSIFIED OCCUPATIONS (Career Preparation Work Release)

3 or 4 Credits

Grade 12

**Prerequisite:** To be eligible, students must have earned 22 credits by the end of their junior year.

The diversified occupations education program is offered for senior students interested in learning a vocation and gaining on-the-job training during their senior year. It includes a broad range of jobs that enable the student to relate education to actual employment situations. The program requires a theory class to help students understand job problems and information. Units covered in the theory course are career development, techniques of acquiring a job, elements of job success, income tax, banking, and legal issues. The student in the program can expect to be out of school for job training a portion of the day. Special attendance and credit regulations are required to qualify and remain in the program. Both theory class and satisfactory job performance must be completed to obtain credit.

1. Students must have a minimum of 22 credits at the end of their junior year.
2. Students must have had no more than 10 days of absence and no excessive tardies in their junior year.
3. Students must maintain satisfactory school attendance during the senior year. After the fifth (5) day of absence, a parent-student-teacher conference will be held. After ten (10) days of absence, the student will be required to submit a doctor's excuse for each subsequent absence, and can be removed from the program.
4. Students must have a realistic work goal.
5. Students must be employed a minimum of 15 hours per week in a school-approved job (12 hours Monday through Friday).
6. Students can find their own job, or obtain assistance from the D.O. coordinator to find a job.
7. After 10 school days without a job, the student will be removed from the D.O. program.
8. The student must have a job that pays a wage and is covered by Worker's Compensation.
9. The job must comply with the Child Labor law.
10. The program is a total of 3 or 4 credits: (2 or 3\*) job and (1) theory class. In order to receive any credit, the theory must be passed and job evaluations must be satisfactory.
11. In order to maintain communication during the Spring semester, all D.O students are required to attend weekly "Workplace Wednesday" meetings before the start of the school day.

*\*2 credits for students working between 15 and 23 hours per week*

*\*3 credits for students working 24 hours or more per week*

# TEACHER AIDE PROGRAM

## TEACHER AIDE PROGRAM

2 or 4 Credits

Grade 12

**Prerequisite:** Senior status and should have a desire to instruct students at the Kindergarten level.

Seniors from the high school will act as aides in our Kindergarten classrooms. Credit will be given and a grade provided based on actual observed classroom performance and successful completion on in-service instruction provided periodically on child development. Aides will spend one-half of each school day at assigned elementary schools. Aides must provide their own transportation in order to participate in this program.

1. Students must be a senior, with 21 credits, in good standing for graduation.
2. Students must maintain a satisfactory attendance record. Excessive absence is considered 3 days per marking period.
3. Students must have an expressed vocational interest in working with children in education or other related fields.
4. Candidates must be screened by the Guidance Department for acceptability and evaluation of credits.
5. Recommendation of Guidance Department and/or high school administration must be received prior to acceptance.
6. Interview and acceptance of the aide by the elementary school administration and the elementary school teacher must precede admission.
7. Parent-signed permission form is the final requirement for admission.
8. The Teacher Aide Program can be either a 2 credit program if a student participates for one semester, or four credit program if a student participates for 2 semesters.

## ACADEMIC SHADOWING PROGRAM

1. The student must be a senior planning to pursue a career in the intended area in which the student plans to shadow.
2. The student will participate in the shadowing program Monday through Friday during the class period assigned for shadowing. Any changes to this schedule would need administrative approval.
3. This program is designed for career exploration and will not involve paid positions.
4. The student will be evaluated by the shadowing host and the school district during each marking period of the shadowing experience. A part of the evaluation will be based upon a **daily log** which is to be kept by the student.
5. Student will maintain a full schedule of four credits per semester with no more than one (1) credit awarded for shadowing in any semester.
6. The student will be assigned to the shadowing program on a semester basis.
7. The student must provide his/her own transportation to and from the shadowing location.
8. The individual/firm to be shadowed will not be responsible for any personal injuries and/or property damage sustained or incurred while the student is engaged in the shadowing program.
9. The student will be assigned a grade of O, S, or U.
10. Excessive absences and tardies could hinder a student's ability to participate in Academic Shadowing

