

NEW HOPE-SOLEBURY HIGH SCHOOL

COURSE SELECTION GUIDE 2025-2026

(last updated on Feb 24, 2025)



New Hope – Solebury School District Mission Statement

The New Hope-Solebury School District takes pride in its commitment to excellence. We strive to inspire and empower our students to become passionate, confident, life-long learners, with the skills and strength of character to contribute to a diverse and ever-changing world.

Message from High School Administration



This course selection guide contains valuable information to assist you in planning your course of study for next school year. It includes a list of available courses, course descriptions, subject area pathways (suggested sequences for required courses), and graduation requirements. As you read through the course selection guide, remember that making informed decisions and accepting responsibility for those decisions is a critical component of the learning process.

It is important to understand and plan a course of study which considers your interests, abilities and goals. While you may not yet know your future plans, it is important to choose courses that are challenging within your level of academic ability. As you select courses, please pay close attention to any special requirements or prerequisites to ensure that you are eligible for that class.

Also, please understand that decisions you make during the course selection process are critical to our planning for the upcoming school year. The scheduling of classes, the purchase of supplies, textbooks and equipment, and the assignment of teachers is based on the information you give us during this process. It is impossible to construct a master schedule that meets every student's course requests. We work diligently to meet the maximum percentage of requests feasible; however, it is not possible to satisfy every student's preferences. Our focus is to first meet the core academic requirements of students and to then turn our attention to elective choices. If it is impossible to schedule all course requests, the alternate course selections you make will be utilized.

Once you declare your course preferences, and you have submitted your final requests through the course verification process, changes in course requests will only be honored for the following four reasons:

- (1) failure to meet the required prerequisite**
- (2) a level change that has been recommended by the teacher**
- (3) a change as guided by the student's IEP or 504 Plan**
- (4) a request to add a class in place of a study hall.**

New Hope-Solebury High School is committed to helping you along the way to achieve your goals. The teachers, counselors and administrators are available to answer any questions you may have and guide you through the course selection process. Please work closely with your parent or guardian, teachers, and school counselor as you make informed and thoughtful decisions in regard to your academic program. All of these individuals will help you to choose courses that are suited to your needs, interests and post-secondary goals.

I strongly encourage you to be thoughtful and to choose your courses with deliberate care.

Enthusiastically,
High School Administration

NEW HOPE-SOLEBURY HIGH SCHOOL
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2025-2026
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New Hope-Solebury High School is a four-year public high school enrolling approximately 450 students annually in grades 9 through 12. The district draws students from Solebury Township and the Borough of New Hope, located in historic Bucks County. The combined population of these two communities is approximately 10,000 persons. The high school environment is marked by strong interpersonal relationships at every level.

New Hope-Solebury High School and School District have recently received various academic, performing arts, community, regional, and national recognitions which affirm the hard work of our students, educators, families, and communities in creating safe and welcoming schools where students master challenging content.

GENERAL INFORMATION (2025-2026)

Grades: 9-12
Enrollment: 451
Graduating Class: 109
Faculty: 43
Type of School: Public

POST-SECONDARY PLAN

For the class of 2024 approximately 88% enrolled in a 4-year college, 5% enrolled in a 2-year college, 1% took a gap year, 1% enlisted in the military, and 5% will enter the workforce.

GRADUATION REQUIREMENTS:

New Hope-Solebury requires twenty-six (26) earned credits for graduation distributed as follows:

4 credits of English
4 credits of Social Studies
3 credits of Math
3 credits of Science (Biology, Chemistry, & Physics)
2 credits of Health/PE (1 of each)
.5 credit of College & Career Planning
.5 credit of APEX (senior year only)
9 credits of electives
.5 credit of Financial Literacy (starting in '26-27 SY)*

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CURRICULUM

The academic program is comprehensive and offers advanced courses in many subject areas. Students take four 80-minute class periods every other day, for a total of eight class periods for the year. Honors and AP courses are weighted.

Honors Program:

The honors program consists of courses in English, Mathematics, and Science for students meeting eligibility criteria. These criteria include a final grade of 92 in a non-honors course or an 83 in an honors course. All honors courses require the development and consistent application of critical thinking skills.

Advanced Placement Program:

Advanced placement courses are offered in Biology, Calculus BC, Chemistry, Computer Science A, English Language & Composition, English Literature, Environmental Science, European History, French, Macroeconomics, Microeconomics, Music Theory, Physics, Research, Seminar, Spanish, Statistics, Studio Art, U.S. History, and U.S. Government & Politics.

GENERAL COURSE CREDIT

Each course at New Hope-Solebury has an assigned credit value depending on the following criteria:

- **Full Year** - meets every other day for the year and is valued at one credit (1.00)
- **Semester/Half Year** - meets every other day for one semester and is valued at one-half credit (.50)
- **Dropped Course** – zero credit will be awarded
- **MBIT** - Meets for four class periods daily for the year and is valued at four credits (4.00)

Eight (8) credits is the maximum credit load a student may schedule per year. Students in grades 9-11 are expected to carry a full schedule, consisting of a minimum of seven (7) credits. Seniors are permitted to carry a course load of six & 1/2 (6.5) to eight (8) credits (including the 0.5 APEX requirement). Grade level placement is determined each year on the basis of earned credit.

PROMOTION REQUIREMENTS

<u>Promotion from 9th to 10th Grade:</u>	Seven (7.00) earned credits
<u>Promotion from 10th to 11th Grade:</u>	Fourteen (14.00) earned credits
<u>Promotion from 11th to 12th Grade:</u>	Twenty-one (21.00) earned credits

GRADUATION REQUIREMENTS

New Hope-Solebury requires twenty-six credits (26.00) for graduation in the 2025-2026 school year. In the 2026-27 school year, twenty-six and one half (26.50) credits will be required for graduation. Credits must be distributed in accordance with the following:

English (1.0 in each grade)	4.00 credits
Social Studies	4.00 credits
Math	3.00 credits
Science (Biology, Chemistry, & Physics)	3.00 credits
Health/PE (1.0 of each)	2.00 credits
College & Career Planning	0.50 credit
APEX	0.50 credit
Electives	9.00 credits
Financial Literacy (effective '26-27 SY)	0.50 credits*
TOTAL	26.00 credits

Students must earn a “proficient” or “advanced” score on the Keystone Biology, Literature, and Algebra 1 assessments in order to graduate. Students who do not earn “proficient” or “advanced” may retest or pursue Act 158 criteria as a means of meeting the Pennsylvania graduation requirements. More information on PDE Act 158 can be found [HERE](#).

SCHOLAR'S DIPLOMA

Starting in the 2024-2025 school year, New Hope-Solebury has introduced the Scholar's Diploma to be awarded to students who meet the following criteria by the end of their senior year:

1. Minimum 3.4 GPA
2. Passing a minimum of three (3) weighted courses (honors or AP level)
3. Passing a minimum of four (4) mathematics *and* four (4) science credits*
4. Passing a minimum of two (2) world language credits
5. Completing sixteen (16) Career Pathway Experiences**

*crosswalking MBIT courses may be eligible to meet these requirements. Discuss options with your school counselor.

**Class of 2025 (total of 4 Career Pathway Experiences); Class of 2026 (total of 8 Career Pathway Experiences); Class of 2027 (total of 12 Career Pathway Experiences); Class of 2027 & beyond (total of 16 Career Pathway Experiences)

PARENTAL REQUEST FOR COURSE OVERRIDE

When making recommendations for placements, teachers utilize standardized test scores, past grades, and performance in their current class. Every effort is made to make a thoughtful and appropriate recommendation. As a parent if you have a question about a teacher's recommendation and/or wish to waive the recommendation made for your child, you should complete the following steps:

1. Contact the teacher to discuss their recommendation.
2. Contact the guidance counselor to discuss the recommendation.

If you wish to waive the recommendation, you should ask the guidance counselor for the Parent/Guardian Request for Course Override Form, complete the form and return it to the guidance counselor. The principal will review the request and may schedule a meeting if necessary before making any determination of approval of the waiver. If not satisfied with the decision of the principal, a parent/guardian may request an appeal with the Assistant Superintendent. If the waiver is granted, please note that the course level will not be changed back during the course of the year and students are responsible for the completion of the course. The due date for Course Override Forms is Friday, March 7, 2025.

CRITICAL COURSE SELECTION CHANGE PROCEDURE

Please note that every effort will be made to accommodate course requests. Due to the constraints of the master schedule, there may be occasions when not every primary request can be scheduled. As a result, all students must choose alternative elective choices.

A schedule containing a combination of your primary and/or alternate course choices is *not* considered a schedule conflict.

Once your course preferences have been confirmed through the course verification process and the scheduling process has begun, **changes in courses requests will only be made for the following four reasons:**

- (1) failure to meet the required prerequisites
- (2) a level change that has been recommended by the teacher
- (3) a change as guided by the student's IEP or 504 Plan
- (4) a request to add a class in place of a study hall.

Please note that requests for any other reason (study hall placement, incomplete summer assignments, or teacher preference) do not meet the necessary criteria for a schedule change.

