

**PENN WOOD HIGH SCHOOL
AND THE
9TH GRADE ACADEMY**



COURSE SELECTION GUIDE

2026 - 2027

TABLE OF CONTENTS

1. Penn Wood High School Vision and Mission Statement
2. Core Values
3. Penn Wood High School Administration
4. Penn Wood High School Counseling Department
 - a. PWHHS Counselors
 - b. Counseling Overview
5. Course Selection
 - a. Course Selection Process
 - b. Selecting Courses
 - c. Roster Changes
 - d. Academic Plan
6. Academic Standards
 - a. College Prep
 - b. Honors
 - c. Advanced Placement (AP)
 - d. National Collegiate Athletic Association
 - i. Division I Academic Eligibility
 - ii. Division II Academic Eligibility
 - e. Make-up Work
 - f. Extra Credit
 - g. Transferring Students
 - h. Ranking
 - i. Honor Roll
7. Failing Grades/Credit Recovery
 - a. Summer Credit Restoration/Advanced Classes
 - b. After School Credit Restoration
 - c. Keystone Credit Recovery Program
8. Testing Schedule
9. Promotional/Graduation Requirements
 - a. Promotional Requirements
 - b. Graduation Requirements
 - c. Act 158 Pathway
 - d. Keystone Exams
10. William Penn School District Educational Programs
 - a. Advanced Placement
 - b. Academically Talented
 - c. Dual Enrollment
 - d. WPSD Personalized Learning Community (PLC)
 - e. Advanced Technology Program
 - f. Water Treatment management
 - g. DCCC- Early College Program
 - h. Social Emotional Learning (SEL)
11. Course Descriptions
 - a. English
 - b. Mathematics
 - c. Science
 - d. Social Studies
 - e. Consumer Science

- f. Art
- g. Technology and Business
- h. Language
- i. Physical Education/Health
- j. DCTS
- k. Appendix

Penn Wood High School

Vision/Mission Statement

Vision Statement

The William Penn School District will nurture and empower all students to become career and/or college ready.

Mission Statement

PWHS is committed to collaborating with families and communities to create academically excellent schools that are supportive and nurturing.

Students will grow, learn and thrive while developing the skills and confidence to lead fulfilling lives and help build a better world.

Core Values

P - Productive

W - Wise

H - Honorable

S - Safe

PENN WOOD HIGH SCHOOL- GREEN AVE CAMPUS

PWHS Administrators

- | | | |
|--------------------------|--|---------------------|
| ● Mr. Stephen Chicano | schicano@wpsd.k12.pa.us | Principal |
| ● Mrs. Elizabeth Brown | erbrown@wpsd.k12.pa.us | Assistant Principal |
| ● Mr. James Corkery | jcorkery@wpsd.k12.pa.us | Assistant Principal |
| ● Mr. Randolph Carpenter | rcarpenter@wpsd.k12.pa.us | Assistant Principal |

PWHS Counselors

- | | | |
|----------------------|--|--------------------------|
| ● Mr. William Garbe | wgarbe@wpsd.k12.pa.us | (610) 284-8080 ext. 2174 |
| ● Mrs. Lisa Cinquino | lcinquino@wpsd.k12.pa.us | (610) 284-8080 ext. 2172 |
| ● Mr. Laval Pinckney | lpinckney@wpsd.k12.pa.us | (610) 284-8080 ext. 2171 |

PENN WOOD HIGH SCHOOL- NINTH GRADE ACADEMY

- | | | |
|--------------------|--|-----------|
| ● Mr. Robert Curry | racurry@wpsd.k12.pa.us | Principal |
|--------------------|--|-----------|

PWHS Ninth Grade Academy Counselor

- | | | |
|-------------------------|--|--------------------------|
| ● Ms. Joyline Jefferson | jjefferson@wpsd.k12.pa.us | (610) 626-3223 ext. 2217 |
|-------------------------|--|--------------------------|

Counseling Overview

The Penn Wood High School counseling department provides academic, social and emotional support, as well as career counseling, to Penn Wood High School students. Each high school class is assigned to a specific school counselor for their four years of high school (see above).

Some of the many services provided by the counseling department are:

- Individual and group counseling with students
- Career planning
- Course selection
- Orientation for new students
- Coordination of standardized testing program namely SAT and ACT exams
- Referral and coordination with community agencies
- Support and referral for special education service
- Conferences with students, parents and staff, including class coordination with district social workers and psychologist
- Orientation, selection and placement for career and technical schools
- Referral for homebound services
- Student Assistance Program (SAP)
 - Counselors actively participate in the Student Assistance Program (SAP) at Penn Wood High School.
 - SAP is a confidential program designed to provide intervention and support for students who appear to be experiencing barriers to their school success. These barriers may include social/emotional difficulties, the use of alcohol and/or other substances.

Career Pathways

William Penn High School instituted Career Pathways in order to assist students in choosing appropriate courses that will help students reach their goals after graduation. Students should base their pathway on their interests, skills, and abilities. Career pathways are organized into smaller groups called Career Clusters. Career Clusters group specific careers with similar features/skills and assign certain occupations to a chosen Career Path. PWHS students use a computer program called Xello to help them identify possible career pathways and clusters. Xello gives students insight into their likes and dislikes along with possible skills and abilities that foster a successful career.

Pennsylvania Career Paths

The Career Paths are then divided into 16 Career Clusters

Pathway

Clusters

[Arts & Communication](#)

- Arts, Audio/Video Technology & Communications

[Business, Management & Technology](#)

- Business Management & Administration
- Finance
- Information Technology
- Marketing

[Industrial & Engineering Technology](#)

- Architecture & Construction
- Manufacturing
- Transportation, Distribution and Logistics

[Human Services](#)

- Education and Training
- Government and Public Administration
- Hospitality and Tourism
- Human Services
- Law, Public Safety, Corrections and Security

[Science and Health](#)

- Agriculture, Food & Natural Resources
- Science, Technology, Engineering & Mathematics
- Health Science

Academic Standards

College Preparatory

College Prep courses are designed to meet the needs of students as they prepare for success in post-secondary life, both college and career. This is the WPSD standard, default course level. Expectations for achievement are maintained at a challenging level for the typical academic student. Grades in College-Preparatory level courses are not weighted.

Honors (H)

Courses designated honors level offer faster-paced instruction and expectations that are maintained at a highly rigorous level. Honors level courses often require a high degree of independent work and prepare students for challenges associated with an AP course of study. Grades in honors level courses are weighted on a 4.5 scale.

Advanced Placement (AP)

Courses designated Advanced Placement follow specific curriculum guidelines of the College Board's Advanced Placement Program. Advanced Placement serves students who wish to pursue college-level studies while still in high school. Students who elect AP courses must be dedicated to increased work that is equivalent to college courses. Students receive summer work that needs to be completed by the first day of the new academic year. Students are not allowed to make up missed work based on the College Board criteria. Finally, students are expected to take the College Board's Advanced Placement Exam at the end of an Advanced Placement course. Grades in AP level courses are weighted on a 5.0 scale.

Course Selection

Course Selection Process

The course selection process begins in the spring semester of the current academic year. Students, parents, counselors and teachers assist in choosing the appropriate courses for each individual student. Counselors and teachers meet with students to discuss course selection and college and career readiness. Additionally, counselors guide students in meeting the necessary promotional/graduation requirements.

Course recommendations are made using multiple sources of academic data to ensure appropriate placement and support for each student. Teachers consider a combination of current classroom performance and standardized measures, including

- weighted Quarter 1 and Quarter 2 averages
- relevant state assessment results
- PVAAS Keystone and AP projections
- fall diagnostic assessments (MAP/Firefly)

These data points are reviewed together to support informed, equitable, and student-centered course placement decisions.

Note: Students will begin completing their "Academic Plan" on page 11 at Ninth Grade Academy with their school counselor. We encourage students and parents to continue to have conversations about the plan as the student progresses through Penn Wood High School.

Selecting Courses

The best preparation for college requirements and admission or career readiness is challenging coursework at the high school level. Colleges look at the strength of classes completed and the student's performance in those classes. In all core subject areas, students are given the opportunity to enroll in advanced levels or AP classes. A variety of electives are offered to enhance the student's academic record.

Students and parents should consider the following when selecting courses:

- Overall graduation requirements
- The mandatory promotional expectations for each grade level
- Prerequisites (courses a student must have successfully completed before taking a specific course)
- The expectations for those classes before choosing a particular course of study
- The recommended courses for post-high school career and college/university plans
- PWHS makes every effort to accommodate students' course requests; however, certain combinations of courses sometimes do not work for an individual student. In such circumstances, counselors will base programming decisions on the priorities that students have indicated with regard to electives. Counselors will work with students and their families to create the best possible educational program for each student
- NCAA requirements (if a student plans on playing collegiate sports)

Roster Changes

The master schedule for PWHS is constructed based upon student course selection requests and the assignment of staff members. Students and parents are asked to discuss the courses selected by the student and consult with the student's school counselor as necessary. The number and variety of courses offered are based on student enrollment and staff availability. Therefore, requests for a roster change may be denied.

However, students may request a change in classes before the second Friday the course meets by filling in the "Roster Change Request" form (see Appendix I). This form must be signed by the parent or guardian and returned to the school counselor. The counselor will review the requested transfer and make changes as appropriate such that seats are available in the class and classes remain balanced. Until the change is approved by the school and the student is issued a new schedule, the student must follow his/her current schedule.

Please note the following:

- Signing the form does not guarantee approval for the requested course change.
- If the student is dropping an Advance Placement (AP) course, no matter the date, students must complete the "Drop/Change a Course" form.
- Students are responsible for making up the missed work that was covered in the new class.
- Students who wish to change a course after the second Friday must complete the "Request to Drop/Change a Course" form. A request to drop a class will not be considered unless the form is completed in its entirety. However, completing the form does not guarantee approval for the requested course change.
- Students will be responsible for the essential learning (within reason) missed during the weeks prior to the transfer to a new course.

Graduation Requirements

In order for students to graduate from Penn Wood High School and receive the state endorsed William Penn Board of Education Diploma, each student must:

A. Successfully completed a minimum of **26 credits**. These credits must include the following course requirements:

1. English Credit Requirements (4.0 credits):

- English Composition
- Literature
- American Literature
- World Literature

2. Math Credit Requirements (3.0 Math Courses):

- Algebra I
- Geometry
- Algebra II
- Extra math at PWHS if a student took Alg. I in 8th grade

NOTE: It is highly recommended for students pursuing post-secondary education to complete four years of math.

3. Science Credit Requirements (3.0 credits):

- Environmental Science
- Biology
- Chemistry

NOTE: It is highly recommended for students pursuing post-secondary education in the medical or science disciplines to complete four years of science.