# INTRODUCTION TO MANUFACTURING

## INTRODUCTION TO MANUFACTURING

1 or 2 Credits

Grade 12

In order to be enrolled in this course, students must have earned a minimum of 22 credits at the end of the junior year. They must also have had not more than 10 days of absence in their junior year. This program offers high school seniors the opportunity to take a course in which they will learn about the various aspects of today's manufacturing environment. Participating manufacturers provide an onsite meeting location for the students, a tour of the facility and speakers to discuss their jobs. The functions of various management and operational areas of manufacturing will be presented. The role of management, sales, operations, finance, the impact of the production worker on the success of the company, and significance of the continuous improvement of workers will be covered. Necessary skill areas such as blueprint reading, math measurement, and communications will be presented. Over the next several years, there will be a critical need for workers in the manufacturing sector of our economy. This course will provide students with an excellent opportunity to explore a rewarding career in manufacturing. Students may take the course for 1 credit in the fall semester and follow this up with 1 credit of work experience in the Spring.

## CHILD DEVELOPMENT ASSOCIATE PREP PROGRAM

### CDA PREP ( Child Development Associate)

4 Credits

Grade 12

Field Experience & Classroom Theory

**Prerequisite:** Child Development & Pre School Lab *and teacher recommendation*

Through classroom theory and a child care center field experience, the CDA Prep course is designed for students with an interest in career opportunities in public child care or opening a day care facility. The course exposes students to responsibilities involved in early child day care while preparing for the CDA (Child Development Associate) exam. Upon course completion and development of a competency portfolio students can apply to obtain a nationally recognized CDA certificate to secure employment in child care fields. Students completing the course will have earned a CDA Test Ready Certificate and verification of hours working in a certified child care center. Students will be placed in a center in the community, in both fall and spring semesters during the 1st & 2nd block. In addition to the field experience, students will be required to complete a one semester CDA theory study course.

## **NURSES AIDE TRAINING**

### **Nurse Aide Training**

(Non-college credit, approved by the PA Department of Education)

Grade 12

1 or 2 high school credits

The purpose of this 120 hour course is to provide the long term care nurse aide trainee with a basic level of knowledge and skills needed to care for an elderly resident/client as set forth by the profession of nursing and regulated by the Commonwealth of Pennsylvania. The course content includes: Nursing Theory, Safety, communication, Individuality, Infection Control, Privacy, ACT 14-Abuse, Vital Signs-T.P.R./B.P., Restorative Care, Activities of Daily Living, Personal Hygiene, Sub-Acute Care, Psychosocial, Demential, Death & Dying, First Aide, Changes of Body, Body Functions, NA Role, Employability Skills, and Resident Rights. Students who complete the training will receive 1 credit. If they obtain a job as a CNA after the training is completed and they follow the guidelines of the Diversified Occupations Program they can receive one additional credit. Student is responsible for tuition and transportation to the class which is held at Homewood.

## **EMPIRE SCHOOL OF BEAUTY COSMETOLOGY PROGRAM**

Grade 12

2 high school credits

This course allows the senior student to start coursework at Empire Beauty School in Hanover while still a high school student. During periods 1 & 2 of the spring semester student would enroll at Empire to complete classes. Student is responsible for tuition, cost of cosmetology kit, and transportation. High School students complete coursework at the rate of \$9.72 per hour; a savings of \$1.78 over the traditional student at Empire. During the 18 week course students can earn 247.50 hours toward the necessary 1260 hours to sit for the licensure exam.

## **ENGLISH AS A SECOND LANGUAGE (ESL) SERVICES**

The South Western School District provides adapted instruction for those students whose native language is not English and, as a result, are in need of curricular assistance. ESL students' schedules are individually designed to suit the evolving needs of each student. Students should consult their guidance counselor in order to develop an appropriate academic schedule.

# MENTORING PROGRAMS

South Western students have the opportunity to participate in several programs to assist them with career exploration. YCAL the York Alliance for Learning operates several after school mentoring programs available to York County high school juniors and seniors. These programs focus on the following career pathways: accounting; architecture, construction, and engineering (ACE) – design; ACE – skilled trades; arts; banking; culinary; entrepreneurship; hospitality and business; human services; information technology; insurance; and law.