It is preferred that all requests for schedule changes should be made prior to the first student day of the school year.

COURSE WITHDRAWAL PROCEDURE

If a withdrawal from a course occurs after the fifth class meeting, the student will receive a grade of “WP” (Withdraw Passing) or “WF” (Withdraw Failing). The grade will be determined by the student’s cumulative average in the class at the time he or she is withdrawn. The “WP” or “WF” will appear on the student’s report card and high school transcript. Exceptions to this practice will be considered for newly registered students and those eligible for special education. All such exceptions are subject to the approval of the principal.

DROP / ADD PERIOD

Requests to Drop or Add classes must be completed within a two-week (5 class meetings) period of the start of school or start of second semester. All requests during the Drop/Add period must align to one of the four critical course change criteria (see above).

SENIOR APEX PROJECT

The New Hope-Solebury School District Senior APEX Project is a student-directed, challenging project to be completed by every senior. The Senior APEX Project, based on an interest identified by the student, is shaped by an essential question about the student’s chosen interest. The essential question is a broad, open-ended question (unable to be answered with a simple “yes” or “no”) that drives any large research project. After that question is created, the project entails researching and answering that question and then telling us what you learned about the topic of your question.

Seniors will earn .50 of a credit for the Senior APEX Project during the second semester of the senior year. They will earn a grade of “P” or “F” for each of the following: third quarter, fourth quarter, and final. All assignments and forms have deadlines prior to the experiential phase. These assignments and forms must be completed before they are released for the experiential phase. They must make a satisfactory final presentation to pass the project and graduate. **The successful completion of a Senior APEX Project is a graduation requirement.** Rubrics in the handbook clarify specific requirements and guide their learning. Further information may be found at:

[SENIOR APEX PROJECT](#)

COURSE SELECTION FOR COLLEGE ADMISSION

Colleges expect students to take full advantage of the curriculum offered at their high school. Therefore, students are strongly advised to take the most challenging courses as appropriate to their academic background, future goals, and personal interests.

Highly selective colleges will expect to see high achievement in Honors and Advanced Placement courses. Students applying to selective colleges are strongly encouraged to take at least three laboratory sciences and a minimum of three years of the same world language. Many of the more select colleges and universities will expect four years of a world language.

Programs such as engineering, science, mathematics, and architecture will expect four or more years in mathematics and science. Future arts majors are strongly encouraged to take as many arts classes as possible and to work diligently in preparing a portfolio. The same is true for future music or theater majors since an audition is critical for college admissions.

IMPORTANT DATES FOR 2025-2026 COURSE SELECTION

January 6-17:	Teacher Course Recommendations
January 13:	AP Course Expectations Assembly (during Learn 1)
January 29:	Course Planning Night; Webinar Format; 6:00-7:00 pm (current 8th - 11th graders & families)
February 3-5:	Course Selection for 9th graders with counselors in science class
February 10-13:	Course Selection for 10th graders with counselors in science class
February 18-21:	Course Selection for 11th graders with counselors in guidance office
February 24-28:	Course Selection for 8th graders with counselors in science class
March 21:	Verification forms available for parent/student view in Sapphire
April 4:	Last day for course changes with counselor

FUTURE PLANNING PROCESS & CHARTS

The “Subject Area Pathway Chart” and “Four-Year Planner Chart” on the following pages provide a recommended course sequence for New Hope-Solebury students. Any student electing to combine a college-preparatory academic program with a career, technical, or pre-professional program at Middle Bucks Institute of Technology may complete a modified sequence. The more challenging the course of studies selected, the more competitive one will be in seeking employment or admission to the college or university of choice.

SUBJECT AREA PATHWAYS

The following subject-area pathways are typical, but not required paths, for New Hope-Solebury High School students and will be helpful to students in their four-year program planning

ENGLISH		
<i>Grade Level</i>	<i>Pathway 1</i>	<i>Pathway 2</i>
9	Academic English 9	Honors English 9
10	Academic English 10	Honors English 10 (or) AP Seminar
11	Academic English 11 (or) AP Lit or AP Lang	Honors English 11 (or) AP Lit or AP Lang
12	Academic English 12 (or) AP Lit or AP Lang	Honors English 12 (or) AP Lit or AP Lang
<p><i>Advanced Placement course offering in English Language, English Literature, Seminar, and Research. AP Seminar may replace English 10/Honors English 10, but AP Research does NOT replace a core English class.</i></p> <p><i>Electives include: Creative Writing, Dramatic Writing & the Art of the Film, Acting for Theater & Film, Journalism 1-4, Shakespeare in Performance, Academic & Professional Business Writing, and Yearbook.</i></p> <p><i>Two of the traditional paths for English classes are shown above. There are multiple combinations of classes, including engaging electives, available. Speak with your counselor and/or English teacher to help map out your plan!</i></p>		

SOCIAL STUDIES		
<i>Grade Level</i>	<i>Pathway 1</i>	<i>Pathway 2</i>
9	Global Explorations	Honors Global Explorations
10	America: The 20 th Century	AP US History
11	Contemporary America & Democracy in America (or) AP US Gov't & Politics	AP U.S. Government & Politics
12	Electives	Electives
<p><i>Advanced Placement offerings in Economics, European History, Psychology, U.S. History, and U.S. Government & Politics.</i></p> <p><i>Electives include: European History, Fascism/WW2/Holocaust, History Through Film, Intro. to Philosophy, Intro. to Economics, Intro. to Psychology, Intro. to Sociology, Law & Justice, In Search of Heroes, & Lenses of American History.</i></p> <p><i>Two of the traditional paths for social studies classes are shown above. There are multiple combinations of classes, including engaging electives, available. Speak with your counselor and/or social studies teacher to help map out your plan!</i></p>		

MATHEMATICS			
<i>Grade Level</i>	<i>Pathway 1</i>	<i>Pathway 2</i>	<i>Pathway 3</i>
9	Academic Algebra I	Academic or Honors Algebra II	Honors Algebra II
10	Academic Algebra II	Academic or Honors Geometry	Honors Pre-calculus
11	Academic Geometry	Academic or Honors Pre-Calculus	Honors Calculus
12	Academic Pre-Calculus or Math Elective such as Statistics or Computer Science	Academic or Honors Calculus	AP Calculus

Students meeting prerequisite requirements may take more than one math class in a given year to allow for enrollment in Advanced Placement courses.

Advanced Placement offerings are available in Calculus BC, Statistics, and Computer Science.

SCIENCE		
<i>Grade Level</i>	<i>Pathway 1</i>	<i>Pathway 2</i>
9	Integrated Science (or) Biology	Honors Biology
10	Biology (or) Chemistry	Honors Chemistry
11	Chemistry (or) Fundamentals of Physics	Honors Physics
12	Science Electives including AP Options or Computer Science	Science Electives including AP Options
<p><i>Students meeting prerequisite requirements may take more than one science class in a given year to allow for enrollment in Advanced Placement courses. Advanced Placement offerings are available in Biology, Chemistry, Environmental Science and Physics.</i></p> <p><i>Electives include: Astronomy, Forensics, Genetics, Human Anatomy & Physiology, Oceanography, and Zoology</i></p> <p><i>Two of the traditional paths for science classes are shown above. There are multiple combinations of classes, including engaging electives, available. Speak with your counselor and/or science teacher to help map out your individual plan!</i></p>		

PROPOSED FOUR YEAR PLAN

FRESHMAN	CREDITS	COMPLETED
Academic (or) Honors English 9	1.0	
Global Explorations (or) Honors Global Explorations	1.0	
Academic (or) Honors Biology (or) Integrated Science	1.0	
Academic Algebra 1 (or) Algebra II (or) Honors Algebra II	1.0	
World Language (or) Elective	1.0	
Health and Physical Education	0.5	
College & Career Planning/Gifted Seminar	0.5	
Electives	2.0	
	7.0 credit minimum	
SOPHOMORE	CREDITS	COMPLETED
Academic (or) Honors English 10 (or) AP Seminar	1.0	
America in the 20 th Century or AP U.S. History	1.0	
Academic (or) Honors Biology (if not taken in Freshman year) (or) Academic (or) Honors Chemistry (or) Fundamentals of Physics (or) Honors Physics	1.0	
Academic Algebra II (or) Academic or Honors Geometry (or) Honors Pre-Calculus	1.0	
World Language (or) Elective	1.0	
Health and Physical Education	0.5	
Electives	1.5-2.0	
	6.5 credit minimum	
JUNIOR	CREDITS	COMPLETED
Academic (or) Honors English 11 (or) AP Language	1.0	
Contemporary America (0.5) and Democracy in America (0.5) or AP U.S. Government & Politics	1.0	
Academic (or) Honors Chemistry (or) Fundamentals of Physics (or) Honors Physics (or) Science Elective, including AP courses	1.0	
Academic Geometry (or) Academic or Honors Pre-Calculus (or) Honors Calculus	1.0	
World Language (or) Elective	1.0	
Health and Physical Education	0.5	
Electives	1.0 – 2.0	
	6.5 credit minimum	
SENIOR	CREDITS	COMPLETED
Academic (or) Honors English 12 (or) AP Literature	1.0	
Social Studies Elective(s)	1.0	
Science Elective	1.0	
Math Elective	1.0	
World Language (or) Elective	1.0	
Health and Physical Education	0.5	
Electives	0.5 – 2.0	
APEX Project (mandatory)	0.5	
	6.0 credit minimum	

Note: Please refer to Graduation Requirements for specific requirements in subject areas and total credit requirements

Please refer to specific courses for credit value and number of class periods per week. Students are encouraged to take the most challenging curriculum possible in accordance with their strengths and needs. Advanced Placement courses are encouraged for students seeking admission to select colleges and universities and/or seeking advanced standing at participating institutions.