4. Social Studies Credit Requirements (3.0 credits):

- Law and Government
- World History
- American History

5. Health: (0.5 credit)

6. Physical Education: (0.5 credit)

7. Personal Finance: (0.5 Credit) for the Class of 2030 and beyond

8. Electives: (12 credits)

And

9. Complete PA State Act 158 Pathway requirement (see next page)

ACT 158 Pathway

The following options exist to meet the statewide graduation requirement:

- **Pathway 1:** Keystone Proficiency Pathway: Scoring proficient or advanced on each Keystone Exam - Algebra I, Literature, and Biology.
- **Pathway 2:** Keystone Composite Pathway: Earning a composite score of 4452 on the Algebra I, Literature, and Biology Keystone Exams (while achieving at least a proficient score on at least one of the three exams and no less than a basic score on the remaining two).
- **Pathway 3:** Alternate Assessment Pathway: Successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and one of the following:
 - Attainment of an established score on an approved alternate assessment (SAT, PSAT, ACT, ASVAB);
 - Gold Level on the ACT Work Keys Assessment;
 - Attainment of an established score on an Advanced Placement Program or an International Baccalaureate Diploma Program exam in an academic content area associated with each Keystone Exam on which the student did not achieve at least a proficient score;
 - Successful completion of a concurrent enrollment courses in an academic content area associated with each Keystone Exam in which the student did not achieve at least a proficient score;
 - Successful completion of a pre-apprenticeship program; or
 - Acceptance in an accredited 4-year nonprofit institution of higher education and evidence of the ability to enroll in college-level coursework.
- **Pathway 4:** Evidence Based Pathway: Successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and demonstration of three pieces of evidence consistent with the student's goals and career plans, including
 - One of the following:
 - Attainment of an established score on the ACT Work Keys assessment, an Advanced Placement Program Exam, or an International Baccalaureate Diploma Program Exam;
 - Acceptance to an accredited nonprofit institution of higher education other than a 4-year institution and evidence of the ability to enroll in college-level coursework;
 - Attainment of an [industry-recognized credential](#); or
 - Successful completion of a concurrent enrollment or postsecondary course; and
 - Two additional pieces of evidence, including one or more of the options listed above, or: satisfactory completion of a service learning project; attainment of a score of proficient or advanced on a Keystone Exam; a letter guaranteeing full-time employment; a certificate of successful completion of an internship or cooperative education program; or satisfactory compliance with the NCAA's core courses for college-bound student athletes with a minimum grade point average (GPA) of 2.0.
- **Pathway 5:** CTE Pathway: For Career and Technical Education (CTE) Concentrators, successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and attainment of an industry-based competency certification related to the CTE Concentrator's program of study or

demonstration of a high likelihood of success on an approved industry-based competency assessment or readiness for continued meaningful engagement in the CTE Concentrator's program of study.

Keystone Exams

The Keystone Exams are end-of-course assessments designed to assess proficiency in the subject areas of Algebra I, Literature, Biology. Beginning in the 2012-2013 school year, Keystone Exams in the following subjects were developed by the Department and made available for use by school districts, AVTSs and charter schools, including cyber charter schools:

- Algebra I
- Literature
- Biology

The Keystone Exams are one component of Pennsylvania's statewide high school graduation requirements. Keystone Exams will help school districts guide students toward meeting state standards.

Graduation Eligibility Policy

All students enrolled at Penn Wood High School must fully satisfy the graduation requirements as prescribed by the William Penn School District (WPSD) and the Pennsylvania Department of Education in order to be eligible to participate in the official graduation ceremony which is held annually in June.

In the event a student fails to meet the aforementioned requirements by the conclusion of the academic year, the student shall have the option to enroll in the PWHS summer credit recovery program. Upon successful completion of said program and fulfillment of all requirements, the student shall be awarded a high school diploma.

Alternatively, the student may elect to repeat the twelfth grade during the subsequent academic year. If, upon completion of the repeated year, the student has met all graduation requirements to the satisfaction of both WPSD and the Pennsylvania Department of Education, they shall be permitted to participate in the graduation ceremony scheduled for the following June.

Academic Plan by Grade

Students should use the graduation requirements, course selection tips, and college planning guidelines to create an academic plan and to keep track of his or her graduation progress.

9th Grade- 8 credits

Course	Credits
English Composition	1.0
Algebra I (<i>Keystone Course</i>)	1.0
Essentials of Math (if needed)	1.0
Law and Government	1.0
Environmental Science	1.0
Freshman Seminar	.5
Elective 1:	
Elective 2:	
Elective 3:	

10th Grade- 7 credits

Course	Credits
Literature (Keystone Course)	1.0
Algebra I (if Essentials was taken in 9 th grade)	1.0
Geometry	1.0
World History	1.0
Biology (<i>Keystone Course</i>)	1.0
Elective 1:	
Elective 2:	
Elective 3:	

11th Grade- 7 credits

Course	Credits
American Literature	1.0
Alg. II/Statistics/Data Science	1.0
American History	1.0
Chemistry	1.0
Elective 1:	
Elective 2:	
Elective 3:	

12th Grade- 7 credits

Course	Credits
World Literature	1.0
Elective 1:	
Elective 2:	
Elective 3:	
Elective 4:	
Elective 5:	
Elective 6:	

- ❏ Health (0.5 credit)
- ❏ Physical Education (0.5 credit)
- ❏ Personal Finance (0.5 credit)
- ❏ Act 158

Promotional Requirements for Grade Level Matriculation

Grade Matriculation	Credits
9th Grade into 10th Grade	5.0
All students must earn at least 5 credits	
Four of the credits must include English, Math, Science, and Social Studies in order to be promoted without being considered a Tweener.	
10th Grade into 11th Grade	11.0
All students must have earned a total of 11 credits	
Four of the credits must include English, Math, Science, and Social Studies in order to be promoted without being considered a Tweener.	
11th Grade into 12th Grade	18.0
All students must have earned a total of 18 credits	
Four of the credits must include English, Math, Science, and Social Studies in order to be promoted without being considered a Tweener.	
12th Grade to Graduation	26+
All students must pass the mandatory content areas and accumulate the following minimum credits while meeting all WPSD requirements:	
ACT 158 Pathway required by the State of Pennsylvania	

Note: Students who have not passed the required core courses or do not meet the minimum credit requirements will not advance to the next grade level and will be classified as "between grades." Their numerical grade level will be adjusted back by one academic year until the necessary credit(s) are earned and restored.

Make Up Work

The following guidelines have been established for make-up work in the high school.

- If a student is absent from class for one (1) day, he/she upon return to school is required to submit all work due that was assigned prior to the day of absence and take test(s) assigned prior to the day of absence provided no new material on the test was taught that day.
- If a student is absent from class for more than one (1) day, the student has make-up days equivalent to the number of days absent from the day he/she returns to school to make-up all work (tests, quizzes, assignments, etc.). It is the responsibility of the student to meet with the teacher before or after class to make proper arrangements and secure the information needed regarding the tests, etc., that needs to be completed.
- In extenuating circumstances, when a student has been absent due to illness, accident, etc. for more than seven (7) consecutive days, provisions will be made to extend the timeline for make-up work.
- Students who fail to fulfill their responsibilities for make-up work will receive a "0" for the work, tests, etc. that was not completed. Students who are absent from class for excused reasons, including approved school activities, must be given the opportunity to make up all work and cannot be penalized academically for not being present in class, provided they complete all make-up work according to the above guidelines. Students who participate in an approved school activity must check with their teachers to receive information concerning classroom work previous to participating in the activity. Approved school activities include those listed on the daily bulletin, field trips, school programs, athletic events, etc. Visits to the counseling office, other teacher's areas, writing lab, etc., are not legitimate reasons to be absent from a scheduled class unless previously approved by the scheduled classroom teacher.

Extra Credit

Each classroom teacher is expected to provide students with a clear understanding of the assessment practices related to their individual course. Grades assigned should reflect the achievement based upon the specific criteria expected in the course and outlined by the teacher. Individual extra credit assignments will be given by teachers so that a student may improve his/her letter grade. Teachers will assign projects, presentations, problems, etc. that result in bonuses. In this case, however, all students share equal opportunities to participate. Assignments will be offered to individual students, as well as the class as a whole.

NOTE: Students are encouraged to complete all work assigned in the class by the teacher, as well as complete extra credit assignments.

Transferring Students

All transferring students are subject to the WPSD grading scale, promotional and graduation requirements. Grades are stored using a letter grade based on a numeric score. If the student transfers in with a numeric and letter grades, letter grades will be used. If there are only numeric grades, the numeric grade will be transferred to the WPSD grading scale to produce a letter grade. At the time of entrance, students should come to the district with proof of appropriate grade placement from the previously attended school. Transferring students with missing or incomplete earned credit verification will be placed in the grade deemed appropriate by the principal, in consultation with the school counseling department. They will be approved to graduate when the total number of credits required for Penn Wood High School graduation has been verified by receipt of official transcripts, report cards, or completion of missing courses through programs approved in advance by their Penn Wood High School counselor. Immigrant students whose secondary records are unobtainable from their country of origin will be individually evaluated based on their demonstrated competency in academic achievement and

standardized assessments to determine their eligibility for graduation. Therefore, without official records from the previous school, verifying credits earned, the incoming student might not be eligible for graduation.

Ranking

Class rank is calculated by taking the total potential credits and multiplying it by the sum of the total quality points and then dividing by total potential credits. It is determined at the end of each marking period and finalized at the end of each academic year.

NOTE: At the end of the third quarter, a senior student's weighted cumulative GPA will be used to determine salutatorian, valedictorian, awards, and various scholarships.

Grading Scale

A = 100-90	B = 89-80	C = 79 – 70	D = 69 – 60	F = 59 and below
------------	-----------	-------------	-------------	------------------

AWARDING OF GPA QUALITY POINTS

College Prep courses are non-weighted courses. Students receive the following quality points for each letter grade:

A= 4.0	B=3.0	C= 2.0	D=1.0	F=0.0
--------	-------	--------	-------	-------

Honors courses are weighted courses. Students receive the following quality points for each letter grade:

A= 4.5	B=3.5	C= 2.5	D=1.5	F=0.0
--------	-------	--------	-------	-------

AP and Dual Enrollment courses are weighted courses. They are given the following quality points for each letter grade:

A = 5.0	B = 4.0	C = 3.0	D = 2.0	F = 0.0
---------	---------	---------	---------	---------

Honor Roll

Penn Wood High School awards both Distinguished Honor Roll and Honor Roll based on a student's weighted GPA, during each quarter

- **Distinguished Honors-**
 - GPA 3.5 and Above.
 - If a student receives a C, D, or F on their report card, the student is disqualified
- **Honors-**
 - GPA 3.0 to 3.49
 - If a student receives a D or an F on their report card, the student is disqualified
 - If a student receives any two C's on their report card, the student is disqualified

Failing Grades/Credit Recovery

Policy on Failing Grades

A passing grade of a 60 is required to earn credit for all courses. If a student fails a course and receives an “F”, the student will need to restore the deficient credit. There are multiple options available to students who need to restore a credit (or earn additional credits). These options can be discussed with their respective school counselor and will need to seek approval from him or her before attempting credit recovery. Once the credit is recovered the grade earned will be included on the transcript. Full credit will be earned upon successful completion. *Failed classes in English, Mathematics, Social Studies, and Science must be restored in order to meet graduation requirements. Should a student choose not to restore credit for the failed class, the student is classified as a Tweener. This student’s grade level will be one year below their cohort’s grade level. Failing three or more core classes will result in retention.*

Summer Credit Restoration/Advanced Classes

The William Penn School District offers summer school classes. Please contact the school counseling office for more information regarding courses offered.

Phone: Green Avenue Campus- 610-284-8080 ext. 2162 or 2170

Cypress Street Campus- 610-626-3223 ext. 2216

Website: <https://www.willampennsd.org/>

Testing Program/Schedule

GRADE 9

Required

- * Algebra I Keystone exams (as directed by the Pennsylvania Department of Education)
- * Act 339- Career Readiness: 9th grade Xello activities

GRADE 10

Required

- * Advanced Placement Tests (where applicable)
- * Literature and Biology Keystone exams (as directed by the Pennsylvania Department of Education)
- * Act 339- Career Readiness: 10th grade Xello activities

Optional

- * PSAT: Preliminary SAT (suggested if anticipating post-secondary school)

GRADE 11

Required

- * Advanced Placement Tests (where applicable)
- * PSAT / NMSQT: Preliminary SAT/National Merit Scholarship Qualifying Test (all 11th grade students take this in October)
- * Act 339- Career Readiness: 11th grade Xello activities

Optional

- * SAT: Scholastic Assessment Test (suggested if anticipating post-secondary schooling)
- * ACT: American College Tests (suggested if anticipating post-secondary schooling)

GRADE 12

Required

- * Advanced Placement Tests (where applicable)
- * ACT 158 Pathway Completion (as required by the Pennsylvania Department of Education)

Optional

- * SAT I: Scholastic Assessment Test (suggested if anticipating post-secondary schooling)
- * ACT: American College Tests (suggested if anticipating post-secondary schooling)

Students may be administered other tests mandated by the Pennsylvania Department of Education or the William Penn School District

National Collegiate Athletic Association

The following are the National Collegiate Athletic Association (NCAA) requirements to participate in athletic programs and earn financial assistance. If you want to compete in NCAA sports at a College/University, you need to register with the NCAA Eligibility Center to make sure you stay on track to meet initial-eligibility standards. To register, visit this website <https://web3.ncaa.org/ecwr3/>. Our District Athletic Director, Rapp Curry, will conduct information sessions to assist student athletes through the process. To reach the Athletic Office, (610) 284-8080 and press option 5.