Mentoring Programs Available:

Sponsor	Program Name	Description
	Accounting	In this program you will learn how accounting is an everyday business necessity and how different businesses use the art of accounting.
	Architecture, Construction and Engineering (ACE) - Design	This program provides career direction for students in the areas of civil, structural, mechanical, electrical, and architectural engineering. You will tour businesses and work in groups to design a fun culminating project.
	Architecture, Construction and Engineering (ACE) - Skilled Trades	This hands-on mentoring program is for students interested in skilled trades, including Plumbing, Carpentry, Masonry/Concrete Design, Electrical, Mechanical Engineering, Steel, Site Works/Excavation, and Masonry.
	Arts	Do you have a passion for art? Then this program is for you! This program has been developed to inspire, inform and prepare you for displaying, networking, marketing, and selling your artwork.
	Banking	NEW FOR 2011/2012: This program is designed to introduce you to the world of banking in a fun, upbeat learning way. You will interact with local bankers and work in groups as you learn more about banking.
	Culinary	Do you have a passion for food? Do you dream of becoming a chef? Learn the basics of Culinary Arts. You will work individually and in groups to learn different techniques used in professional kitchens today.
	Entrepreneurship	Are you interested in starting your own business someday? If so, this is the program for you! Join other students from York County for challenging informational sessions from which you will form teams to prepare for a business plan competition.

	<p>Hospitality &amp; Business</p>	<p>This program will provide you with a fun, hands-on learning approach in hotels, restaurants, catering, golf courses, snow tubing, marketing efforts, and a behind the scenes look at Heritage Hills. A great opportunity for all students!</p>
	<p>Human Services</p>	<p>NEW FOR 2011-2012: Gain insight into human service career, get a clearer picture of the struggles facing many community members, find out more about services available to residents in York County, and learn about the Human Services Division.</p>
	<p>Information Technology</p>	<p>NEW FOR 2011-2012: This program will inform and educate you on Information Technology (IT) careers. Each session will involve a different aspect of the computing field and will feature a short demonstration and hands-on portion.</p>
	<p>Insurance</p>	<p>This interactive program will open your eyes to the insurance industry. Careers in insurance include: Underwriting, Claims, Customer Service, Sales, Risk Management, Actuarial Science, Accounting/Finance, and many more.</p>
	<p>Law</p>	<p>Do you want to be a lawyer? Then do not miss this opportunity! This program will allow you to learn more about the practice of law, including estate law, business law, real estate closings, and more.</p>
	<p>Law Enforcement</p>	<p>Students in grades 9-12 may participate in the Hanover Area Police Mentoring Program. Students in this program meet 2 times a month at South Western High School during the regular school day. Officer John Carbaugh from Penn Township Police Department is the coordinator of this program.</p>

For additional information go to the YCAL website [www.ycal.us](http://www.ycal.us) or see Mrs. Dennis in the Career Center.

# YORK COUNTY SCHOOL OF TECHNOLOGY

2179 South Queen Street  
York, PA 17402

www.ycstech.org  
(717) 741-0820

## *Your Technical High School in York County Serving...*

- Any student who resides in the fourteen school districts of York County
- Any student who will be or has been promoted to grade 9 or 10
- Any student who has passed all major courses (Math, English, Science, Social Studies)
- Any student wishing to attend a technical school and have the opportunity for a fresh start
- Any student wishing to receive training in careers that make up 65% of the workforce
- Any student looking for great opportunities to pursue 2 or 4 year post-secondary education

**Mission Statement** – York County School of Technology is dedicated to providing a quality, comprehensive program integrating cutting edge technical training with a strong academic education emphasizing critical thinking, problem-solving, decision-making and team-building skills.

**The Career Academy Model** – The Career Academy model is a delivery system that provides technical preparation by grouping several occupational training programs under one large occupational umbrella. The Career Academy is comprised of both technical and academic teachers. This “school within a school” environment provides the opportunity for the Academy team to structure their educational delivery so that teachers can build a greater rapport with students. New 9th and 10th grade students enrolled in the Engineering/Construction and Manufacturing/Transportation Career Academies enter the Academy “rotation” where they have the opportunity to experience several programs and ultimately select a major best suited to his or her interests and abilities.

*Our three Career Academies are:*

**Arts & Human Services** – Students are accepted directly into one of these programs; there is no rotation:

Allied Health, Cosmetology, Early Childhood Education, Culinary Arts, Dental Assisting, Health Occupations, Commercial Art, Fashion Design, Graphic Arts/Printing, and Protective Services.

**Engineering/Construction** – Students are accepted into either the Engineering Rotation or Construction Rotation.

Engineering programs are: Computer Programming, Computer Networking, Architectural Drafting, Mechanical Drafting, Electronics/Computer Repair.