COURSE PLACEMENT & PROGRAMS

All coursework at New Hope-Solebury High School is designed to advance a student's intellectual skills and conceptual understanding of important content. Some courses, however, are more rigorous than others as a function of their role in the study of a particular discipline. All students are encouraged to select a healthy balance of courses, as appropriate to their individual needs.

Academic Courses: Academic courses are organized to stimulate learning in a variety of ways – discussions, review of material, lecture format, and cooperative groups. Background information and skills are not assumed beyond those introduced through prerequisite courses. The pacing of academic courses is maintained at a level to prepare students to succeed at a four-year college or university. All assessments are designed to guide instruction and measure student learning. **Students receive an unweighted grade in an Academic course.**

Honors Courses: Honors courses are accelerated versions of academic offerings. These courses are organized to challenge the more motivated students by means of a faster pace and more complex curriculum. Students should demonstrate an active willingness and self-directedness to participate in course discussions, activities and production. Background information and skills must be fairly advanced and candidates for honors courses must meet the criteria for placement outlined in the relevant sections of this guide. The pacing of honors courses is rigorous. All assessments are designed to guide instruction and measure student learning. **Students receive a weighted grade in an Honors course.**

Advanced Placement Courses: Advanced Placement courses are designed for highly motivated students and organized in accordance with the guidelines published by The College Board. These courses are designed to replicate the work characteristic of an introductory college course. Advanced Placement courses challenge the student by depth and breadth of curriculum, accelerated pacing, and the need to be an independent learner. Much work is required of the student outside of the classroom, often beginning with summer assignments prior to the start of class as well as up to one hour per night per AP class. Background information and intellectual skills must be strong. The pacing of Advanced Placement courses is fast.

All students enrolled in Advanced Placement courses are expected to sit for the corresponding Advanced Placement examination. The cost of the exam is a student/family responsibility. Satisfactory performance on this examination may result in advanced credit or standing at participating colleges and universities. These decisions are made by the individual college or university based on their policies and the student's score.

Assessments are intended to prepare the student for the Advanced Placement exam in May. These assessments tend to measure retention of large amounts of information and the ability to process and synthesize information quickly.

Students receive a weighted grade in an Advanced Placement course.

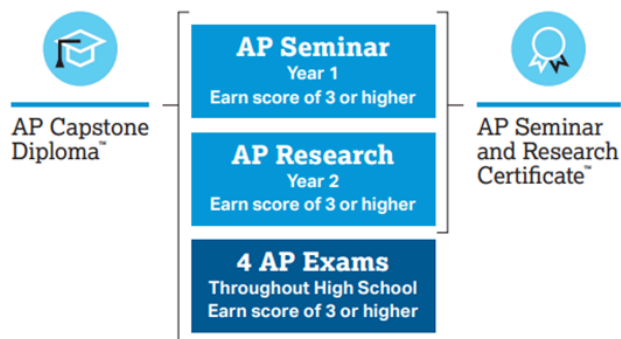
Although the District has an open enrollment orientation toward Advanced Placement courses, students are encouraged to request these courses only after careful consideration. AP courses are rigorous and demanding. Students taking AP courses are expected to meet all course requirements including summer assignments. Once enrolled in an Advanced Placement course, the student must fulfill the requirements. The school will not change class assignments and/or modify the curriculum to accommodate students having difficulty with the academic requirements of Advanced Placement classes.

Advanced Placement Capstone Diploma

The AP Capstone Diploma program is a college-level program based on two courses—AP Seminar and AP Research--that complement and enhance discipline-specific AP courses. The program gives students a chance to practice core academic skills that are increasingly valued by colleges. The ability to think independently, write effectively, research, collaborate, and learn across disciplines is essential for success in college, career, and beyond.

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four (4) additional AP exams of their choosing receive the AP Capstone Diploma. This signifies their outstanding academic achievement and attainment of college-level academic and research skills. Students who earn scores of 3 or higher in both AP Seminar and AP Research but not on four (4) additional AP

exams receive the AP Seminar and Research Certificate. More information about AP Seminar can be found at the [College Board website](https://collegeboard.org/apseminar).



Additional Advanced Placement Resources from The College Board:

1. Career Connections to AP

<https://apcentral.collegeboard.org/about-ap/start-expand-ap-program/build/career-connections>

2. AP Courses That Go Together

<https://apcentral.collegeboard.org/about-ap/start-expand-ap-program/build/ap-course-pairings>

3. Most Popular AP Courses

<https://apcentral.collegeboard.org/about-ap/start-expand-ap-program/build/most-popular-ap-courses>

Acceleration of Placement: As a general rule the high school does not recommend summer advancement as an alternative to a full year high school course. A preferred pathway would be for a student to “double up” by taking courses such as geometry or statistics (as long as the prerequisite courses have been met). Students who choose to take courses over the summer to advance their placement may do so under the following conditions:

1. Please refer to School Board Policy 217.2, 217.3, and 217.4 for proper district procedures on how to obtain high school, private tutor, or college course credit.
2. The prior approval of the principal by March 7, 2025.
3. It is recommended that the student must have earned a 90% or higher average for the first three marking periods for the course they are in at the time of the request.
4. The course is from a program that is approved by the principal, or from a certified PA teacher/tutor. Summer advancement is achieved through the options described in the school board policy. It is strongly recommended that the student secure the New Hope-Solebury curriculum in the course they are taking before attempting to advance through any course over the summer. In order for the student to be successful in future courses, it is critical that they advance with the specific curriculum from our sequence.

CAREER PATHWAYS & CAREER PATHWAYS EXPERIENCE CREDITS

New Hope-Solebury students will be asked to select one of three pathways: (1) Arts & Humanities, (2) Business & Communication, or Health Sciences, STEAM, & Innovation to facilitate further career exploration throughout their high school experience. For a comprehensive view of how New Hope-Solebury HS is using Career Pathways, please visit our [CAREER PATHWAYS](#) website.

Required Career Pathways Experience Credits for Students: Starting with the 2024-2025 school year, students in grades 9-12 are required to attend a minimum of two (2) Pathways Events each year*. Events include, but are not limited to: Lunch & Learn Guest Speakers, Pathways Panels, Pathways Field Trips, Career Fair, Mock Interview Day (11th grade only), and participation in the RISE program** (11th grade only). Pathways Events will be designated as such when the events are promoted through the school.

*Students actively enrolled in MBIT are exempt from this requirement. Students enrolled in MBIT who wish to pursue the Scholar's Diploma must earn one (1) Career Pathway Experience Credit per year (See SCHOLAR'S DIPLOMA page 5).

**For a comprehensive view of the newly created RISE program, please visit our [CAREER PATHWAYS](#) website.

GIFTED AND TALENTED

Students identified as meeting gifted criteria have their needs addressed by means of a Gifted Individual Educational Plan. New Hope-Solebury High School offers a range of program options for gifted students that are designed to address their particular interests and needs. Additional information on our gifted curriculum is further detailed in our course descriptions. Students and parents should discuss the options with their gifted teachers and school counselors.

LEARNING SUPPORT PROGRAM

The Learning Support Program is designed to meet the needs of students who have been identified and in need of special education services. This program is designed to support students in their regular education classes, small group instruction and/or adapted curriculum in one or more subject areas. All students enrolled in the Learning Support program report to the Learning Support classroom in lieu of study hall. This provides the student with an opportunity to receive assistance in study skills, organizational skills, time management, and assignment completion.

INDEPENDENT STUDY

New Hope-Solebury permits students to participate in an Independent Study research project for credit. Independent Study cannot be undertaken in lieu of a similar course offered unless there is a scheduling conflict. Students may opt to pursue extended study of a topic. Independent Study is a research project guided by a New Hope-Solebury certified teacher. Students interested in an Independent Study arrangement are to see their guidance counselor for an application and details once they have secured a teacher advisor and plan for their research project. Arrangements must be made in the prior school year and administrative approval is required.

ALTERNATE CREDIT OFFERINGS

The high school offers alternate credit opportunities for students such as high school enrichment courses at BCCC, dual enrollment college courses and cyber/online courses. Students interested in alternate credit opportunities are to see their guidance counselor for additional details.

GRADING SYSTEM

Grade reporting is a means of communicating academic progress to students, parents, and outside agencies and institutions of higher learning. Grades also provide a permanent record of a student's academic achievement.