Division I Academic Eligibility

To be eligible to compete in NCAA sports during your first year at a Division I college/university, you must meet academic requirements for your core courses, grade-point average (GPA) and test scores. You must graduate high school and meet **ALL** the following requirements:

- Complete 16 core courses:
 - Four years of English
 - Three years of math (Algebra 1 or higher)
 - Two years of natural/physical science (including one year of lab science if your high school offers it)
 - One additional year of English, math or natural/physical science
 - Two years of social science
 - Four additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy
- Complete 10 core courses, including seven in English, math or natural/physical science, before your seventh semester. Once you begin your seventh semester, you may not repeat or replace any of those 10 courses to improve your core-course GPA.
- Earn at least a 2.3 GPA in your core courses.
- Earn an SAT combined score or ACT sum score matching your core-course GPA on the Division I sliding scale, which balances your test score and core-course GPA. If you have a low test score, you need a higher core-course GPA to be eligible. If you have a low core-course GPA, you need a higher test score to be eligible.

Division II Academic Eligibility

To be eligible to compete in NCAA sports during your first year at a Division II college/university, you must meet academic requirements for your core courses, grade-point average (GPA) and test scores. You must graduate high school and meet **ALL** the following requirements:

- Complete 16 core courses:
 - Three years of English.
 - Two years of math (Algebra 1 or higher).
 - Two years of natural or physical science (including one year of lab science if your high school offers it).
 - Three additional years of English, math or natural or physical science
 - Two years of social science
 - Four additional years of English, math, natural or physical science, social science, foreign language, comparative religion or philosophy
- Earn at least a 2.2 GPA in your core courses.
- Earn an SAT combined score or ACT sum score matching your core-course GPA on the Division II sliding scale, which balances your test score and core-course GPA. If you have a low test score, you need a higher core-course GPA to be eligible. If you have a low core-course GPA, you need a higher test score to be eligible

William Penn School District Educational Programs:

Advanced Placement Courses

Advanced Placement (AP) courses prepare students for AP tests, which may qualify them to earn college credit and exempt them from taking certain freshman-level college courses. All students in AP courses are required to take the AP Exam.

- AP English Literature and Composition
- AP English Language and Composition
- AP Seminar
- AP Government and Politics
- AP World History
- AP American History
- AP European History
- AP African American Studies
- AP Psychology
- AP Calculus AB
- AP Calculus BC
- AP Stats
- AP Biology
- AP Chemistry
- AP Physics Mechanics C
- AP Spanish Language
- AP Studio Art
- AP English Language and Composition
- AP Music Seminar
- AP Computer Science

Dual Enrollment Program

Dual enrollment provides students with the opportunity to take enrichment courses and earn credit for both high school and college. Students must meet the following criteria to be considered: (A) satisfactory attendance and

discipline records; (B) proficient/advanced standardized state test scores; (C) Minimum 3.2 cumulative GPA for 10th graders and a cumulative 3.5 for 11th graders.

Qualifying students must then take the Accuplacer Placer (the DCCC placement exam) and test on the college level in English, Reading, and Math in order to be accepted.

Students accepted into the Open Dual Enrollment Program are permitted to take one college course per semester. Registration is done with a DCCC representative with approval from the grade level high school counselor. Students accepted into the Pathway Program will have their courses assigned to them by DCCC. Students must maintain a C average in order to remain in the program and receive credit.

Criteria for DCCC Dual Enrollment or Pathway Program Consideration

1. 11th Grade Qualifications

- a. Students with a cumulative GPA of a 3.5 or higher may apply for Open Dual Enrollment only.
- b. Review Keystone scores
 - i. Literature- 1500 or higher
 - ii. Alg. I- 1500 or higher
 - iii. Biology (can be used as a qualifier)
- b. Students meet DCCC consideration by the following
 - i. Score Prof. or Adv. on the Alg. I
 - ii. Score Prof. or Adv. on the Literature test
- c. Students receiving a below basic score do not qualify

2. 10th Grade Qualifications

- a. Students with a cumulative GPA of a 3.2 or higher for Dual Enrollment or Pathway Program
- b. Students meet DCCC consideration by the following
 - i. Students score Prof or Adv on the Alg. I Keystone and the 8th Grade ELA PSSA exam
 1. ELA PSSA- 1000 or higher
 2. Alg. I Keystone-1500 or higher
 - ii. 10th graders will not have taken the Literature or Biology exam yet
- c. Students receiving a below basic score do not qualify

Note: Students are not permitted to take courses that are currently offered at Penn Wood High School (ie AP English, AP Psychology, etc., except Pathway students). Also, if a student enters PWHS without testing scores and has earned a cumulative GPA of a 3.5 or higher, they reserve the right to take the Accuplacer.

WPSD Personalized Learning Community (PLC)

The William Penn School District Personalized Learning Community offers students in grades 9-12 a personalized pathway to support the pursuit of post-secondary opportunities. Students may enroll in our

full-time cyber program as an alternative to traditional brick-and-mortar courses. Enrollment in the PLC occurs two times a year prior to each semester.

For more information, please contact Dr. Corey Haley by phone or email.

Phone: 610-284-8005 ext.1266

Email: personalizedlearning@williampennsd.net

Website: <https://www.williampennsd.org/>

Delaware County Community College- Dual Enrollment Program

The Dual Enrollment Program is designed to encourage students in grades 10 through 12 to earn college credits towards associate degrees in various career fields. Students must meet the following criteria to be considered [CLICK HERE](#). Qualifying students must then take the Accuplacer, the DCCC placement exam and test on the college level in English, Reading, and Math in order to be accepted into this program.

Social Emotional Learning

Support of Students through Social and Emotional Learning (SEL)

In order to effectively support the mission and vision of the school district we will actively support the effective implementation of SEL practices in all schools. Our goal is to ensure that social and emotional learning is a process we employ through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Every school in the district will employ the use of Social and Emotional Learning Strategies on a daily basis with students. Many of our students have experienced significant challenges in their youth and we must be able to adequately support them in processing feelings, thoughts and emotions. SEL support will occur during specifically designated times such as advisory. We believe that having specific time for students to engage in dialogue about critically important matters will benefit them as they engage in the learning process.

Course Descriptions

ENGLISH: Graduation Requirement- 4 Years (English Composition, Literature, American Literature, World Literature)

English Composition Honors

Credits: 1.0

Grade: 9

Prerequisite: Teacher Recommendation

English Composition Honors addresses the Pennsylvania Content Standards of reading, writing, listening, and speaking. This course is an intensive program that goes beyond the required English course. This course includes extensive reading and writing of essays. Students develop their skills in interpreting literary themes, devices, and elements. Students engage in a variety of reading and writing assignments, including writing in informational, persuasive, and argumentative models. Students apply appropriate listening and speaking skills through discussion, oral responses, and presentations.

English Composition College Prep

Credits: 1.0

Grade: 9

English Composition College Prep Fast Track addresses the Pennsylvania Content Standards of reading, writing, listening, and speaking, applying a comprehensive literacy approach model. In this course, students are prepared to closely engage with extensive literary texts including plays, novels, informational pieces, short stories, and poems. Students will further develop and begin to enhance their critical reading skills by analyzing and interpreting literary themes, elements, and concepts. Continuing to focus on writing skills, students will concentrate on the aspect of researching and composing pieces in a variety of modes such as informational, persuasive, and argumentative pieces. Students will further develop their writing abilities in focus, content, organization, and style and apply listening and speaking skills through oral responses, discussions, and student-led presentations.

English Composition

Credits: 1.0

Grade: 9

English Composition addresses the Pennsylvania Content Standards in reading, writing, listening and speaking. In this course, students develop their skills in interpreting literary themes, devices, and elements using the Readers Workshop model. Students engage in reading novels, short stories, poetry, as well as a variety of non-fiction texts. They will continue to concentrate on improving the focus, content, organization, style, grammar, and spelling in their writing.

21st Century Literacy Strategies I

Credits: 1.0

Grade: 9

This course is designed for students who will benefit from specific instruction in reading secondary content material and strengthening reading/writing skills and strategies. Instruction supports literacy development with instruction in skills related to the alphabetic principle, fluency, vocabulary, reading comprehension, writing, viewing, critical thinking, and preparation for Keystone Literature exams. Teaching strategies increase motivation by making reading relevant to students' lives. This course targets students who have demonstrated a need to have additional support with literacy. This is a yearlong course.

21st Century Literacy Strategies II

Credits: 1.0

Grade: 10-11

Prerequisite: Teacher Recommendation based on Keystone and MAP data

This course is a continuation of 21st Century Literacy Strategies I. This course is designed for students who will benefit from specific instruction in reading secondary content material and strengthening reading/writing skills and strategies. Instruction supports literacy development with instruction in skills related to the alphabetic principle, fluency, vocabulary, reading comprehension, writing, viewing, critical thinking, and preparation for Keystone Literature Exams. Teaching strategies increase motivation by making reading relevant to students' lives. This course targets students who have demonstrated a need to have additional support with literacy. This is a yearlong course.

Literature Honors

Credits: 1.0

Grade: 10

Recommended: Teacher Recommendation

Literature Honors addresses the Pennsylvania Content Standards of reading, writing, listening, and speaking. This course is an intensive program that goes beyond the required English course. This includes extensive reading and writing of essays. Utilizing the workshop model, students read, analyze, and interpret various types of literature, recognize the basic elements and make personal connections to texts focusing on the theme. Students will develop more sophisticated organizational schemes for written works and continue to write in a variety of formats emphasizing focus, content, organization, style, vocabulary, and conventions.

Literature College Prep

Credits: 1.0

Grade: 10

Literature College Prep addresses the Pennsylvania Content Standards of reading, writing, listening, and speaking. Students read, analyze, and interpret various types of literature, recognize the basic elements and make personal connections to texts. Students write in a variety of formats emphasizing focus, content, organization, style, vocabulary, and conventions. Students will benefit from an intensive focus on writing, additional supplemental texts, and more independent, self-directed tasks. Students should expect to devote four or more hours outside of class for weekly academic preparation.

Literature

Credits: 1.0

Grade: 10

Literature addresses the Pennsylvania Content Standards of reading, writing, listening, and speaking. Utilizing the workshop model with guided questions and activities, students read, analyze, and interpret various types of literature, recognize the basic elements and make personal connections to texts. Students write in a variety of formats emphasizing focus, content, organization, style, vocabulary, and conventions and research skills.

Advanced Placement English Language and Composition

Credit: 1.0

Grade: 11

Recommended: Teacher Recommendation

AP Language is an intensive, College Board sanctioned course. The College Board describes it as follows: “The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.” Mandatory summer assignments will be included. Students who take this course must take and pay for the AP exam. Those who score well may earn college credit for a first-year composition course. Students should expect to devote roughly 5-6 hours each week to work outside of class time.