Constructions Programs are: Cabinetmaking, Construction Trades, Electrical Occupations, HVAC/Plumbing, Landscape Design and Construction, and Masonry.

**Manufacturing/Transportation** – Students rotate through all these programs prior to choosing their course of study:

Automotive Technology, Collision Repair Technology, Power Equipment Technology, Diesel Mechanics, Precision Metal Machine Technology, and Welding and Metal Fabrication.

**For complete descriptions of each technical program, please visit our website @ [www.ycstech.org](http://www.ycstech.org)**

**Flex 8 Course Schedule** – The 2010-11 YCST schedule will contain eight periods in each day. Students will have academic and technical classes every day. Math will be offered every day, all year long. Most academic courses will be two periods in length, offered every day for a semester.

**To Apply** – Interested students should speak with their career counselor to obtain an application and should visit the annual York County School of Technology open house during the fall of each school year. Final acceptance dates are in March of each year.

# POST-SECONDARY PLANNING TIMELINE

## Grade 9

- ***Planning for College Workshop*** (generally held in early November each year) – This timely and informative workshop offers parents an introduction to post-secondary information including financial aid, testing, course selection, and the college admission’s process.

## Grade 10

- ***PSAT/NMSQT*** (offered 2nd Wednesday of October each year) – This is a practice test replicating the material on the SAT. Students considering post-secondary education should take this test in grade 10 AND 11. Sign up in the guidance office in September.
- ***Advanced Placement Exams*** (offered in early May each year) – Students enrolled in Advanced Placement (AP) courses have the option to take corresponding exams. This unique opportunity allows students to earn college credit and advanced placement before college and at a reduced cost.

## Grade 11

- ***Hanover Rotary College Fair*** – This college fair is held each September and is generously sponsored by Hanover Rotary Club. The fair is held in conjunction with New Oxford HS, Hanover HS, Delone Catholic HS, and South Western. The location rotates yearly.
- ***PSAT/NMSQT*** (offered 2nd Wednesday of October each year) – This is a practice test replicating the material on the SAT. Students considering post-secondary education should take this test in grade 10 AND 11. Sign up in the guidance office in September.
- ***SAT Exam*** – Administered at South Western High School every October, November, and June. Eleventh graders should take the SAT in June and then again in October of the senior year, if desired. Other local schools also offer the SAT in December, January, March and May. Some students find it helpful to take the SAT exam two to three times. In this case, students should speak to their counselor to determine an appropriate testing schedule. Test registration materials and additional information are available at [www.collegeboard.com](http://www.collegeboard.com). Students should register for exams at least one month in advance of the test date.
- ***Junior Senior Parent Forum*** (held in mid-April each year) – This is a program in which a panel of current senior parents speak to junior parents about the college admissions process. Topics include: financial aid, applying to colleges, scholarships, and other practical advice from “parent to parent.”
- ***Advanced Placement Exams*** (offered in early May each year) – Students enrolled in Advanced Placement (AP) courses have the option to take corresponding exams. This unique opportunity allows students to earn college credit and advanced placement before college and at a reduced cost.
- ***ASVAB/Armed Services Vocational Aptitude Battery*** – Typically administered in December each year. Scores are used to determine the best job for a military enlistee.

## Grade 12

- ***SAT Exam*** – Administered at South Western High School every October, November, and June. Eleventh graders should take the SAT in June and then again in October of the senior year, if desired. Other local schools also offer the SAT in December, January, March and May. Test registration materials and additional information are available at [www.collegeboard.com](http://www.collegeboard.com). Students should register for exams at least one month in advance of the test date.
- ***Hanover Rotary College Fair*** – This college fair is held each September and is generously sponsored by Hanover Rotary Club. The fair is held in conjunction with New Oxford HS, Hanover HS, Delone Catholic HS, and South Western. The location rotates yearly. Generally over 50 institutions attend.
- ***ASVAB/Armed Services Vocational Aptitude Battery*** – Typically administered in December each year. Scores are used to determine the best job for a military enlistee.
- ***Financial Aid Information Night*** – Held each December and presented by a representative of a local college/university, this program offers the most up-to-date financial information for high school seniors and their parents.
- ***FAFSA Completion Workshop*** (Held in January/February each year) – A representative from PHEAA will assist families with the completion of this very important financial aid form.
- ***Advanced Placement Exams*** (offered in early May each year) – Students enrolled in Advanced Placement (AP) courses have the option to take corresponding exams. This unique opportunity allows students to earn college credit and advanced placement before college and at a reduced cost.