GENERAL PROCESS

Grades are issued numerically using a 100-point scale. The school year consists of four marking periods with a grade issued as detailed below:

- **Full Year** – 4 marking period grades will each be valued at 25% of the final grade. For classes that provide Curriculum-Based Assessments, up to three CBA grades may be integrated into marking period grades.
- **Semester/Half-Year** – If no final exam is given, 2 marking period grades will each be valued at 50% of the final grade. If a final exam is given, 2 marking period grades will each be valued at 40% of the final grade with the final valued at 20% of the final grade.

A passing grade is 65 or higher. For full year courses, no grade lower than 50 will be recorded for marking periods one, two, or three without the approval of the principal. For the fourth marking period, the grade recorded will be the grade earned, regardless of number. For semester courses, no grade lower than 50 will be recorded for the first of the two marking periods. For the second marking period, the grade recorded will be the grade earned, regardless of number.

Each marking period will be distinct from each other marking period with an assigned grade reflecting academic achievement for that period only.

With the prior approval of the principal, a “No Grade” mark will be issued when it is determined that a student cannot or should not be held accountable for completing course requirements.

The term “Withdraw-Passing” is used in the event a student withdraws from a course, with administrative approval, while earning at a passing level. A WP will have no impact when calculating a student's GPA.

A “Withdraw Failing” mark will be issued when a student withdraws from a course, with administrative approval, while earning at a failing level. A WF will be treated the same as a zero when calculating a student's GPA.

HONOR ROLL

Students qualify for honor roll status at one of the following two levels.

Honors: 3.0 GPA or higher with no grade lower than 83%

High Honors: 4.0 GPA or higher with no grade lower than 93%

All high school courses contribute to the computation of Grade Point Average and determination of honor roll status. Please note that weighting for Honors and Advanced Placement courses are not used in calculating marking period Grade Point Average and Honor Roll status.

GPA (GRADE POINT AVERAGE)

Cumulative grade point average is based on final course grades. Weighted grades for Honors and Advanced Placement courses are included in the computation of cumulative grade point average.

GPA is calculated by converting each numeric grade on the transcript to a corresponding point value using the “Weighting Scale” chart and multiplying that number by the credit value of the course. This gives you a quality point number. Do this for each course on the transcript. Add all of the quality points together and divide by the total number of credits *attempted* to arrive at a student's GPA.

WEIGHTED GRADES

Weighted grades are in place at New Hope-Solebury High School as an incentive for students to take more challenging academic courses and to recognize the greater demands placed on students by these courses. Grade weights affect the computation of Cumulative Grade Point Average (GPA) and are a factor in determining class rank. (Class rank is updated each semester, but is not reported on transcripts unless a parent requests so in writing.) Weights are factored in at the completion of a course.

		Academic Scale (Unweighted)	Honors Scale	AP Scale
A	93-100	4	4.5	5
A-	90-92	3.7	4.2	4.7
B+	87-89	3.3	3.8	4.3
B	83-86	3	3.5	4
B-	80-82	2.7	3.2	3.7
C +	77-79	2.3	2.8	3.3
C	73-76	2	2.5	3
C-	70-72	1.7	2.2	2.7
D	65-69	1.3	1.8	2.3
F	0-64	0	0.5	1

SUMMER SCHOOL GUIDELINES

If a student earns a failing course grade, the course failures can be made up by completing an approved accredited summer school class, or by repeating the class in a subsequent year. All summer school arrangements must be approved in advance by the student's counselor and principal. If not approved in advance, the high school is under no obligation to accept the grade or award credit.

Accredited Summer School: Students may enroll, at their own expense, to take any number of classes that were failed during the school year. Please gain approval from the guidance counselor or principal before enrolling. Updated brochures are available in May. An official transcript, noting completion of all classes, is required before credit is awarded.

Acceleration of Placement: Students choosing to accelerate their academic program by taking enrichment summer school courses require an application and approval beforehand by parents, specified school staff members, and the principal. Please refer to School Board Policy 217.2, 217.3, and 217.4 for proper district procedures on how to obtain high school, private tutor, or college course credit.

SUMMER ASSIGNMENTS

Summer assignments are an integral part of the curriculum and required for some core courses. These assignments **must** be completed by the first day of school. This work will prepare students for an excellent start to the school year. Failure to complete this work by the first day of school deadline may result in an academic grade penalty for late work.

GUIDANCE SUPPORT FOR STUDENTS

The New Hope-Solebury High School Guidance Department supports students academically, socially and emotionally. School Counselors collaborate with students, parents, high school staff, administration, and outside community agencies to support our students. The High School Guidance Department provides direct and indirect student service such as individual, crisis and classroom services as well as college planning and academic advising.

9th Grade

- Transitioning to High School- Freshman are involved in the Peer Leadership program in the Fall of 9th grade to help acclimate them to the academic, social and emotional aspects of High School.
- Introduction to Career and College Exploration- Students are introduced to Naviance which contains career and college search resources.
- Transcript & Extra-Curricular Activities- Freshman are encouraged to explore extra-curricular activities and strive to take challenging courses in order to strengthen their transcript. 9th grade final grades are included in the transcript sent to colleges.

10th Grade

- PSAT- The New Hope-Solebury School District provides an opportunity for all 10th grade students to take the PSAT **at no cost** during the school day on the College Board's designated test date in October.
- Understanding your PSAT Score- PSAT scores and online access are discussed with students in December.
- Students are encouraged to attend college campus visits to begin the college exploration process. Naviance is a helpful resource in this college search process.
- Students are encouraged to continue extracurricular involvement and maintain academic focus.

11th Grade

- PSAT- The New Hope-Solebury School District provides an opportunity for all 11th grade students to take the PSAT **at their own expense** during the school day on the College Board's designated test date in October.
- The 11th grade PSAT is the National Merit Scholarship Program's qualifying test.
- Junior College planning program- Intro to the college process and standardized testing for college.
- Counselors will conduct individual meetings with each junior to assist with the college search and application process.
- Students are encouraged to research and build a college list.
- Students should meet with college representatives at the high school. Students may sign up through Naviance.
- Arrange college campus visits and attend college fairs throughout junior year to refine their college list.
- Students are encouraged to take the SAT or ACT twice during junior year.
- Juniors must complete the self-assessment questionnaire to assist the counselors with writing their letters of recommendation.
- Students are encouraged to brainstorm ideas and/or begin writing their college essay over the summer before senior year.

12th Grade

- Seniors may begin working on college applications as soon as they are available online. Some applications may be available as early as August before senior year.
- Senior College Planning Program takes place in September & October of senior year.
- Seniors are encouraged to continue college campus visits and high school campus visits in the fall.
- Financial aid programs are held in September & October of senior year.
- The Free Application for Federal Student Aid (FAFSA) is available October 1st of senior year.
- Students are encouraged to apply for scholarships throughout the year.
- Seniors should consider retaking the SAT or ACT in the fall of senior year as needed.
- Seniors should aim to finish their applications by Thanksgiving.
- Seniors should decide about college selection by May 1st.

NCAA ELIGIBILITY CENTER QUICK REFERENCE SHEET

Core Courses

- NCAA Division I and Division II requires 16 core courses. See the charts below for the breakdown of the sixteen (16) core course requirement for each division.

Test Scores

- Division I schools use a sliding scale to match test scores and core grade-point averages. The sliding scale can be found on the NCAA eligibility website.
- Division II requires a minimum SAT score of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes only the best sub-scores of critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the best sub-scores in English, mathematics, reading and science.
- When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.

Grade-Point Scores

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (see link below) and the list as a guide.
- Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core grade-point average. Use the list as a guide.
- Division I core grade-point-average requirements are listed on the website.
- The Division II core grade-point-average requirement is a minimum of 2.0.
- Remember, the NCAA grade-point average is calculated using NCAA core courses only.

DIVISION I 16 Core Courses	DIVISION II 16 Core Courses
4 years of English 3 years of Math (Algebra I or higher) 2 years of Natural/Physical Science (1 year of lab) 1 year of additional English, Math, or Natural/Physical Science 2 years of Social Science 4 years of additional courses from any area above, Comparative Religion/Philosophy or Foreign Language	3 years of English 2 years of Math (Algebra I or higher) 2 years of Natural/Physical Science (1 year of lab) 3 years of additional English, Math, or Natural/Physical Science 2 years of Social Science 4 years of additional courses from any area above, Comparative Religion/Philosophy or Foreign Language

For more information, visit the [NCAA Eligibility Center](#)

BUSINESS EDUCATION

Business Education compliments all industry careers. Course offerings in business education are designed to provide students with a broad-based education including the fundamentals of business management, entrepreneurial strategies, marketing and advertising, accounting principles, managing personal finances, and enhanced computer applications. Proficiency in these areas gives students an advantage in meeting the challenges of tomorrow's economy and the 21st Century employment market.