American Literature Honors

Credit: 1.0

Grade: 11

Recommended: Teacher Recommendation

Honors American Literature focuses on extending students' advanced knowledge of reading, writing, listening, and speaking. Students read, evaluate, analyze, argue, synthesize, and interpret various types of American literature. This course is intended to develop the skills necessary for success at Honors leveled English. Various types of writing, such as literary analysis, rhetorical analysis and argumentative essays, are required during the year. Students are required to think critically about American authors and connect their prior knowledge to the advanced work in class. An understanding of analysis, discussion, and critical thinking is a requirement for an honors level course. Students should expect to devote four or more hours outside of class for weekly academic preparation

American Literature College Prep

Credits: 1.0

Grade: 11

American Literature College Prep focuses on developing proficiency in reading, writing, listening, and speaking. Students read, analyze and interpret various types of American literature. This course is intended to develop the skills necessary for success at college level English. Various types of writing are required during the year. Students should expect to devote four or more hours outside of class for weekly academic preparation

American Literature

Credits: 1.0

Grade: 11

American Literature addresses the Pennsylvania Content Standards of reading, writing, listening, and speaking. Utilizing the workshop model and guided questions and activities, students read, analyze, and interpret various types of American literature and relate them to American history, other literature, and personal experiences. Coursework includes formal essays and reflective pieces as well as maintaining reader's notebooks and writing sourcebooks. Reading assignments include independent reading as well as course-assigned readings such as *The Crucible*.

Advanced Placement English Literature and Composition

Credit: 1.0

Grade: 12

Recommended: Teacher Recommendation

AP Literature is an intensive, College Board sanctioned course. The College Board describes it as follows: “The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.” Mandatory summer assignments will be included. Students who take this course must take and pay for the AP exam. Those who score well may earn college credit for a first-year composition course. Students should expect to devote roughly 5-6 hours each week to work outside of class time.

Honors World Literature

Credit: 1.0

Grade: 12

Recommended: Teacher Recommendation

World Literature Honors addresses the Pennsylvania Content Standards. Students read, analyze and interpret literature from around the world in a variety of styles, including fiction, poetry, non-fiction, historical texts, memoirs, and essays. These texts will represent canonical as well as underrepresented authors and works in order to provide students with wide exposure to the world’s literature. Coursework also includes writing in a variety of modes, including essays and short stories. Students will benefit from an intensive focus on writing, additional supplemental texts, and more independent, self-directed tasks. Students should expect to devote four or more hours outside of class for weekly academic preparation.

World Literature College Prep

Credit: 1.0

Grade: 12

World Literature College Prep addresses the Pennsylvania Content Standards of reading, writing, listening and speaking. Utilizing the workshop model, students read, analyze and interpret canonical British texts and texts from around the world. These works are organized in thematic units that help students make connections between texts and their own lives. Students will read a variety of text styles, including fiction, poetry, non-fiction, historical texts, memoirs, and essays. Coursework also includes writing in a variety of modes, and students will produce argumentative, explanatory, and informational texts. Students will benefit from an intensive focus on writing, additional supplemental texts, and more independent, self-directed tasks. Students should expect to devote four or more hours outside of class for weekly academic preparation.

World Literature

Credits: 1.0

Grade: 12

World Literature addresses the Pennsylvania Content Standards of reading, writing, listening and speaking. Utilizing the workshop model, students read, analyze and interpret canonical British texts and well texts from around the world. These works are organized in thematic units that help students make connections between texts and their own lives. Students will read a variety of text styles, including fiction, poetry, non-fiction, historical texts, memoirs, and essays. Coursework also includes writing in a variety of modes, and students will produce argumentative, explanatory, and informational texts.

ADDITIONAL ENGLISH CLASSES

Drama I

Credits: 0.5

Grades: 10-12

A semester course that focuses on learning more about the theater. Activities fall into four categories: history, stagecraft, script writing, and performance. Course work includes exploring the beginning of Western theater and producing a coordinating project. Students study basic design techniques and develop set designs appropriate for various scripts. Other assignments include studying the structure of drama, creating and performing monologues and simple scenes, and writing an original script. Required performances include both scripted and improvisational monologs and scenes.

Film Analysis

Credits: 0.5

Grades: 10-12

Lights! Camera! Action! This course exposes students to the greatest movies, the most influential directors, and the most respected actors and actresses of the film era. It offers a behind-the-scenes look at classic films, old and new. Classic directors (who may include Alfred Hitchcock, Frank Capra, Orson Welles, and Billy Wilder) and modern directors (who may include Mike Nichols, Mel Brooks, Steven Spielberg, Spike Lee, Ridley Scott, and M. Night Shyamalan) are studied, as are films representing a variety of genres and styles. The course also deals with such issues as censorship and discrimination in the movie industry. Classes involve lecture, viewing, discussion, and written analysis of the films.

Creative Writing

Credits: 0.5

Grade: 10-12

A semester course that focuses on writing fiction, poetry, and nonfiction while improving students' writing skills. Assignments include creating original poetry, short stories, and creative nonfiction pieces as well as working in teacher- and student-chosen genres and subgenres. Opportunities will also be provided to engage in writing and editing skills related to publication, including submitting to Amplified, PWHS's literary magazine.

Black Literature

Credits: 1.0

Grades: 10-12

This English course is focused solely on literature written by black authors. Literature selections could include African, African American, Caribbean, and more. Students enrolled in this course will learn about each of the Black literary movements, and will use these movements as a starting point for academic discourse about the course texts. Through this course's content and literary skills, students will develop critical reading, writing, and analysis skills that are necessary for college success. Students will examine novels, short stories, essays, plays, literary criticism, autobiographies, poems, speeches, nonfiction, and visual art created by Black authors.

Yearbook

Credits: 1.0

Grades: 12

Prerequisite: Approval of instructor based on applications and interviews.

This year-long course is an intensive, project-based production of the school yearbook. This course focuses on goal setting, project deadlines, journalism, photography, and graphic design. Students will learn to use Adobe In Design for the creation of page layouts. Students should expect to engage in intensive journalistic writing.

Journalism I

Credit: 0.5

Grade: 9

This would be an intro to journalism course for students who want to write in a different style than is already offered in our Creative Writing course and traditional English class. The first unit will focus on the First Amendment and student journalists' rights and responsibilities, including libel, bias, and plagiarism. Unit two will dive into news elements, its format, and the AP style. The third unit will cover how to interview, other news-gathering techniques, and response analysis. Unit four will cover different types of news writing: news, feature, sports, and opinion. Finally, in the fifth unit, students will learn about different elements of news writing, like photography, design, and infographics.

MATHEMATICS: Graduation Requirement- Algebra I, Geometry, Algebra II/Data Science/Statistics, and Personal Finance

Mathematics Classes

Graduation Requirement: 3.5 credits

Algebra I Honors

Credit: 1.0

Grade: 8-9

Prerequisite: Teacher Recommendation

Algebra I Honors is aligned with state and national standards, formalizes the study of algebra in order to provide students with the skills and knowledge necessary for the study of higher level mathematics. A blended learning approach is utilized with lessons for group and whole class instruction and MATHia software for individual practice and understanding. This Honors level course includes the following units of study: Quantities and Relationships, Sequences, Linear Regressions, Linear Functions, Solving Linear Equations and Inequalities, Systems of Equations and Inequalities, Quadratic Functions and Equations, and Data Analysis. **Students will be taking the Algebra I Keystone Exam following this course.**

Algebra I College Prep

Credit: 1.0

Grade: 9

Algebra I College Prep is aligned with state and national standards and formalizes the study of algebra. A blended learning approach is utilized with lessons for group and whole class instruction and MATHia software for individual practice and understanding. This College Prep level course includes the following units of study: Linear Relationships, Introduction to Functions, Patterns in Bivariate Data, The Real Number System, Solving Linear Equations and Inequalities, Systems of Equations and Inequalities, Independence and Conditional Probability, and Numeric Summaries of Data. **Students will be taking the Algebra I Keystone Exam following this course.**

Geometry Honors

Credit: 1.0

Grades: 9-10

Prerequisite: Algebra I Honors or equivalent and teacher recommendation

Aligned with state and national standards, this course covers topics from Euclidean geometry in order to provide students with the skills and knowledge necessary for the study of higher level mathematics. A blended learning approach is utilized with lessons for group and whole class instruction and MATHia software for individual practice and understanding. This Honors level course includes the following units of study: Using the Rectangular Coordinate System, Rigid Motions on a Plane, Congruence Through Transformations, Composing and Decomposing Shapes, Justifying Line and Angle Relationships, Using Congruence Theorems, Similarity, and Trigonometry.

Geometry College Prep

Credit: 1.0

Grades: 10

Prerequisite: Algebra I or equivalent

Aligned with state and national standards, this course covers topics from Euclidean geometry. A blended learning approach is utilized with lessons for group and whole class instruction and MATHia software for individual practice and understanding. This College Prep level course includes the following units of study: Area, Volume, and Surface Area, Circles and Ratio, Angles and Triangles, Three-Dimensional Figures, Line and Angle Relationships, and The Pythagorean Theorem.

Algebra II

Credit: 1.0

Grade: 10-12

Prerequisite: Algebra I and Geometry or equivalent

Algebra II is aligned with state and national standards, formalizes the study of algebra in order to provide students with the skills and knowledge necessary for the study of higher level mathematics. A blended learning approach is utilized with lessons for group and whole class instruction and MATHia software for individual practice and understanding. This Course includes the following units of study: Exploring and Analyzing Patterns, Composing and Decomposing Functions, Characteristics of Polynomial Functions, Relating Factors and Zeros, Rational Functions, Radical Functions, Exponential and Logarithmic Functions, Exponential and Logarithmic Equations, and Applications of Growth Modeling. **Students in this course will have the opportunity to earn an honors credit with additional work and assessment criteria.**

Algebra II with a focus on Statistics

Credit: 1.0

Grades: 11-12

Prerequisite: Algebra I and Geometry or equivalent

Statistics introduces students to the basic concepts of probability and statistics. Methods of data collection, representation, and analysis, as well as measures of central tendency and variation, will be developed. Statistical topics include regression and correlation as well as sampling distributions. Probability topics include independent and dependent events, compound events, normal probability distributions, and counting principles. Real-life applications, cooperative learning activities, and career connections will be emphasized. Homework, class work activities, and application projects will be assigned on a regular basis. Technology, including computers, calculators, internet sources, etc., will be utilized to facilitate research analysis and representation of student-selected topics. **Students in this course will have the opportunity to earn an honors credit with additional work and assessment criteria.**

Algebra II with a focus on Data Science

Credit: 1.0

Grade: 11-12

Prerequisite: Algebra I and Geometry or equivalent

Data Science will introduce students to the main ideas in data science through free tools such as Google Sheets, Python, Data Commons and Tableau. Students will learn to be data explorers in project-based units, through which they will develop their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, probability, modeling with data, making and evaluating data-based arguments, the power of data in society, and more! At the end of the course students will have a portfolio of their data science work to showcase their newly developed abilities. **Students in this course will have the opportunity to earn an honors credit with additional work and assessment criteria.**

Applied Mathematics

Credit: 1.0

Grade: 11-12

Prerequisite: Algebra I and Geometry or equivalent

Applied Math focuses on the application of mathematical skills and concepts in real-world problem-solving situations such as personal/business finance and consumer and career applications. Course content will include topics from all five mathematics anchors: numbers and operations; measurement; geometry; algebra; and data analysis and probability. Cooperative learning activities and application projects will be assigned on a regular basis. Calculators will be used on a regular basis to assist with developing concepts of the course.

Precalculus

Credit: 1.0

Grades: 11-12

Prerequisite: Algebra II or equivalent

This course lays a foundation for further studies in fields such as engineering, physical sciences, mathematics, or finance. The first semester of this course extends the topics of Algebra II to include further study of complex numbers, curve sketching, exponents, logarithms, and series and sequences. Additional topics include the study of polynomials and limits of functions. The second semester will address the trigonometric functions and their properties, solutions of triangles, inverse functions, identities, polar graphs, trigonometric equations and applications. Problem solving will be integrated throughout the course and will require the students to apply the skills and concepts learned. Homework and class work will be assigned on a regular basis. Strong Algebra II skills are essential and will be used to help develop topics in this course. Graphing calculators will be used on a regular basis to assist with developing concepts of the course. **Students in this course will have the opportunity to earn an honors credit with additional work and assessment criteria.**

Advanced Placement Mathematics Classes

Advanced Placement Pre-Calculus

Credit: 1.0

Grades: 10-12

Prerequisite: Algebra II or equivalent and teacher recommendation

In AP Precalculus, students explore everyday situations using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world.