# NOTES

# CLASS OF 2013, 2014, 2015 AND 2016

## WORK SHEET FOR STUDENT COURSE SELECTION

Following is a list of required courses for each grade and their credit value:

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
English 9	1 English 10	1 English 11	1 English 12
Found. Of Civics	1 World Cultures	1 Amer. Cultures	1 P.E. 12 / Speech
Math	1 Math	1 Math	1 Social Studies
General Science	1 Science	1 Science	1 Math
Fit for Life/ Health 9	1 P.E. 10	.5 P.E. 11 / Health 11	1
	Safety Ed.	.25	
	First Aid	.25	

**The Successful Completion of 28 Credits is Needed for Graduation.**

**In Addition, All Students Must Successfully Complete a Graduation Project.**

Required credits for graduation:

English (each year)	4 credits	Health	1 credit
Speech	.5 credit	Safety Ed.	.25 credit
Math	4 credits	First Aid	.25 credit
Social Studies	4 credits	Phys. Ed. (each year)	2 credits
Science	3 credits		

One course in each of the listed areas is required for graduation:

Fine Arts (All Music and Art courses)

Practical Arts (All Family and Consumer Science and Technology Education courses)

Business or Career Education (All Business or Career courses)

One Physical Science Course and One Life Science Course

## Scheduling Worksheet: Four-Year Tentative Plan

	<i>Year 1 (9th)</i>	<i>Year 2 (10th)</i>	<i>Year 3 (11th)</i>	<i>Year 4 (12th)</i>
<b>Course 1</b>	English 9__	English 10__	English 11__	English 12__
<b>Course 2</b>	Found. of Civics__	World Cultures__	Amer. Cultures__	Problems & Issues in Politics & Econ.
<b>Course 3</b>	Math _____ _____	Math _____ _____	Math _____ _____	Math _____ _____
<b>Course 4</b>	General Science* __	Biology _____ _____	Science* _____ _____	Elective** _____ _____
<b>Course 5</b>	PE/Health 9	PE/SE&FA	PE/Health 11	PE/Speech Comm
<b>Course 6</b>	Elective** _____ _____	Elective** _____ _____	Elective** _____ _____	Elective** _____ _____
<b>Course 7</b>	Elective** _____ _____	Elective** _____ _____	Elective** _____ _____	Elective** _____ _____
<b>Course 8</b>	Elective** _____ _____	Elective** _____ _____	Elective** _____ _____	Elective** _____ _____

\* (At least one science course must be from the life science options.) General Science fulfills the physical science course requirement.

\*\* Electives must include courses that fulfill graduation requirements in the Fine Arts, Practical Arts, Business & Career Education, and Humanities.

# ADD/DROP POLICY — IMPORTANT CHANGES – PLEASE READ

We are making some important revisions to the procedure students use to request a change in their schedule. We have made two significant changes.

- 1) Students requesting a schedule change will now need to complete the Add/Drop Request Form (found on the next page). The Add/Drop Request form (with parent signature) must be completed BEFORE meeting with the counselor.
- 2) Whereas students used to have all summer plus the first five days of each semester to make changes, now **all schedule change requests must be completed by August 22, 2012** (one week before the first day of classes). This deadline is for changes to both Fall and Spring classes. As of August 23rd, all schedules are considered final for the year.

These changes are intended to encourage students (and their families) to carefully consider their initial course selections and then thoroughly review their course schedule when it is received in June. We recognize that mistakes are made in the scheduling process and students may reconsider their choices over the summer. We welcome students to make changes and corrections to their schedule before the August 22nd deadline.

Our intent is not to lock students in to classes that they do not want, but rather to encourage thoughtful planning and decision making. We will work with students and their families to create a schedule that is both academically challenging and engages the students' interests.

When students select classes they should carefully consider: previous classes completed, level of difficulty (of both individual courses and the schedule as a whole), graduation requirements, and career goals. Students are given many resources to make their course selections: this Curriculum Guide, group meetings with counselor, online videos from each department detailing classes, and individual meetings with the counselor to review student's final course selection.