COLLEGE & CAREER PLANNING

30BU11

Term: One semester course
Grade: 9
Credit: 0.50

This course is a requirement for all 9th grade students (except those enrolled in Gifted Seminar). College and Career Planning gives students an opportunity to identify and evaluate their personal interests to identify potential career paths that fit their personality, abilities and passions. Students will research various careers and post-secondary options. Information/research obtained will be evaluated, documented and maintained in a portfolio. Students will review and discuss current employment trends and avenues to aid in determining career and educational options optimal to their individual personality.

PUBLIC SPEAKING AND PRESENTATIONS FOR TOMORROW'S LEADERS

30BU04

Term: One semester course
Grade: 9-12
Credit: 0.50

A must-have for anyone in today's world! To be an effective leader in our world, each of us must be able to effectively and powerfully communicate our ideas and vision. To meet the high expectations in today's economic world, a person must be a self-assured and a captivating speaker as well as a refined professional who is able to conduct business in any setting. This course provides the student with valuable skills that will be useful in college and the workplace. Individual and team presentations are required using multi-media resources, such as MS PowerPoint, Photo Story and desktop publishing software. Students will study various important speeches and analyze the delivery, word selection, and impact on the audience based on their study of important communication skills and strategies.

PERSONAL FINANCE-LET'S GET OUR FINANCIAL LIFE IN ORDER!

30BU06

Term: One semester course
Grade: 10-12
Credit: 0.50

All the basics you need as you begin to build your financial future! Managing your personal finances and investing in our economy are ways to ensure your financial success. Students will have an opportunity to develop their understanding of personal finances within the context of the general economy. While critical thinking skills will be employed, students will learn using simulations and the computer. They will identify important money management factors, create a budget, and learn investment strategies in the stock market. Students will study how to handle money responsibly and how to make wise credit and investment decisions. Students will also use an online stock market simulation to learn about investing. Major emphasis will be placed on studying the essential financial components that lead to successful money management after high school.

ACCOUNTING I

30BU07

Term: Full year course
Grade: 11-12
Credit: 1.0

Tomorrow's corporate leaders need the power this knowledge brings! Whether you are planning to major in business, own your own business (or be self-employed), or rise to a corporate executive management level, accounting is a necessity for your future financial success. In this course, students gain accounting and personal financial skills. It introduces students to the concepts of modern

accounting practices by using general accounting principles and computerizes simulations. It prepares students for financial understanding by utilizing their analytical, critical thinking and decision-making skills; that enables financial success through college and their future career path regardless of industry. Students develop accounting skills, using manual and computerized resources; understand various forms of accounting functions, the accounting equation and double-entry systems, and the preparation of financial statements. Students learn to prepare and interpret financial records for various business types.

WIDE WORLD OF MARKETING

30BU09

Term: One semester course

Grade: 9-12

Credit: 0.50

Sports, Entertainment, Theater & Corporate. Whatever your interest, we will learn the basics of marketing by exploring each of these industries. Does majoring in Business or college appeal to you? If so, learning all you can about marketing and advertising is a must! This class will go hand-in-hand with Small Business Management - Entrepreneurship and cover the following areas: identifying a targeted audience to sell a product or service, the sales process, closing the sale, following up the sale, pricing strategies, determining promotional strategies and public relations. This will be an integrated curriculum including technology, class presentations and virtual business software.

BUSINESS ADMINISTRATION: THE BASICS

30BU10

Term: One semester course

Grade: 10-12

Credit: 0.50

This survey course is designed for students who are planning on, or may be interested in, a college business administration major. It serves as a foundation in business management for all college business majors. Course topics include the environment of business, ethical business issues, types of business ownership, and the impact of business management on production, marketing, financial management, human resources and other management responsibilities.

INTERNATIONAL BUSINESS: GROWING WITHOUT BORDERS

30BU03

Term: One semester course

Grade: 10-12

Credit: 0.50

It's a small world after all! As many as 1 in 6 employment positions today are directly or indirectly dependent on international business. This course provides students with an understanding of what it means to be in a global economy. They will learn how social, cultural, political, legal and economic factors of various countries, influence the business environment. Students will evaluate communication, ethics and the marketing necessary for success in today's global economy. Students will employ critical thinking and analysis skills to examine real world successes and failures in a global market. Join in on the global enterprise and discover new possibilities.

SMALL BUSINESS MANAGEMENT – ENTREPRENEURSHIP

30BU05

Term: One semester course

Grade: 10-12

Credit: 0.50

Do you have ideas? The world can be your oyster! This course provides students with the necessary knowledge and skills to start or manage a business. Students will study the foundations of business and the many facets of being an entrepreneur. This course provides insight into the characteristics, organizations, and operation of business. Students will discuss contemporary issues and as well as routine factors that affect business operations, including the environment of business, business ownership, finance, and government regulation. This will be an integrated curriculum including technology, class presentations and virtual business software.

ENGLISH

The English program is designed to guide the student through a challenging and diversified literature-based curriculum. An emphasis on the development of rudimentary language skills is a core component of the curriculum. This emphasis will include direct and contextual vocabulary study and exercises in usage and mechanics. Students will study a number of literary genres, viewing each as an art form with its respective conventions and contributions to the world of literature. Students will also be encouraged to critically and creatively question the issues and themes of the various works and respond in a variety of ways, including oral reports, large-group and small-group discussions, and projects. In learning about the relationship between reading and writing, students will be actively involved in the writing process.

The Honors English program is designed to provide a more rigorous and intense study of Language Arts for those students who achieve at a high level. Students with well-established skills at grade level will be challenged to explore literature and to write and think critically. The students' ability to read with comprehension and speed will enable them to make connections to other areas of study while delving into abstract levels of understanding. In addition, they will refine writing skills to include reflective thinking and sophisticated elements of style. Students should come to the course with a great love of language, respect for the written word, and a serious commitment to hard work. A summer reading assignment may be required; students will be expected to discuss and write about the summer reading upon return to school. A listing of requirements can be found on the high school website during the summer.

ACADEMIC ENGLISH 9

30EN01

Term: Full year course

Grade: 9

Credit: 1.00

This year-long course provides students with a foundation in writing, speaking, critical thinking, and literary traditions. A survey of short stories, novels, poetry, drama, and literary nonfiction provides a thematic focus of forging one's identity and values. Vocabulary, grammar, and mechanics will be emphasized. Students will investigate philosophical and literary questions and will express their insights through writing in various modes, as well as through class discussion, formal presentations, and creative projects. The research process will be taught and utilized throughout the course.

HONORS ENGLISH 9

30EN02

Term: Full year course

Grade: 9

Credit: 1.00

PREREQUISITE: 92% in Academic English 8 or 83% in Honors English 8 and Teacher Recommendation

The Honors English 9 course provides students with a foundation in writing, speaking, critical thinking, and literary traditions. A survey of short stories, novels, poetry, drama, and literary nonfiction provides a thematic focus of forging one's identity and values. Vocabulary, grammar, and mechanics will be emphasized. Students will investigate philosophical and literary questions and will express their insights through writing in various modes, as well as through class discussion, formal presentations, and creative projects. The research process will be taught and utilized throughout the course. There is a high expectation that students will be self-motivated and participate on a daily basis. This Honors course is challenging and rigorous, and it is meant to ultimately prepare students for future AP and college level courses.

ACADEMIC ENGLISH 10

30KEN03

Term: Full year course

Grade: 10

Credit: 1.00

This program provides a survey of American literature, with a focus on the development of advanced writing skills, especially persuasive and expository; usage and mechanics; critical reading skills; and an in-depth study of literary forms. Students will be required to analyze short stories, nonfiction selections, novels, drama and poetry. Vocabulary is a standard component; and speaking

and listening skills will be practiced throughout the year. The student will be evaluated through tests, quizzes, process writing, class participation, projects, presentations and a research project.

HONORS ENGLISH 10

30KEN04

Term: Full year course

Grade: 10

Credit: 1.00

PREREQUISITE: 92% in Academic English 9 or 83% in Honors English 9 and Teacher Recommendation

This program provides a survey of American literature. It is the intent of this course to encourage students to continue to develop analytic, evaluative and critical thinking skills, as well as to refine language arts skills in the areas of composition, usage, vocabulary and oral communication. Skills will be developed through an intensive study of novels, drama, poetry, non-fiction selections and short stories. Outside readings will also be required. Class discussion is emphasized along with small and large group projects. Extensive writing assignments, with emphasis on the persuasive and expository modes, will be required. Students will also complete a research project.

ACADEMIC ENGLISH 11

30EN06

Term: Full year course

Grade: 11

Credit: 1.00

This full year course is designed to help students further enhance their critical reading and writing skills. Using diverse selections of literature from various genres and locales, including novels, poetry, essays, speeches and short stories, students will be presented with numerous opportunities to analyze, to reflect on, and to respond, both verbally and in writing, to the various content and literary techniques inherent in the literature. Students will be evaluated through tests, quizzes, process writing pieces, in-class writing assignments, and group and individual projects. The major writing project is the MLA-style research paper.