AP Precalculus prepares students for other higher-level mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Students study each function type through their graphical, numerical, verbal, and analytical representations and their applications in a variety of contexts. Additionally, students apply their understanding of functions by constructing and validating appropriate function models for scenarios, sets of conditions, and data sets, thereby gaining a deeper understanding of the nature and behavior of each function type. Modeling is also a key feature of the course. Students select, construct, and validate function models using transformations of functions and regressions. Students learn to select mathematical models-based characteristics of a bivariate data set; characteristics of

covarying quantities and their relative rates of change; or a set of characteristics such as zeros, asymptotes, and extrema. Students also identify, interpret, and apply information from a function model for a given context or data set, subject to assumptions and limitations related to the context. Through the course, students strengthen their procedural and symbolic fluency skills needed for higher-level mathematics. While studying each function type, students solve equations and construct equivalent analytic representations in both contextual and purely mathematical settings.

Advanced Placement Statistics

Credit: 1.0

Grades: 11-12

Prerequisite: Algebra II or Statistics or equivalent and teacher recommendation

Learn about the major concepts and tools used for collecting, analyzing, and drawing conclusions from data. You'll explore statistics through discussion and activities, and you'll design surveys and experiments. In this course you will learn selecting methods for collecting or analyzing data, describing patterns, trends, associations, and relationships in data. Students will also be using probability and simulation to describe probability distributions and define uncertainty in statistical inference. AP Statistics prepares students for other higher-level mathematics course and STEM studies. The class will introduce students to fundamental concepts and skills of a college-level Statistics course, as well as give them time to explore data collection and analysis in meaningful and authentic ways. It is a mathematics course that connects to a variety of disciplines and can be applied to many career paths and personal interests.

Advanced Placement Calculus AB

Credit: 2.0 (Double Period)

Grades: 11-12

Prerequisite: AP Precalculus or equivalent and teacher recommendation

AP Calculus AB studies the science of mathematics at the college level. This course is devoted to developing the study of calculus as an examination of the “instantaneous rate of change” of objects in the physical world. Topics include: elementary functions and their properties, limits and functions, differentiation, integration, and applications of differential and integral calculus. Problem solving applications are an essential part of the course and will require the students to apply the skills and concepts learned. Students in this course will be required to take the national Advanced Placement Calculus test for which they may receive college credit, depending upon score and college requirements. In addition, students will be required to complete a research project and presentation covering topics studied in the course. A graphing calculator will be used on a regular basis to assist with developing concepts of the course and is needed for the national exam.

Advanced Placement Calculus BC

Credit: 2.0 (Double Period)

Grades: 11-12

Prerequisite: AP Precalculus or equivalent and teacher recommendation

This is a college-level calculus course designed to meet the Advanced Placement curricular requirements for Calculus BC (equivalent to one year of college calculus). The major topics of this course are limits, derivatives, integrals, the Fundamental Theorem of Calculus, and series. We will investigate and analyze course topics using equations, graphs, tables, and words, with a particular emphasis on a conceptual understanding of calculus. Applications, in particular to solid geometry and physics, will be studied where appropriate.

Semester Mathematics Classes

Personal Finance

Credit: 0.5

Grade: 11 -12

Prerequisite: Algebra I and Geometry or equivalent

Personal Finance is designed to inform students how individual choices directly influence occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. Students will design personal and household budgets utilizing checking and saving accounts, gain knowledge in finance, debt and credit management, and evaluate and understand insurance and taxes. Problem solving will be integrated throughout the course and will require students to apply the skills and concepts learned. Technology will be used on a regular basis to assist with developing concepts of the course. This course will provide a foundational understanding for making informed personal financial decisions leading to financial independence. This is a one-semester class.

Essentials of Algebra

Credit: 1.0

Grade: 9

Prerequisite: Teacher Recommendation

Essentials of Algebra concentrates on core concepts and procedures needed for algebra. Practice time is provided for students on each problem type. This course starts with basic information and systematically adds details and extensions, enabling students to solve complex problems. Multiple strategies allow struggling students to learn mathematical content that becomes the foundation for their mathematical understanding.

Environmental Science Honors

Credit: 1.0

Grade: 9

Prerequisite: Teacher Recommendation

This course analyzes the complex interactions between humans and their environment. Students will study Earth's systems, the human influence upon these systems and examine their place within the environmental structure. Topics will include: biogeochemical cycles, energy flow, limiting factors, species population, community, freshwater and terrestrial ecology, use of natural resources, pollution and contemporary environmental issues. Students will use case studies and laboratory investigations to develop an understanding of the interactions of plants and animals with their environment. Students will develop laboratory skills (i.e. dissection skills, experimental design & investigation extension activities). Formal lab reports are required. Students can expect to initiate and conduct a long term independent project such as development and maintenance of an environmental science website. Study time for this course is 30+ minutes per night.

Environmental Science College Prep

Credit: 1.0

Grade: 9

This course examines the complex interactions between humans and their environment. Students should gain a broader understanding of the natural world and their place within it. Topics of study will include: biogeochemical cycles, energy flow, limiting factors, species population, community, freshwater and terrestrial ecology, use of natural resources, pollution and contemporary environmental issues. Students will use case studies and laboratory investigations to develop an understanding of living things with their environment. Students will develop laboratory skills (i.e. experimental design & investigation). Fast track students will benefit from an intensive focus on more independent, self-directed projects and tasks. Study time for this course is 25-30 minutes per night.

Advanced Placement Biology

Credit 2.0

Grades: 11-12

Prerequisite: Teacher Recommendation and honor grades in honors biology and honors chemistry

This is a college level course in Biology designed for students who intend to major in science in college. This course is also designed for those interested in a career in science or technology. This course is held two periods each school day. The curriculum consists of topics and experiments required by the College Board to prepare for the AP Biology test. Students will be required to take the ETS/College Board AP Biology test in May. A score of three or higher may result in college credit. This is an intense course that will require a minimum of one hour or more of study time per night to be successful. An independent project in biology is required for the 4th marking period. Summer work is required. Students who enroll must see the instructor before leaving for summer vacation to pick up summer study materials. It is recommended that students score "proficient" or "advanced" on their Biology Keystone Exam.

Biology Honors

Credit 1.0

Grade: 10

Prerequisite: Teacher Recommendation

Honors Biology is an in depth survey course that analyzes the concepts of modern biology. Students will conduct laboratory experiments, collect and analyze data, and research appropriate topics related to biology. Topics of study include: the nature of life, cells, energy, homeostasis, genetics, evolution, and the human body. Students will use microscopes, computers, and other lab equipment to perform experiments and to participate in dissection. Students will relate biology concepts to current research and advancements in biology and related sciences. Formal lab reports are required.

Biology College Prep

Credit 1.0

Grade: 10

Students will examine the fundamental concepts of biology. Students will conduct laboratory experiments, collect and analyze data, and research appropriate topics related to biology. Topics will include: nature of life, cells, genetics, evolution, and the human body. Students will use microscopes, computers, and other lab equipment to perform experiments and participate in dissections. Required study time is 15 to 30 minutes per night. All students will prepare for and take a Keystone Biology exam at the end of this course.

Biology

Credit 1.0

Grade: 10

This course stresses scientific thinking, problem solving, and the importance of biology in daily life. Topics include: the nature of life, the structure and functions of cells, genetics, evolution, nutrition and diseases (communicable and inherited) and the human body. Special attention will be given to biology as it relates to the individual, society and the environment. Real-world applications and cooperative learning activities will be emphasized. Technology will be integrated into the course when appropriate. Study time for this class is 10 to 30 minutes per night.

Advanced Placement Chemistry

Credit 2.0

Grades: 11-12

Prerequisite: Teacher Recommendation, Biology Honors and Chemistry Honors

This course is equivalent to an introductory college course in chemistry. AP chemistry requires complex applications of algebra. The lab component of the course requires professional-style writing of laboratory reports. The curriculum outline is set by the College Board to be equivalent to a full year (two semesters) of university chemistry. Students will be required to take the ETS/College Board Chemistry test in May. This course is designed for those interested in a career in science or technology. The course is held two periods per day. Students can expect a minimum of one hour or more of study per night. Summer work is required. All enrolling students must meet with the instructor prior to summer recess.

Chemistry Honors

Credit 1.0

Grades: 11-12

Prerequisite: Teacher Recommendation

Students will learn the fundamental concepts and theories in chemistry. Students will investigate chemistry concepts and problem solving using dimensional analysis; use calculators, charts and graphs to record and analyze data collected in the laboratory; research topics related to chemistry; and use lab equipment to perform experiments. Students will relate chemistry concepts to current research and advancements in chemistry and related sciences. Study time for this class is 30 to 50 minutes per night.

Chemistry College Prep

Credit 1.0

Grades: 11-12

This course examines concepts and theories in chemistry including matter, atomic structure and bonding, balancing and completing reactions, gas laws and energy change. The course stresses scientific thinking and the importance of chemistry in daily life with practical applications. Students will use laboratory equipment, record and analyze data and observe chemical processes. Real-world applications and cooperative learning activities will be emphasized. Study time for this course is 20-30 minutes per night.

Chemistry

Credit 1.0

Grades: 11-12

This course examines concepts and theories in chemistry including matter, atomic structure, and bonding, balancing and completing reactions, gas laws and energy changes. The course stresses scientific thinking and the importance of chemistry in daily life with practical applications. Students will use laboratory equipment, record and analyze data and observe chemical processes. Real-world applications and cooperative learning activities will be emphasized. Study time for this class is 20-30 minutes per night.

ADDITIONAL SCIENCE CLASSES

It is highly recommended that students pursuing post-secondary education and/or majoring in math or science careers should take four years of science

AP Physics C Mechanics:

Credit: 1.0

Grade: 12

Prerequisite: AP Physics C course requires concurrent enrollment in calculus as a minimum prerequisite for acceptance.

AP Physics C Mechanics is a calculus-based physics course that covers kinematics, dynamics, energy, momentum, rotation, gravitation and oscillation. This course is equivalent to the introductory physics course taken by science and engineering students at college. Taking Physics C Mechanics will give an in depth knowledge in Newtonian Mechanics. This lab based class will be of great benefit to those who are thinking of majoring in physics or engineering. Laboratory experience must be part of the education of AP Physics students. Students must design experiments, observe and measure real phenomena, organize, display, and critically analyze data, analyze sources of error and determine uncertainties in measurement, draw inferences from observations and data; and communicate results. Students are required to keep copies of this work and any other work from previous lab experience

Honors Physics

Credit 1.0

Grades: 11-12

Prerequisite: Teacher Recommendation and the student **must be** scheduled or have completed Precalculus, or calculus

Honors Physics is a survey course that introduces students to the fundamental concepts and theories of classical and modern physics. Topics include Newtonian mechanics, matter, heat, sound, light, nuclear physics, optics, electricity and magnetism. Students can also expect to initiate and conduct a long-term independent project such as development of a physics oriented website or construction of a solar powered device. Students will also utilize MS Excel and other software for analysis of laboratory data. This course is designed for those students interested in a career in science or technology. Required study time for this course is 20-40 minutes per night.

Physics

Credit: 1.0

Grades: 11-12

Prerequisite: Teacher Recommendation

The fundamental concepts of modern physics will be explored. Topics include: mechanics, matter, heat, sound, optics, electricity and magnetism. Physics is for students who are interested in college or additional training after high school. Required study time is 15 to 30 minutes per night.