When students receive schedules in the mail, they should fully review BOTH semesters and carefully consider if any changes or corrections need to be made. If a change or correction is necessary, the student should fill out the Add/Drop Request Form and set up a meeting with their counselor as soon as possible — at the latest, by August 22nd.

**Remember: all schedule changes will require a signed Add/Drop Request Form and all changes must be made before August 22nd, 2012.**

If you have questions or concerns, please contact your Guidance Counselor.

# Directions for Requesting a Schedule Change

## Before August 22, 2012:

- 1) Fill out the top section of the Add/Drop Request form including student and parent signatures (found on reverse).
- 2) Call the High School Guidance Office at (717) 632-2548 ext. 21796 and set up an appointment with your guidance counselor.
- 3) Meet with Counselor to determine if changes are possible. If a schedule change is made, an updated schedule will be issued to the student at that time.

**Please note:** Filling out an Add/Drop Request does not guarantee a schedule change. Some requests may be impossible due to class size, course availability, and/or conflicts with other classes in the student's schedule.

## After August 22, 2012:

Student schedules should be considered final. Changes will NOT be made after this time even for the Spring semester. Any extenuating circumstances will be considered on a case by case basis by the counselor (consulting with teachers and administrators when necessary).

Students with extenuating circumstances must still complete the *Add/Drop Request* form including student and parent signatures (found on reverse) and then meet with their guidance counselor. The counselor will consider the request, consult with teachers and administrators as necessary, and alert the student to the decision that was made.

Additional copies of this Add/Drop Request form can be found in the Curriculum Guide,  
downloaded from the SW Guidance web page,  
or picked up in the Guidance Office (7:30 am – 4 pm, M-F)

# Add/Drop Request (2012-2013)

Name \_\_\_\_\_ I.D. #: \_\_\_\_\_ Grade: \_\_\_\_\_

Please list the class(es) you want to **DROP**: \_\_\_\_\_  
\_\_\_\_\_

List the class(es) you want to **ADD** (refer to Curriculum Guide for course descriptions):  
\_\_\_\_\_  
\_\_\_\_\_

Explain the reason you are requesting this change:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Parent signature

\_\_\_\_\_  
Teacher signature (if applicable)

Deadline for all Schedule Changes is August 22, 2012

\*\*\*\*\*

## For Guidance Use Only

Classes Dropped:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Classes Added:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# South Western High School 2012 – 2013 Course Selection