HONORS ENGLISH 11

30EN07

Term: Full year course

Grade: 11

Credit: 1.00

PREREQUISITE: 92% in Academic English 10 or 83% in Honors English 10 and Teacher Recommendation

The goal for Honors English 11 students is to continue to develop analytic, evaluative, critical and creative thinking skills as they thematically survey diverse selections of literature from various genres and locales. Reading requirements are rigorous. Students are expected to demonstrate insights not only into a given literary work but also into the literary tradition/movement to which the piece belongs. Student evaluation is based on class discussion, frequent writing assignments, research papers of varying lengths, and various other creative and/or analytic assignments and projects. Vocabulary study is ongoing.

ACADEMIC ENGLISH 12

30EN08

Term: Full year course

Grade: 12

Credit: 1.00

This course is designed to reinforce students' critical reading and writing abilities, as well as to provide them with a variety of skills necessary to prepare them for the world beyond high school. By moving through four distinct modules, students will gain or strengthen life-long learning skills that will help them critically evaluate contemporary issues. The topics explored in these modules include college and job application procedures, styles of rhetoric, analysis of mass media, and formal debate strategies. Student evaluation will be based on class discussion, frequent writing assignments, research projects, outside reading, tests, and a variety of other creative and analytical assignments.

HONORS ENGLISH 12

30EN09

Term: Full year course
Grade: 12
Credit: 1.00

PREREQUISITE: 92% in Academic English 11 or 83% in Honors English 11 and Teacher Recommendation

The purpose of the Honors English 12 course is to reinforce students' critical reading and writing abilities, as well as to provide them with more advanced analytical skills necessary for college courses. Common threads of analysis pertaining to contemporary societal issues will carry students through distinct units of study. Student initiative to explore such topics on a deeper, more investigative level will be emphasized. The topics studied in these units include college and job application procedures, styles of rhetoric, analysis of mass media, and formal debate strategies. There is also a heavy focus on literary analysis of classical and contemporary fiction and nonfiction. Student evaluation will be based on class discussion, frequent writing assignments, research projects, outside reading, tests, and a variety of other creative and analytical assignments.

ENGLISH ADVANCED PLACEMENT COURSES

AP ENGLISH LITERATURE & COMPOSITION

30EN10

Term: Full year course
Grade: 11-12
Credit: 1.00

The purpose of Advanced Placement English Literature and Composition is to give qualified students the opportunity to read extensively and write prolifically about great works of world literature in a seminar situation. The course requires that the students read classical works of literature, novels, short stories, poems and critical essays. Through thoughtful analysis, close reading of text, class discussion and critical writing, students will develop a broad base knowledge of literature, sensitivity to style and theme, and will draw relationships between genres and literary periods. The typical AP Literature and Composition student comes to the course with a passion for reading, solid writing skills, and the ability to work independently and cooperatively. The conclusion of the year offers the students the opportunity to read and study the work of a living author or creative arts professional.

AP ENGLISH LANGUAGE & COMPOSITION

30EN11

Term: Full year course
Grade: 11-12
Credit: 1.00

The purpose of Advanced Placement Language and Composition is to help students become effective readers and writers in college courses across the curriculum. Students will be expected to read, understand and interpret a diverse and challenging collection of prose from various disciplines and historic periods with an appreciation for language, structure, style and theme. Graphic expression is also explored. Students will also be expected to respond to the reading in various prose styles that demonstrate substance, depth, complexity and sophistication as befitting advanced placement standards. Emphasis is on the writing, particularly expository, analytical and argumentative writing, as a natural response to interpretive reading and as a process of higher level exploration, planning, drafting, and revising, the ultimate goal of which is effective communication.

The typical AP Language and Composition student is one who has previously mastered solid writing skills, including grammar; has a sound working knowledge of and respect for the research process, specifically the Modern Language Association (MLA) style of research and documentation; and can work independently and responsibly to complete all reading and writing assignments in a mature manner and with a degree of sophistication.

AP SEMINAR [College Board Information about this course at NH-S HS](#)

30KEN05

Term: Full year course
Grade: 10-11 (can replace English 10/Honors English 10; counts as an elective English for 11th graders)
Credit: 1.00

Students investigate real-world issues from multiple perspectives, gathering and analyzing information from multiple sources in order to develop, communicate, and defend credible and valid evidence-based arguments presented through written essays, oral presentations, and visual presentations, both individually and as part of a team. The course is designed to challenge students to think critically about complex issues and make connections across disciplines.

AP RESEARCH [College Board Information about this new course at NH-S HS](#)**30EN25**

Term: Full year course
Grade: 11-12
Credit: 1.00

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

Prerequisite: Passing score of 3 or higher on the AP Seminar exam.

ENGLISH ELECTIVE COURSES

The following courses may not be used to satisfy English graduation requirements but may be used to fulfill elective requirements.

CREATIVE WRITING**30EN12****Cyber – 30CY04**

Term: One semester course
Grade: 9-12
Credit: 0.50

This course is designed for students who enjoy writing and have the desire to develop a proficiency in expressing their ideas through writing. The course operates as a writing workshop in which students have the opportunity to explore writing journals, poetry, narratives (short stories and novellas), songs, stage plays, screenplays and non-fiction. The class is very much oriented toward the individual student's writing process and the class rarely works as a group. Students should be able to both give and take constructive criticism. Because of the variation in prompts and focus on the individual, the class can be retaken as often as the student desires. **It may be possible to take this class as a cyber course.**

DRAMATIC WRITING AND THE ART OF THE FILM**30EN13****Cyber – 30CY247**

Term: One semester course
Grade: 9-12
Credit: 0.50

This course offers student writers the chance to write in a workshop environment, with an emphasis on the structural elements of dramatic writing (playwriting and screenwriting) and the revision and completion of draft materials. Students will study plays and films of various genres. Students will also explore publishing and performance opportunities, including play and film competitions and the staged readings of students' ten-minute plays in the annual NHS student play festival in the spring. Because of the variation in prompts and focus on the individual, the class can be retaken as often as the student desires.

ACTING FOR THEATER AND FILM I**30EN14**

Term: One semester course
Grade: 9-12
Credit: 0.50

This course is focused on performance skills for classical and contemporary theater and film, including scene analysis, improvisation, voice, and movement. Activities include theater games and improvisation, as well as prepared scenes and monologues. This course is suitable for both aspiring actors and students who wish to develop their public speaking and presentation skills. Because of the focus on performance, both acting classes may be retaken as often as the student desires.

ACTING FOR THEATER AND FILM II**30EN15**

Term: One semester course

Grade: 10-12
Credit: 0.50

PREREQUISITE: Acting for Theater and Film I or permission of the instructor.

This course provides students the opportunity to study advanced acting and directing techniques, including mask and improvisation. Depending on enrollment, it may be offered concurrently with Acting for Theater and Film I.

JOURNALISM I-IV

30EN21

Term: Full year course
Grade: 9-12
Credit: 1.00

First year students will be provided with instruction in the basic skills of journalism and practical experiences in the areas of printed news, advertising, and television broadcasting. Students produce a school newspaper, participate in news broadcast and film school events.

Advanced year students will be provided with the opportunity to direct the newspaper staff in the production of the student newspaper, expand their knowledge of publications by creating and updating the student newspaper's website and refine their writing and editing skills from print to include broadcast media and the Internet. In addition, the class will study the changing nature of journalism in the Internet age, changes in advertising, publicity and media business management

Students will produce products using Microsoft Office, iMovie, Movie Maker, Adobe Photoshop, Adobe Premiere Elements, Garage Band, Avid Media Composer and Google Apps.

LOVE, WAR, AND VENGEANCE: SHAKESPEARE IN PERFORMANCE

30EN27

Term: One semester course
Grade: 9-12
Credit: 0.5

This course is focused on the study of William Shakespeare's plays. It is designed for students who enjoy reading Shakespeare as well as those who are interested in learning more about his works. Students will get a chance to read some of Shakespeare's histories, tragedies, and comedies that are not covered in the core 9-12 curriculum. While participating in this course, students will take on acting roles to perform scenes, they will read individually, and they will get a chance to watch some film adaptations of the plays they will be studying. Students taking this course will learn about both the form and content of Shakespeare's plays. Instruction will focus on characteristics of each genre, elements of drama, acting, storytelling techniques, and Shakespeare's use of the English language.

ACADEMIC & PROFESSIONAL BUSINESS WRITING

30EN23

Term: One semester course
Grade: 11-12
Credit: 0.50

PREREQUISITE: Successful completion of Grade 10 English

This course is intended to give students further practice in the skill of written communication for college and career readiness. Students will use the writing process to produce various forms of expository writing through a combination of required and self-selected topics. Students will hone the skills of research, argument, persuasion, and thesis creation as preparation for college entrance and college and career readiness. They will master self and peer editing. Additionally, they will apply these skills in authentic, professional tasks including resumes, cover letters, proposals, and request for proposals. Students will interact cooperatively to generate writing ideas, to critique and evaluate their own writing and examples from professional writers, to solve writing problems, and to write and edit for various purposes and audiences.