Anatomy/Physiology

Credit 0.5

Grades: 10-12

This is an elective course. Students will investigate the organ systems of the body, their structural parts, and the functions of each organ and organ system. Diseases that affect these systems are also studied. Laboratory activities include dissections of animal structures that are analogous to human organs. Physiological studies into circulatory, renal, and respiratory systems are included. This course is helpful for those students who wish to pursue a career in health care. Real-world applications and cooperative learning will be emphasized. Study time for this course is 30 minutes per night.

Forensics

Credit 0.5

Grades: 10-12

The focus of this course will be applying biology, chemistry, and physical science principles and practices to criminal justice. Some of the topics covered will be evidence collection, fingerprints, document analysis, pathology, odontology, ballistics, trace evidence, biological fluids, DNA and forensic psychiatry. Students will investigate major crimes in terms of the forensics used and how forensic science has improved over time.

Robotics

Credit 0.5

Grades: 11-12

Prerequisite: Successful completion of Algebra 1 and Geometry.

This is an introductory course in robotics available for high school students. Students apply mathematical and problem-solving skills in real life situations by designing robots. Required essential design skills include wiring the robot, attaching the gear system and connecting sensors. Students learn and develop basic programming skills to program a robot for a specific task. While promoting STEM activities, the course also offers the opportunity to collaborate, compete and think critically. *Tetrix* and *Lego Mindstorm* kits are utilized as the design parts. Students

work with 3d coordinate planes and need to understand the (x,y,z) coordinates and functions well for programming in Robotics.

Introduction to Engineering

Credit: 0.5

Grades: 11-12

Prerequisites: Successful completion of Algebra 1 and Geometry.

Students will learn about the profession of engineering and its disciplines. Students will further develop their problem-solving mindset by collaborating on multiple real-world challenges while gaining an understanding of the engineering design process. Hands-on projects such as 3D printing, prosthetic arm design, and bridge design will allow them the chance to apply these skills in an engaging way. The students will also learn about coding and various projects that require knowledge from prerequisite math courses.

Law & Government Honors

Credit: 1.0

Grade: 9

Prerequisite: Teacher Recommendation

The Law & Government course aims to prepare students for the rights, responsibilities, and privileges of adult citizenship in the United States. The course will focus on six themes: the federal government, state & local government, community & political action groups, the judicial system, international relations, and the US & global economic systems. Course topics will focus upon current issues and engage students in the opportunities of active citizenship. Students will analyze historical documents, participate in discussion forums, simulate stock trading, and other methods to demonstrate mastery of content. Instruction shall align with Pennsylvania's 9th & 12th grade civics and economics standards.

Law & Government College Prep

Credit: 1.0

Grade: 9

The Law & Government course aims to prepare students for the rights, responsibilities, and privileges of adult citizenship in the United States. The course will focus on six themes: the federal government, state & local government, community & political action groups, the judicial system, international relations, and the US & global economic systems. Course topics will focus upon current issues and engage students in the opportunities of active citizenship. Students will analyze historical documents, participate in discussion forums, and other methods to demonstrate mastery of content. Instruction shall align with Pennsylvania's 9th & 12th grade civics and economics standards.

Law & Government

Credit: 1.0

Grade: 9

The Law & Government course aims to prepare students for the rights, responsibilities, and privileges of adult citizenship in the United States. The course will focus on four themes: the federal government, state & local government, the judicial system, and the US & global economic systems. Course topics will focus upon current issues and engage students in the opportunities of active citizenship. Students will acquire skills in problem solving, multimedia research, personal budgeting, written, oral, and internet communication. Instruction shall align with Pennsylvania's 9th & 12th grade civics and economics standards.

Advanced Placement Government and Politics

Credit: 1.0

Grade: 9

Prerequisite: Teacher Recommendation

Have you ever wondered how the government and politics are connected? Or how you can actively participate in the political process? In AP United States Government and Politics, you'll examine the relationships between the president, Congress, and the Supreme Court and explore how different political ideologies and opinions shape American politics

Advanced Placement World History

Credit: 1.0

Grade:10

Prerequisite: Teacher Recommendation

Students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation (AP Central). The course will culminate with the Advanced Placement examination in May.

World History Honors

Credit: 1.0

Grade: 10

Prerequisite: Teacher Recommendation

This course explores important themes, culture, events, and people in history in the context of the Middle East, Africa, South Asia, East Asia, Latin America, and Europe. Geography and its impact on the development of the civilization in these regions will also be studied. In addition, the use of primary source documents will be presented, analyzed, and synthesized. Students are expected to have strong research and writing skills as research papers and essay writing assignments are utilized.

World History College Prep

Credit: 1.0

Grade: 10

This course explores important themes, culture, events, and people in history since ancient times. These topics will be studied in the context of the Middle East, Africa, South Asia, East Asia, Latin America, and Europe. Geography and its impact on the development of the civilization in these regions will also be studied. The class will proceed at a pace that allows in-depth study of each region. In addition, the use of primary source documents will be presented and analyzed. Students are expected to have a solid foundation in research and writing skills that will enable the student to create presentations and complete various types of writing assignments.

World History

Credit: 1.0

Grade: 10

This course explores important themes, culture, events, and people in history since ancient times. These topics will be studied in the context of the Middle East, Africa, South Asia, East Asia, Latin America, and Europe. Geography and its impact on the development of the civilization in these regions will also be studied. In addition, the use of primary source documents will be presented and analyzed.

Advanced Placement United States History

Credit 1.0

Grades: 11-12

Prerequisite: Teacher Recommendation

Advanced Placement U.S. History will survey the history of the United States of America from approximately 1492 to modern times. The focus of this course provides students with the opportunity to develop an understanding of the major themes in American history, to train students to analyze historical evidence and to develop the ability to express their learned knowledge both orally and in writing. This class approximates an introductory lecture and discussion seminar course typically taken at the college/university level. In addition, the course seeks to prepare students to complete the AP US History exam successfully. The current Advanced Placement program in United States History corresponds to the most recent developments in history curricula at the undergraduate level. At the college level, history is increasingly seen in broad perspectives, with teaching methods geared toward incorporating a broad range of material, including literature and art to tell in dramatic fashion, the unfolding of history that is fundamentally important to understanding the world in which we live. This class emphasizes themes: political institutions, behavior and public policy, social and economic change, diplomacy and international relations, and cultural and intellectual developments. The course will be conducted in a lecture/discussion format. Students will frequently be responsible for presenting independently gathered information and opinions to the class. All students are expected to take the AP Exam given in May.

American History College Prep

Credit 1.0

Grade: 11

Prerequisite: Teacher Recommendation

American History College Prep is designed to introduce the students to the major events and personalities that had a significant impact on our nation's historical, political, and cultural development post-1850. A thematic approach will cover the topics of changing migration and industrialization, the emergence of modern America, economic growth and turmoil post World War I, the Great Depression, World War II, the 50's through the 90's, and the movement towards the new century. The class will proceed at an increased pace that allows the breadth and width of these topics to be covered. Furthermore, students will acquire and sharpen a variety of skills including outlining, note taking from lectures, research and writing to prepare them for future success in a post-secondary level institution. A variety of supplemental activities will be required in each of these skill areas. Pennsylvania and William Penn School District Social Studies Standards will be used to form the basis of the course.

American History

Credit 1.0

Grade: 11

The American History course is designed to introduce the students to the major events and personalities that had a significant impact on our nation's historical, political, and cultural development post 1850s. A thematic approach will cover the topics of changing migration and industrialization, the emergence of modern America, economic growth and turmoil post World War I, the world at war, the 50's and 60's, and the movement into the new century. Students will acquire and sharpen a variety of skills including outlining, understanding vocabulary, basic map usage, interpretation, and writing to prepare them for future endeavors. Pennsylvania and William Penn School District Social Studies Standards will be used to form the basis of the course.

ADDITIONAL SOCIAL STUDIES COURSES

Advanced Placement European History

Credit: 1.0

Grade: 12

Prerequisite: Teacher Recommendation

AP European History focuses on developing students' abilities to think conceptually about European history from approximately 1450 to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance — interaction of Europe and the world, poverty and prosperity, objective knowledge and subjective visions, states and other institutions of power, and individual and society — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. The course also allows teachers flexibility to teach certain topics of their choice in depth. Classwork entails directed reading, subjective/objective examination, class discussions, research papers/projects, and oral presentations to develop the skills of comprehension, analysis of materials, study habits, and written/verbal expression.

Advanced Placement Psychology

Credit: 1.0

Grades: 10-12

Prerequisite: Teacher Recommendation

The Advanced Placement Course for Psychology is offered to students who wish to complete studies in secondary school equivalent to an introductory college course in psychology. It is designed to introduce students to the systematic and scientific study of the behavior and mental process of human beings and animals. This course studies human development, behavior, learning, motivation, and personality. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about ethics and methods psychologists use in their science and practice. The study of psychology enables students to recognize and cope with uncertainty and ambiguity in human behavior. The course will be conducted in a lecture/discussion format. Students will frequently be responsible for presenting independently gathered information and opinions to the class. All students are expected to take the AP Exam given in May.

Psychology

Credit: 0.5

Grades: 10-12

Psychology is a semester academic course that provides students with the opportunity to explore their own individual feelings and thoughts as well as examine the major subdivisions in the field of general psychology. Students will start out the semester by examining psychology as a science. As the semester progresses, students will have the opportunity to survey the areas of developmental psychology and abnormal psychology.

Current Issues

Credit: 0.5

Grades: 9-12

Students will see how the decisions of today will impact the world of tomorrow. Students can expect to be involved in class discussions, cooperative learning, and traditional teaching methods. Media resources will be incorporated daily including newspapers, Up-Front Magazine, laptop computers, Internet research and various films based on themes in current events and the resources will be assessed for bias in the media.

African American History

Credit: 0.5

Grades: 10-12

The African American History elective course examines the origins of African American people in continental Africa and traces the black experience in America to the present. Emphasis will be placed on African roots, the transition to enslavement, the Civil War, Reconstruction and its aftermath, the period of Jim Crow, Black Nationalism, and the modern movements for justice. Students will study vocabulary, basic map usage and interpretation, researching, and writing. A variety of supplemental activities will be required in each of these skill development areas. Pennsylvania and William Penn School District Social Studies Standards will be used to form the basis of the course.

Social Justice

Credit: 0.5

Grades: 10-12

Social justice is an elective that examines the history of unjust systems and practices in America and studies their impact on us today. We will understand residential segregation, redlining, educational inequity, environmental justice, criminal/juvenile justice, and how to identify, deconstruct, and fix broken systems.

Engaged Citizenship

Credit: 0.5

Grades: 12

Prerequisites (if any) – Senior OR turning 18 during the school year

This semester course is designed to help students prepare to fully participate in American Democracy. We will use the Case Method, which is a program modeled on the history courses taught at the Harvard Business School to dig deeply into the development of democracy in America. We will work to put ourselves in the shoes of historical figures as they navigated issues from the development of the US Constitution, the struggle to expand Civil Rights, all the way through modern concerns like redistricting and political speech. By the end of the semester students will not only be more familiar with key events in American history, but also be armed with the skills and knowledge to be active citizens and begin taking control of our future.

Criminal Justice

Credit: 0.5

Grades: 9-12

This introductory course surveys major issues concerning the study of Criminal Justice for one semester. Topics covered include types of laws and a brief study of societies and their various laws, and the criminal justice process. Further topics include policing, its history, challenges, and reforms. The court system is also presented and the concept of jurisdictions, appeals, and controversial topics are investigated. Final topics explored are the corrections system and juvenile justice. The course uses current issues, pertinent media, and mock trials to delve into the subject.