Student ID#	Student Name	Grade (2012 – 2013)	Home Phone
<i>Directions: Circle the number and title of course selections. All students must schedule 8 credits.</i>			
<b><u>ENGLISH</u></b>	<b><u>SCIENCE</u></b>	<b><u>BUSINESS</u></b>	<b><u>FINE ARTS - MUSIC</u></b>
100P English 9 Plus (2 credits)	160 Gen. Science A	201 Accounting	280 Music: Instrum/Vocal
101 English 9 A	161 Gen. Science H	202 Accelerated Accounting	281 Piano Class I
102 English 9 H	163 Biology I A	203 Accounting II	282 Voice Class
103 English 10 P	164 Biology H	204 Business Essentials	283 Music Theory I
104 English 10 A Am Lit/Pt I	165 Biology II A	206 Welcome To Your World	284 Music Theory II
105 English 10 H	166 Biology AP I	208 Microsoft® Office 2010	285 Piano Class II
106 English 11 P	167 Biology AP II	209 Advanced Microsoft®	286 Music Humanities
107 English 11 A Am Lit/Pt II	168 Ecology A	Office 2010	288 Instrum Methods Class
108 English 11 H	169 Physics A	210 Financial Literacy & Career	289 Appl Solo/Ensemble Techn
109 English 12 P Mod/Cont Lit	170 Physics H	Discovery	
110 English 12 A Brit/Wrld Lit.	171 Physics AP (B) I	211 Web Design for E-Business	<b><u>CAREER EDUCATION</u></b>
111 English 12 AP I	172 Physics AP (B) II	212 Business Management	<b>(Seniors only)</b>
112 English 12 AP II	173 Chemistry A	213 Sports/Entert Mktg.	290 D.O. Theory
116 Read 180 FLEX 10	174 Chemistry H		291 D.O. Work P.M.
118 Journalism 12 A	175 Chemistry II	<b><u>FINE ARTS - ART</u></b>	294 Teacher Aide
119 English 12 A Lit. Awd Win	177 Earth & Space Science A	220 Introduction to Art	296 Intro To Manufacturing
	178 Earth & Space Science P	221 Drawing/Painting	297 Intro Manufact/Work
	179 Ecology P	222 Sculpture (Art in 3-D)	298 Child Dev Assoc Prep
<b><u>WORLD LANGUAGE</u></b>		223 Ceramics	299 Nurses Aide Training (CNA)
120 French I	<b><u>MATHEMATICS</u></b>	224 Illustration & Visual Design	501 Academic Shadowing
121 French II	181A/B Algebra 1A and 1B (2 credits)	226 Living with Art	503 Empire Cosmetology Program
122 French III	183 Applied Geometry	227 Drawing/Painting II	990 Early Grad
123 French IV	184 Applied Algebra II	228 Drawing/Painting III	
124 German I	185 Algebra I (Acad)	<b><u>PRACTICAL ARTS -</u></b>	<b><u>HEALTH / PHYSICAL ED.</u></b>
125 German II	186 Standards Based Math (Gr11)	<b><u>FAMILY AND CONSUMER</u></b>	HE9 Fit. for Life/Health 9
126 German III	187 Algebra II (Acad)	<b><u>SCIENCE</u></b>	FS10 PE/First Aid/Safety Ed
127 German IV	188 Standards Based Math (Gr12)	240 Clothing & Fabrication	HE11 PE/Health 11
128 Latin I	189 Algebra II H	241 Fashion & Interior Design	SPCH PE/Speech
129 Latin II	190 Geometry (Acad)	242 Child Development	BFS1 BFS/First Aid/Saf. Ed.
133 Spanish I	191 Acce. Statistics	243 Pre-School Lab	BFS2 BFS/Health II
134 Spanish II	192 Geometry H	244 F.A.C.S. of Life (Sampler)	BFS3 BFS/Speech
135 Spanish III	193 Advanced Math (Acad)	245 Food Fundamentals	312 Anatomy and Physiology
136 Spanish IV	194 Trigonometry (Acad)	246 Culinary Creations	SRCN Sr Contract PE/Speech
137 Spanish V	195 Pre-Calculus H	247 Successful Living	
<b><u>SOCIAL STUDIES</u></b>	196 Calculus AP I	250 Elementary Seminar Lab	<b><u>LEARNING SUPPORT / IEP</u></b>
141 Foundation of Civics A	197 Calculus AP II	255 Seminar II - IST	100PRR English 9PLUS RR Inclusion
144 World Cultures A	198 Calculus (Acad)	293 Reaching to Teach	1011 English 9 Inclusion
145 World Cultures H	199 Computer Math C++ (Acad)		103I English 10 Inclusion
146 Amer. History AP I	200 Prob and Stats (Acad)	<b><u>PRACTICAL ARTS -</u></b>	106I English 11 Inclusion
147 Amer. History AP II		<b><u>TECHNOLOGY ED.</u></b>	141I Civics 9 Inclusion
148 World History AP		261 Power Technology	144I World Cultures Inclusion
*150 Social Psychology		262 Pract Electronics I	151I American Cultures Inclusion
152 American Cultures A		263 Pract Electronics II	160I Gen Science Inclusion
153 Prob/Issues in Pol & Econ		264 Wood & Plastics I	163I Biology Inclusion
154 US Gov't/Politics AP		265 Wood & Plastics II	181AI/181BI
		268 Mech. Drawing/CAD I	Algebra IA&B Inclusion
		269 Mech. Drawing/CAD II	910 Transition Community
		270 Graphics I	Network
		271 Graphics II	914 Math Skills 9/10 RR
		272 Architectural Drawing	915 Math Skills 11/12 RR
		273 Digital Media I	916 Consumer Math
		274 Digital Media II	183I App. Geometry Inclusion
		275 Pre-Engineering	184I App. Alg. 2 Inclusion
		276 Web Design & 3D Animation	941 English 9/10 RR
		277 Metal Technology	942 English 11/12 RR
		278 Welding Applications	HE9I Fit for Life/Health 9 Includ
			954 Reading Strategies

\* Denotes elective course

List desired alternative electives in the event your first choice is closed:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

# NOTES



# THE COMPASS

SOUTH WESTERN HIGH SCHOOL  
225 BOWMAN ROAD  
HANOVER, PA 17331

*Front Cover Design By Josh Furbay*