YEARBOOK DESIGN

30TE12

Term: Full year course

Grade: 9-12

Credit: 1.00

Yearbook Design is an elective course that gives students marketable experience in print media publishing. This course solely works toward the completion and selling of a large finished product, New Hope-Solebury High School's yearbook. Yearbook Design is different from every course taught at our school in that it is a real business maintaining a product that must be precisely and professionally produced by the end of the school year. In class students compose, construct, and edit all elements of computerized text layout, graphic art, and digital photography. Students work on many marketing operations, make announcements, maintain signs, conduct student polls, take photos, and write articles. The course in turn covers many of the content standards and objectives encountered in English courses, as well as objectives of art, business, computer technology and STEM courses. Because Yearbook is a monetary business, students must cooperatively work with others, must be hardworking, and be eager to be creative. Out of class and after school, students will shoot digital photos, design advertising and distribute yearbooks. Students should expect to spend some of their time before and after school working on design and layout of yearbook pages. This course also examines legal and ethical issues of media law and copyright.

FINE ARTS

Course offerings in the fine arts are designed to nurture and develop the creative expression of students through organized and structured learning experiences. Participation in art and music provide insight into the self and culture and encourage alternative ways of looking at the world.

ART CLASSES

ART

30FA07

Term: Full year course
Grade: 9-12
Credit: 1.00

Art is intended for those students who have an interest in exploring the visual arts from both a historical and hands-on perspective. This course will cover the elements and principles of design and how they are applied to historical works of art as well as student art work. A wide variety of techniques and mediums will be explored such as: pencil drawing, painting, printmaking, sculpture and crafts. In addition to creating art, students will also write about art and give presentations on historical art and artists as well as their own work. Students will be required to purchase a sketchbook and complete weekly sketchbook assignments.

Because the course can be individualized, and the techniques learned with an increasing depth and complexity, the class can be retaken as often as the student desires. However, students must earn a minimum of 80% to retake the course at the next level.

ADVANCED PLACEMENT STUDIO ART

30FA04

Term: Full year course
Grade: 10-12
Credit: 1.00

PREREQUISITE: Students should have either taken Art I or Drawing & Painting to be considered for this class. Students who have not previously taken an art class at NH-S must show a portfolio of current artwork to the teacher to be recommended for this class.

The AP Art & Design program consists of developing a portfolio to be submitted to the College Board in early May of each year. Students can choose to submit a Drawing, 2D Design or 3D Design portfolio. Students will be expected to produce quality artwork for weekly critiques, read art-related material, attend artistic happenings, participate in active art displays, and develop and present a quality portfolio. Submission to the College Board in May is encouraged with the understanding there is an AP exam fee. Students are supposed to produce a large body of work, without sacrificing the quality of their production. Studio time outside of the class period will be required. Students that will be successful in AP Art & Design are students with a strong interest in art and are independent workers as all work is student directed and developed. Students may take AP Studio Art over multiple years and submit a portfolio each year in each of the 3 areas (Drawing, 2D Design, 3D Design) or choose to submit 1 portfolio consisting of work done over one or many years.

A summer assignment is an integral course requirement that must be completed and will be evaluated. Any student who fails to complete and submit the summer assignment by the first day of school will receive an academic penalty for late work.

CERAMICS I

30FA05

Term: One semester course
Grade: 9-12
Credit: 0.50

The purpose of this course is to introduce students to the skills, tools, materials, and processes involved in working with clay. Students will learn about hand building through pinch pots, coil, and slab methods. A history of art through ceramics is studied and developed through research projects. Student assessment is based on studio performance, research projects, sketchbook assignments and project development

CERAMICS II**30FA06**

Term: One semester course
Grade: 10-12
Credit: 0.50

PREREQUISITE: Successful completion of Ceramics I with a minimum average of 80%

This is an advanced level semester course expanding upon the skills, tools, materials, and processes involved in working with clay. Students are expected to design advanced projects based upon skills learned in Ceramics I. Student assessment is based upon studio performance, demonstration of technique, and project development. Given the independent nature of this course, students should be intrinsically motivated and an independent worker.

DRAWING AND PAINTING**30FA09**

Term: One semester course
Grade: 9-12
Credit: 0.50

Students will create 2-dimensional work in pen, pencil, charcoal, oil & chalk pastel, acrylic and oil paint, watercolor, printmaking and mixed media. Emphasis will be placed on drawing from direct observation and use of the elements and principles of design. Throughout this course, students utilize traditional drawing and painting techniques. Students will study the historical techniques and significance of work from other time periods, movements, and artists. Students will be required to complete weekly sketchbook assignments as well as written assignments and project development. This is a good class for students who are interested in taking AP Art & Design in the future.

ARTS LEADERSHIP (formerly titled 'BUDDY CRAFTS')**30FA08**

Term: Full year course
Grade: 9-12, BRIDGE Program
Credit: 1.00

Prerequisite: Students must have patience and willingness to help students with diverse needs and have the ability to care for another individual and develop friendships.

Arts Leadership is a unique arts class experience where exemplary students have the opportunity to assist students with disabilities in the art room. The student leaders support their classmates by designing projects and activities for the class to participate in and providing them with assistance in activities and with positive social interactions. Students will work one on one or in small groups while participating in a wide variety of activities to gain exposure to different types of art. Students will also learn about a wide variety of different populations with disabilities and be required to develop and lead projects during class. This class is for students who have some experience or interest in the arts that are also interested in developing their leadership skills while learning about students from different populations; planning on majoring in education in college; and/or continuing developing skills in future volunteering with different populations.

CERAMICS STUDIO TECHNICIAN-(INDEPENDENT STUDY)**Complete Independent Study Form w/ Counselor**

Term: Independent Study
Grade: 11-12
Credit: 0.25 / 0.50 / 1.00

PREREQUISITE: Successful completion of Ceramics I & II

Any student who has successfully completed Ceramics I & II and wishes to extend their ceramics experience may take this course. Students can be scheduled during other class times outside of ceramics classes but not during teacher prep. While in the ceramics room, the student will learn about the operation, maintenance, and management of the ceramics studio. They will be responsible for helping the Art Teacher with tasks such as kiln unloading and maintenance, clay reclaiming and recycling, organizing, and cleaning. Any student interested in this position may apply and be approved by the Art Teacher. Students selected must have an advanced knowledge of ceramic terms and materials and be a reliable student. There will only be 1 Ceramics Studio Technician per semester, however, the same student may take the class more than once if approved by the teacher. There will be opportunities for the student to work on their own work and use the equipment and materials in the class. This class will be graded Pass/Fail.

MUSIC CLASSES

CONCERT CHOIR

30MU01

Term: Full year course

Grade: 9-12

Credit: 1.00

Chorus is open to students who are interested in developing skills in vocal music. **Enrollment is contingent upon the approval of the director.** This course is designed to provide the student with greater means of creative self-expression through group effort. The goals of the chorus are to provide training commensurate with the student's present ability and interest, to expand the student's musical awareness and appreciation, and to perform repertoire that contains works from all the major genres of choral literature. Chorus is scheduled daily for one class period. Special activities include the winter and spring concerts and community performances. There are two evening rehearsals scheduled during the year in preparation for these events. Attendance at all evening activities is a course requirement. Non-attendance at these functions will result in a significant grade reduction. Student grades are based upon singing tests, written assignments, participation and attendance. Opportunities also exist for students to perform in select out-of-school music festivals. Examples are county, district, regional and state choruses. **Participating students must purchase a performance uniform from the school approved vendor.**

CHAMBER CHOIR

30MU02

Term: Full year course

Grade: 10-12

Credit: 1.00

PREREQUISITE: (By audition only) - One year in Concert Choir

This is a select ensemble dedicated to the performance of choral music that is more stylistically appropriate for smaller groups. The main purpose of the Chamber Choir is to provide a musical experience that will challenge the school's highest-level singers. This choir will also expose these students to a wider variety of musical genres than they would experience in the Concert Choir, including more early music and more complex jazz standards. The choir will consist of 18-24 singers, at the discretion of the conductor. **Admission to this choir will be by audition only. These auditions will take place in the spring. Those who are selected will participate for one full school year.** If a vacancy opens during the first semester, auditions will be held in January to fill that slot. Again, this is solely at the director's discretion. The Chamber Choir will meet five days a week in rehearsal to prepare music for both outside performances and performance in the school's two concerts. The choir will serve not only as the school's premier choral ensemble, but also as ambassadors for the school to the local community. This ensemble will also participate in any music festivals that the music department attends. Members of this ensemble will be eligible for participation in both county and regional festivals. Requirements for the ensemble include performances at the high school's winter and spring concerts as well as an evening rehearsal preceding each of these performances. The group will also perform outside of school, but these events will be discussed on an individual basis each year. The musical goals of the group will be to produce a healthy vocal sound, to perform both accurately and expressively, and to improve aural skills. **Participating students must purchase a performance uniform from the school approved vendor.**

MADRIGAL CHOIR

30MU03

Term: Full year course

Grade: 9-10

Credit: 1.00

The madrigal choir is also a select choral ensemble open to 9th and 10th grade students. **Admission to Madrigal Choir is by audition only.** The focus of the choir is learning early a cappella choral literature, with a focus on intonation and blend. There will also be times when the group will combine with the chamber choir for larger works. It is preferred that members of the madrigal choir have sufficient music reading skills, and a healthy approach to singing. Requirements for the ensemble include performances at the high school's winter and spring concerts as well as an evening rehearsal preceding each of these performances. The group will also perform outside of school, but these events will be discussed on an individual basis each year. All performances are required and graded. The structure of the choir relies on the available singers who successfully audition; therefore, it could be an SATB, SSA, SAB or any combination warranted.