Sociology

Credit: 0.5

Grades: 10-12

The Sociology elective course is based on the study of people and society. Students will be required to address and assess various hypothetical and real life experiences related to human and societal behaviors. Sociology covers many issues including race relations, gender inequality, poverty and wealth, crime and violence, sexuality, and alcohol and drugs. Students will share their thoughts and opinions through written responses, group discussions, research projects, and group/individual presentations. National and William Penn School District Social Studies Standards form the basis of the course.

Youth Court

Credit: 0.5 or 1.0

Grades: 9-12

This course will provide students with the opportunity to serve on the Penn Wood High School Youth Court. Youth Court will serve as an alternative means of resolving disciplinary issues amongst the student body. It is a completely student run program that gives its members the opportunity to become leaders within the school. The students will serve in multiple roles throughout the year helping to set up, run and improve the system in place. Students will participate in disciplinary hearings when cases are forwarded to the court by the school administrator. The class will provide exposure and knowledge of the criminal justice system, while encouraging peers to make good decisions in the school community. Youth Court seeks to change the entire school environment into one that supports positive decision making rather than punishment as a means of behavioral change.

ART

2D Art

Credit: 0.5

Grades: 9

Two-Dimensional Art includes any art that is flat. This includes drawing (pencil, pastel, marker, ink, oil pastels), painting (tempera, acrylic, and watercolor), and printmaking. We will focus on drawing from observation, and realistic drawing, combined with color theory and composition. We will learn many tricks that will help us to do this better. Everyone can improve their drawing skills and enjoy this art class. This class is a prerequisite for 3D Art (offered in the Spring at Cypress).

3D Art

Credit: 0.5

Grades: 9

Prerequisite: 2D Art

Three-Dimensional Art includes any art that is not flat. In this class we will use materials such as paper mache, wire, clay, cardboard, paint and plaster to create our projects. We will get our hands dirty, so be prepared to do so. Prerequisite: successful completion of 2D Art, or a recommendation from an Art Teacher.

Introduction to Drawing

Credit 0.5

Grades: 10-12 (GAC)

In this semester-long course, students will learn fundamental techniques to draw accurately from direct observation. Topics cover a variety of subjects to draw ranging from the figure to self-portraits and perspective. Students will develop skills in drawing accuracy, proportion and shading. Students learn to work with a variety of drawing materials including colored pencils, charcoal and drawing pencils. This course is recommended for students interested in advancing to the Studio Level Portfolio Courses and/or planning to study art, fashion, or other design related fields in a post-secondary setting.

Studio Portfolio I

Credit 1.0

Grades: 10-12 (GAC)

Prerequisite: Successful completion of 2D Art, Introduction to Drawing or permission of the instructor

This year-long intermediate level art course is open to students with drawing experience and a strong interest in improving their art skills. The purpose of this course is to further the development of students' skills with a variety of media while developing portfolio pieces suitable for submission to college art programs. Topics include drawing and painting from observation while developing skills with a variety of media including colored pencil, pastels, charcoal and various inks and drawing pencils. Students will also learn to paint with oils and watercolors. In the first semester, particular emphasis will be given to composition, perspective and value. In the second semester students learn about various properties of color as they continue to work primarily from direct observation. This course is recommended for students considering taking Studio Portfolio II.

Studio Portfolio II

Credit 1.0

Grades: 11-12 (GAC)

Prerequisite: Successful completion of Studio Portfolio I or teacher recommendation

The purpose of this year-long class is to provide students with instruction in advanced topics in painting and drawing with an emphasis placed on building a portfolio suitable for admission to college art programs.

Students will gain increasing autonomy in their art production as well as specifically selected assignments to fulfill art school portfolio requirements. On-going topics will include developing a body of work that demonstrates competence with the elements and principles of art. Oil and watercolor painting techniques will be explored in depth. This class is strongly recommended for students interested in taking Advanced Placement Studio Art and/or pursuing a post-secondary program in the visual arts and design.

Studio Portfolio III

Credit 1.0

Grades: 11-12 (GAC)

Prerequisite: Successful completion of Studio Portfolio I, II or teacher recommendation

The purpose of this class is to provide advanced students with time in the art studio to focus on building their portfolios to help gain admission and possibly scholarships to competitive art colleges. Similar to Advanced Placement Studio Art, students will be encouraged to design their own project rubrics and homework assignments to create a body of self-directed artwork over the course of the year. Students will have access to the still life setups in the room and to the off-site drawing locations that occur during the year. This class is strongly recommended for students interested in pursuing a post-secondary program in visual arts and design.

Advanced Placement Studio Art: Drawing

Credit 1.0

Grades: 11-12 (GAC)

Prerequisite: Studio Portfolio II. Teacher permission required.

Advanced Placement Studio Art is a year-long course designed for the highly motivated student who wishes to pursue a **college level** study of art while still in secondary school. Students passing the portfolio evaluation (24 pieces), as set forth by the College Board, may receive college credit. This class involves **significantly** more time and commitment than other art classes. Students produce a body of work that demonstrates a theme throughout twelve pieces, while also working on a body of twelve pieces that show considerable breadth in approach and technique. Individualized instruction enables students to pursue a direction of personal significance while meeting requirements of the AP course. Students serious about this course are required to speak with Ms. Grunt in their junior year. Summer assignments and significant amounts of additional coursework required.

Independent Study in Drawing and Painting

Credit 0.5

Grades: 11-12

Prerequisite: Studio Portfolio I

The purpose of this course is to provide individualized instruction for advanced students requiring additional time in the art studio to develop their art portfolio. Assignments will be designed to strengthen students' portfolios by building upon their existing work. Students will work on drawing and painting from observation and have input into more choice-based projects. Students will build upon their art skills and synthesize a body of work with a coherent theme. Additional coursework studying various artists and art movements will be required.

Art Intern: Drawing

Credit 0.5

Grades: 12

Prerequisite: Introduction to Drawing

The purpose of this course is to give students an opportunity to learn about running and maintaining an art studio. Interns assist with a variety of tasks to help maintain the studio, as well as develop skills in assisting students who may need additional help. Successful completion of Introduction to Drawing allows the intern to anticipate and apply techniques learned in class to assist students in the Intro level as directed by the teacher. This course is strongly recommended for students considering teaching as a profession, as well as those interested in establishing an art practice that requires studio maintenance.

Ceramics I

Credit 0.5

Grades: 10-12

This semester-long course is an introduction to the techniques, materials, and equipment used to work with the medium of clay. Students explore a variety of approaches to create both functional and sculptural ceramics art. Each project in the class is designed to increase students' skill in a variety of hand building techniques such as pinching, coiling, and slab construction. Students also learn about surface decoration, cold finishes, glazing, and kiln firing their work. A ceramics journal is required for homework, class notes, sketches for projects, and written assignments.

Ceramics II

Credit 0.5

Grades: 10-12

Prerequisite: Ceramics I

This semester-long course builds on the skills introduced in Ceramics I. Students learn more advanced techniques for the construction and surface design of ceramic forms, including an introduction to throwing on the pottery wheel. Students continue to explore and expand upon their skills with more challenging functional and sculptural projects to further their understanding of ceramics as a means of artistic expression. Students are expected to demonstrate growth in problem solving, concept development, and critical thinking. A ceramic journal is required for homework, class notes, sketches for projects, and written assignments. Assessment includes a research project on a ceramic artist or art historical movement.

Ceramics III

Credit 0.5

Grades: 11-12

Prerequisite: Ceramics I, Ceramics II

This capstone course will center on polishing hand-building skills as well as an intensive introduction to throwing on the pottery wheel. Students will be responsible for choosing a strong creative direction, and will research an artist to emulate.

Independent Study in Ceramics

Credit 0.5

Grades: 11-12

Prerequisite: Ceramics I and II

This semester long class enables highly motivated ceramics students to create advanced work while working independently on self-designed projects. Students will develop an area of concentration within ceramics to be used

as a means of self-expression while refining their technical skills. Students are required to maintain a ceramics journal for sketches and written analysis of both their own work and the work of other ceramics artists. Independent Study students also learn about and assist with clay reclamation and firing the kilns. A short research project related to their chosen areas of ceramic exploration is also required.

Art Intern: Ceramics

Credit 0.5

Grades: 12

Prerequisite: Ceramics I and teacher permission

The purpose of this course is to give students an opportunity to learn about running and maintaining a ceramics art studio. Interns assist with a variety of tasks to help maintain the studio, such as clay recycling, equipment and supply maintenance, and assisting the teacher with loading and firing the kiln. In addition, interns develop skills in assisting students who may need additional help. Successful completion of Ceramics I allows the intern to anticipate and apply techniques learned in class to assist students as directed by the teacher.

MUSIC

Band

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Recommendation

This course consists of both marching and concert band. Students participate in halftime shows, marching competitions, concerts, pep rallies, parades, and other community functions. Requirements for band include a two-week long summer band camp (usually the first two weeks of August), evening rehearsals (usually 6 hours per week from September through November, 3 hours per week thereafter), evening and weekend performances. The grade for this course includes both participation and individual performance aspects.

Choir

Credit: 0.5

Grades: 9-12

Choir is a non-auditioned group and is open to any student who has an interest in singing. Choir students do not necessarily read music, and will learn skills needed to sing in Concert Choir. **Performances and rehearsals outside of the school day are required.**

AP Music Theory

Credit: 1.0

Grades 10-12

Prerequisite: Instruments Course or teacher recommendation

The AP Music Theory course corresponds to one-to-two semesters of typical, introductory college music theory coursework that covers topics such as musicianship, theory, and musical materials and procedures. Musicianship skills, including dictation and listening skills, sight-singing, and harmony, are an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score.

Music Technology

Credit: 0.5

Grades 10-12

This is a semester class that will talk about music technology as well as careers in the music industry. This course introduces the fundamentals of music technology in the context of its historical and cultural use. Scientific foundations of acoustics, hearing, and digital audio as well as technical skills for music production will be addressed; students will work on practical applications of these concepts and techniques. Furthermore, the instructor will encourage students to critically explore cultural aspects of music technology.

TECHNOLOGY AND BUSINESS

Computer Technology

Credit: 0.5

Grades: 10-12

This course introduces students to essential computer concepts and software applications, starting with Google Docs, Slides and Sheets. Students will learn to write emails, format a document, design presentations, and explore basic spreadsheets and graphs. As the course progresses, students will continue to build on these skills, expanding their knowledge to include writing a business report, using Google Sheet formulas, and Canva to assist in their final project. Through hands-on projects, students will develop their ability to present information creatively and effectively, learning by doing and applying these tools in real-world scenarios.

Digital Media I

Credit: 0.5

Grades: 10-12

Prerequisite: Computer Technology or Algebra 1

Digital Media 1 challenges students to explore the fundamentals of digital media through hands-on, project-based learning. Students will begin by developing their creative and critical thinking skills using traditional tools—starting with pencil and paper—to understand the human and artistic aspects of design. As the semester progresses, students will learn how to critique and analyze digital media works, design a professional logo, create a graphic novel, produce a stop-motion video, and write a short story movie script.

Collaboration is an essential part of this course, as students will frequently work in groups to simulate real-world professional environments. This is a performance-based class, where students are assessed on their ability to complete creative projects and demonstrate their learning through doing.

Computer Science Principles

Credit: 1.0

Grades 10-12

CSP is a full-year, rigorous, entry-level course that introduces high school students to the foundations of modern computing. The course covers a broad range of foundational topics such as programming, algorithms, the Internet, big data, digital privacy and security, and the societal impacts of computing. CSP introduces students to the

foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. The AP Computer Science Principles Program is designed with the goal of creating leaders in computer science fields and attracting and engaging those who are traditionally underrepresented with essential computing tools and multidisciplinary opportunities. This course is not a tour of current events and technologies. Rather, this course seeks to provide students with a “future proof” foundation in computing principles so that they are adequately prepared with both the knowledge and skills to live and meaningfully participate in our increasingly digital society, economy, and culture.

AP Computer Science A

Credit: 1.0

Grade: 11-12

Prerequisite: Students need to have passed Computer Science Principles with an 80% or higher in order to be eligible for this class.

AP Computer Science A (CSA) is a full-year, rigorous curriculum that introduces students to software engineering and object-oriented programming and design using the Java programming language. This course covers a broad range of topics, including the design of solutions to problems, the use of data structures to organize large sets of 47 data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems.

Accounting I

Credit 1.0

Grades 11-12

Prerequisite: Students enrolled in lower leveled mathematics classes must have the permission of the instructor to take this course.

In this course, students will learn how to plan, keep, analyze and interpret financial records. Students will learn basic bookkeeping skills for businesses organized as sole proprietorships and partnerships. Students will prepare actual accounting statements and complete simulations for departmentalized merchandising businesses organized as corporations. Students will study the financial organizational structure of a corporation including payroll, general accounting adjustments, acquiring capital, depreciation, stocks, bonds and financial analysis and reporting. Students will also prepare personal and business income tax returns. Accounting is a requirement for all business majors in college. Due to the rigorous pace and content of this course, students must be enrolled in College Prep mathematics courses or higher.

Business Law

Credit: 0.5

Grades 9-12

This course explores and analyzes the laws that pertain to business and everyday life. The information provided in this class will enable students to recognize their rights and responsibilities as workers and as citizens. Ethics, contracts, workers’ compensation insurance, credit laws, bankruptcy, wills and estates and other various business related topics are some of the topics covered in this course. This class is an excellent opportunity to explore a college business discipline before college.

Sports & Entertainment Marketing

Credits: 0.5

Grades: 10-12

Sports and Entertainment Marketing focuses on marketing and management functions/tasks that can be applied in amateur or professional sports or sporting events, entertainment or entertainment events, selling or renting of

supplies and equipment (other than vehicles) used for recreational or sporting purposes, products and services related to hobbies or cultural events, or businesses primarily engaged in satisfying the desire to make productive or enjoyable use of leisure time. The co-curricular organization DECA is an opportunity for students interested in challenging their newly acquired business skills.

Entrepreneurship

Credit: 0.5

Grades 11-12

Prerequisite: Successful completion of Algebra I

This course explores the skills needed to start and a business successfully. It touches briefly on each of the major business disciplines, management, marketing, finance, and business law. Students work through the necessary steps in creating a business plan to submit to potential investors. This class is an excellent opportunity to explore a possible career in business.

Introduction to Real Estate

Credits: 0.5

Grades: 12

Prerequisite: Successful completion of Algebra I and Entrepreneurship

Introduction to Real Estate is a comprehensive course designed to equip students with the foundational knowledge and skills needed to navigate the world of real estate. Whether you're considering a career in real estate or seeking a deeper understanding of property ownership and transactions, this course covers key topics such as property history, ownership types, legal disclosures, contracts, and the conveyancing process. Through a combination of lecture, hands-on exercises, and assessments, students will develop practical knowledge essential for success in the real estate industry.

Cooperative Education

Credits: 0.5

Grades: 11-12

Cooperative Education is a half semester course that allows students to explore the endless opportunities for future careers. Students will research occupations based upon their personal interests using search engines such as O-Net (<https://www.onetonline.org/>) and Career Zone (<https://www.pacareerzone.org/>). Students will also engage in activities pertaining to career acquisition, such as the completion of a professional resume and cover letter to be used for future job searches. Students will also learn about the job interview process as well as be interviewed by the instructor as part of their quarterly assessment. Finally, students will learn about financial literacy, safety in the workplace, as well as other topics relevant to working in the 21st century. This course serves as a feeder course for the On The Job (OJT) course. It is highly recommended that juniors take it.

On the Job Training (OJT)

Credits: 0.5-3.0

Grade: 12

Prerequisite: Grade level credit status; counselor and coordinator approval

The OJT course raises awareness of real life work issues that students will encounter in the modern day workforce. OJT is offered to twelfth grade students who are currently meeting all milestones for graduation. This course enables students to be employed, earn money, and receive appropriate credits while working. Students will complete hours of work experience outside of school, acquiring first-hand knowledge about the workforce and gaining employable skills. The OJT coordinator guides students, answering questions and providing them with

advice as to how to handle various employment situations, so that students develop the requisite skills to be successful in the workplace. Students are to meet with the OJT coordinator throughout the year. The OJT coordinator will also contact and visit the student's place of employment on a regular basis. If a student does not maintain good academic standing, s/he may be dropped from the program.

WORLD LANGUAGES

It is highly recommended that students pursuing college or university studies after high school take at least two years of a foreign language

Spanish I

Credit: 1.0

Grades: 9-12

The primary aim of the first year course is to learn to pronounce and understand simple Spanish. Basic vocabulary and grammatical elements are practiced in realistic situations.

Spanish II

Credit: 1.0

Grades: 10-12

Prerequisite: Successful completion of Spanish I

Spanish II continues the development of communication skills using the ¡Avancemos! Level 2 curriculum. Students expand their vocabulary and deepen their understanding of grammar structures introduced in Spanish I, allowing them to express more detailed ideas and engage in longer conversations.

Units focus on real-world themes such as past experiences, daily routines, celebrations, travel, and personal preferences. Students practice listening and speaking through paired and group conversations, role-plays, and guided discussions. Reading and writing skills are strengthened through leveled readings, cultural articles, and structured writing tasks. Cultural exploration of Spanish-speaking communities continues throughout the course.

By the end of Spanish II, students will be able to communicate in a variety of everyday situations using sentences and connected phrases with greater confidence and accuracy.

Spanish III

Credit: 1.0

Grades: 10-12

Prerequisite: Successful completion of Spanish II

Spanish III builds on the ¡Avancemos! Level 3 curriculum to help students move toward more natural and spontaneous communication in Spanish. Students review and expand grammar concepts in meaningful contexts, including expressing opinions, making comparisons, telling stories, describing experiences, and discussing plans and goals.

Classroom interaction takes place primarily in Spanish to strengthen listening comprehension and speaking fluency. Students engage in extended conversations, collaborative tasks, presentations, and writing assignments

that encourage more independent and personalized use of language. Cultural content continues to be integrated to enhance global understanding and real-world application.

By the end of the course, students will be able to communicate with greater detail, confidence, and control in a variety of familiar and academic contexts.

Spanish IV

Credit: 1.0

Grades: 11-12

Prerequisite: Successful completion of Spanish III

The Spanish IV course is an advanced level course that aims to develop students' reading, listening, writing and speaking skills to an upper intermediate or advanced level of understanding of Spanish. In addition, students will learn Latin America and Spain geography as well as the culture that people practice within those Spanish speaking countries. At the end of the course, students will have an extensive knowledge in the areas of vocabulary, grammar, geography, art and Spanish history.

Advanced Spanish

Credit: 1.0

Grades: 11-12

Prerequisite: Successful completion of Spanish IV and teacher recommendation

Students will converse, read, write, and understand spoken and written Spanish on an advanced level relating to the various topics. This course strives to emphasize the importance of the foreign language standards of communication, communities, connections and cultures. Students will communicate (read, write, speak and listen) exclusively in Spanish. The instructor will also teach the course exclusively in Spanish. Students will demonstrate correct usage of all verb tenses; utilize a broad range of vocabulary; exhibit a thorough understanding in the area of grammar, reading comprehension and demonstrate impressive knowledge of Spanish culture, art and history.

French I

Credit: 1.0

Grades: 9-12

The goal of French I is to build the students' proficiency in the French language by focusing on communication with accuracy. Students learn basic grammar and pronunciation and demonstrate their knowledge both in writing and in spoken word. Students will learn to read and comprehend passages written in basic French. Through various visual media, students come to know and appreciate French culture. One long-term project on culture and one descriptive written project are required.

French II

Credit: 1.0

Grades: 9-12

Prerequisite: Successful completion of French I

In this course, students will learn to communicate and to express themselves effectively in many aspects of daily life: meeting people, inviting friends, going out together, ordering food and choosing clothes. They will also be able to describe past events and talk about plans for the future. The history, customs, and traditions of people who live in the French-speaking world are presented through video, readings, and projects. A travel brochure about a trip to France and a project about French foods are requirements of this course.

French III

Credit: 1.0

Grades: 10-12

Prerequisite: Successful completion of French II

This course emphasizes speaking in conversational and practical settings while providing a complete review of basic grammar. Students will also read literature, survey the masterpieces of French art, and write about personal reactions and experiences. Mini-projects using PowerPoint followed by class presentations, and cross-cultural comparisons are also part of the requirements of this course.

French IV

Credit: 1.0

Grades: 11-12

Prerequisite: Successful completion of French III

The French IV course is an advanced level course that aims to develop students' reading, listening, writing and speaking skills to an upper intermediate or advanced level of understanding of French. In addition, students will learn France's geography as well as the culture in various French speaking countries. At the end of the course, students will have an extensive knowledge in the areas of vocabulary, grammar, geography, art and some French history.

Physical Education and Health

Graduation Requirement- Physical Education and Health

Physical Education

Credit: 0.5

Grades: 10-12

This course will focus on individual, team, and fitness activities. Activities may include but are not limited to the following: soccer, flag football, tennis, badminton, basketball, volleyball, floor hockey and physical fitness. Throughout the course students will work to improve their cardiovascular endurance and overall muscular strength and endurance.

Basketball

Credit: 0.5

Grades: 11-12

Prerequisite: Successful completion of Physical Education

Students enrolled in this course will learn the game of basketball. This course will introduce basic skills and techniques of basketball. Students practice shooting, passing, dribbling, footwork, rebounding, defense, and combining individual offensive and defensive techniques into play patterns.

Note: This physical education elective class is recommended for all students in 11th and 12th grades who have successfully completed the Physical Education course.

Strength and Conditioning

Credit: 0.5

Grades: 11-12

Prerequisite: Permission from instructor

Strength and Conditioning is designed to help students develop lifelong fitness habits, improve athletic performance, and gain an understanding of the principles of strength training, speed, agility, and flexibility. Students will learn proper lifting techniques, injury prevention strategies, and how to design personalized workout programs that support their individual goals — whether for competitive athletics or general fitness.

Health

Credit: 0.5

Grades: 9-12

This course provides a comprehensive approach to health by motivating students to stay safe and healthy. Health topics will provide students with information to assist in the development of a holistic lifestyle through appropriate behavior choices and responsible decision-making. Included topics are nutrition, self-esteem, stress, tobacco, alcohol and narcotics, personal relationships, pregnancy, HIV/AIDS, sexually transmitted infections, physical fitness, first aid, and CPR.

DELAWARE COUNTY TECHNICAL SCHOOLS

Students interested in applying for the Technical Schools must contact their respective high school counselor and fill out an application. Acceptance is not guaranteed.

Students accepted by the Delaware County Technical School will spend one-half day at Penn Wood High School where they will receive the mandated courses for all high school students and the other half-day at the technical school where they will study the specific course in their chosen field. Upon successful completion of the requirements of Technical school and Penn Wood High School, these students graduate from Penn Wood High. Transportation will be provided free of charge to the Vo-Tech school. **Students who elect to attend the Vocational school and are accepted must remain at the vocational school for the entire academic year. These students may not transfer back to full time attendance at Penn Wood High School until the next year.**
Offered Programs:

School of Construction Technology

- Building Trades, Carpentry, Electrical Construction Technology, HVAC and Plumbing, Welding

School of Hospitality, Tourism and Human Services

- Cosmetology, Culinary Arts, Early Childhood Education

School of Logistics, Distribution, and Transportation

- Automotive Technology, Collision Repair Technology, Logistics and Inventory Management

School of Health and Biosciences

- Biomedical Technology and Laboratory Sciences, Dental Occupations, Emergency and Protective Services, Exercise Therapy and Sports Sciences, Health Sciences, Medical Careers

School of Engineering and Computer Science

- Advertising Design and Commercial Art, Management Information Systems, Computer Networking and Digital Forensics, Engineering and Robotics