STRING ORCHESTRA

30MU04

Term: Full year course
Grade: 9-12
Credit: 1.00

String Orchestra is offered for students who play the violin, viola, cello and bass. **Enrollment is contingent upon the approval of the director.** This course is for advanced string students with previous training and a degree of proficiency is required. The goals of the orchestra are to provide training commensurate with the student's present ability and interest, to expand the student's musical awareness and appreciation and to perform repertoire that contains works from all the major genres of orchestral literature. Orchestra is scheduled daily for one class period. In addition to class, students will perform in winter and spring concerts, adjudications, the Spring Art Show, and community events. Non-attendance at these functions will result in a significant grade reduction. Students' grades are based on participation, playing tests, attendance, class work and attitude. Highly qualified students are encouraged to participate in the NH-S musical production Pit Orchestra and to audition for county, district, regional and state orchestras. **Participating students must purchase a performance uniform from the school approved vendor.**

CHAMBER ORCHESTRA

30MU15

Term: Full year course
Grade: 9-12
Credit: 1.00

PREREQUISITE: All Students in the NHS Orchestra must have at least three years of instruction on the instrument. All students who wish to enter the CHAMBER ORCHESTRA must perform an entrance performance exam before admittance into the class. Entrance auditions will take place in May of the previous year. Students must also complete a musical competency exam before joining the CHAMBER ORCHESTRA.

The NHS High School CHAMBER ORCHESTRA focuses on the refinement of all musical skills learned during courses of study in the New Hope-Solebury School District. Emphasis is placed on intonation, rhythmic accuracy, dynamic contrast, ensemble blend, and correct interpretation of various musical genres and time periods.

Students enrolled in the NHS Orchestra will be required to perform in three or more concerts per academic year. Students will also be required to participate in a solo or small ensemble performance during the school year. CHAMBER ORCHESTRA members must also perform in various evening music festivals and competitions during the school year. Students will be encouraged to audition for the BCMEA festival as well. Students will be subjected to practice assignments and performance exams. Students will also be required to attend a few after school rehearsals combined with the CONCERT ORCHESTRA during each concert cycle and all dress rehearsals. Students who do not finish the year with a grade of 82% or higher may be relegated to the CONCERT ORCHESTRA class during the next school year.

BAND

30MU05

Term: Full year course
Grade: 9-12
Credit: 1.00

Students in grades 9 through 12 who have an interest in performing music on a brass, wind or percussion instrument may elect band. Enrollment is contingent upon the approval of the band director. Since this ensemble is for advanced instrumental students, previous training and a degree of proficiency are required. Band activities include concert presentations, Pep Band, Jazz Band, playing for community events, like the tree lighting ceremony in December, and trips to national music competitions and festivals. After school rehearsal will also be part of this class and are a part of the grading. Band is scheduled daily for a class period. Student grades are determined by achievement in the following areas: playing tests, class work, attitude and performance. Participation in public performances is required and is included in the grading process. Expectations for band members are designed to enable the students to successfully meet the musical mission of the group. This mission is to realize each student's musical potential through exposure to different styles of music and the development of instrumental technique. These trips are financed through fund raising efforts coordinated by the music parents association. Highly qualified students are encouraged to participate in the NH-S musical production Pit Orchestra and to audition for county, district, regional and state honor bands and orchestras. **Participating students must purchase a performance uniform from the school approved vendor.**

JAZZ BAND**30MU06**

Term: Full year course
Grade: 9-12
Credit: 1.00

Jazz Band class is a class designed for those students who are interested in a more detailed study of American jazz music. In this class students would work on basic fundamentals of music performance and learning a wide variety of music. An audition process selects students for enrollment in this course. **Enrollment is limited by instrumentation needs as well as by audition only.** This commitment will involve time outside of the regular school day and our calendar will include local performances, festivals and possibly a performance tour. Performance dates will be announced as soon as possible. As part of the course students will also be members of the Wind Ensemble. ***Students who are accepted into this ensemble must be present every day in class unless they are involved in another music class at that time.***

HISTORY OF ROCK & ROLL**30MU07****Cyber – 30CY06**

Term: One semester
Grade: 9-12
Credit: 0.50

This course challenges the student to re-evaluate a familiar musical medium “Rock and Roll” as cultural expression blossoming from events, trends and contemporary thought, as opposed to sheer entertainment for listening or dance. It analyzes the musical and textual structure as the vehicle for this expression. The History of Rock and Roll connects the student to the recent past and examines cultural context and change, and practices. In addition, it requires the student to learn about the basic elements of music in preparation for the student’s in-class presentation. The History of Rock and Roll class will deal with human response both physiological and psychological to music. It will deal with U.S. and World history and societal factors from the nineteenth and twentieth centuries to the present.

MUSIC TECHNOLOGY I**30MU08**

Term: One semester
Grade: 9-12
Credit: 0.50

Music Technology I is an introductory course that exposes students to basic music concepts using the MIDI, Digital Audio and Multimedia applications. Sound Systems, MIDI, Garage Band, Logic Pro, MainStage, and Keynote are studied. Students will learn how to use a recording studio and learn how to record on site at concerts and other school events. Music Technology I would meet 5 days a week for one semester (half-year).

MUSIC TECHNOLOGY II**30MU09**

Term: One semester
Grade: 9-12
Credit: 0.50

PREREQUISITE: Successful completion of Music Technology I with a minimum average of 73% or better.

Music Technology II is an advanced course that explores the real-world applications of Music Technology. Radio Commercials, The Art of Foley, Podcasting, Film Scoring and Website Design are all studied using the applications learned in Music Technology I. Students will learn how to use a recording studio and learn how to record on site at concerts and other school events.

MUSIC THEORY**30MU10**

Term: Full year course
Grade: 9-12
Credit: 1.00

Music theory is the study of how music is put together. This course will include a study of the basic musical language, melody, harmony (including chords, chord progressions, part-writing), rhythm and expression. Students will also study musical form: orchestration and composition. This course is appropriate for any student who is considering going into music after graduation (either performance or education), for students who are currently involved in the music program at the school (either band, chorus or orchestra), or for students who are involved in music outside of school (particularly students who are in bands or musical groups that are either covering songs or writing their own music).

ADVANCED PLACEMENT MUSIC THEORY**30MU11**

Term: Full year course
Grade: 10-12
Credit: 1.00

PREREQUISITE: Music Theory or teacher approval

The objective of the AP Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. This goal will be promoted by an integrated approach to the development of the student's aural, sight-singing, written, compositional and analytical skills through listening, performance, written, creative and analytical exercises. Student mastery of music notation, intervals, scales and keys, chords, metric organization, and rhythmic patterns will be emphasized. Course registrants are expected to sit for the AP Music Theory test in the spring.

ROCK BAND**30MU12**

Term: Full year course
Grade: 10-12
Credit: 1.00

In Rock Band class, there will be 2 parts to the class in a full year course. In part one, students learn how to perform as part of a band by learning songs from the 1950s to the current. During the class, students will form bands, rehearse with their band, and then perform together as a band. At the end of the semester, students complete a live performance for friends and family. In part two, students develop their music writing skills and create their own songs and music. This course focuses on the songwriting part of being a band as well as the recording process. Students develop their own lyrics and style and not only perform their songs live, but also record them in our studio.

GIFTED EDUCATION

The gifted program is designed to address individual academic needs according to identified abilities, interests, and academic standards. It consists of challenging, diverse, and complex experiences. The program provides an atmosphere that allows for personal growth, enhancement of individual creativity, expanding levels of academic attainments, practicing a variety of problem-solving strategies, and development of leadership skills. The curriculum provides students with opportunities for in-depth explorations of self-selected topics, interdisciplinary study, and accelerated content.

GIFTED SEMINAR

30GT03

Term: One semester course

Grade: 9

Credit: 0.50

Gifted Seminar is available to students with a GIEP in grade 9.

The course will work on soft skills, college readiness, and career skills in the realm of awareness, preparation, and job acquisition. The course also provides learning opportunities during which students will engage in both independent and collaborative activities for problem solving, creative thinking, critical thinking, and more. Students will be tasked with an independent research project reviewing a potential future career option of their choosing. Students will also participate in a variety of differentiated class activities and projects throughout the year to further develop their skills and strengths.

INDEPENDENT STUDY

In addition, or as an alternative to the Seminar, students with a GIEP may complete an independent study for credit.
(further information can be located under the "NHS Alternative Offerings" section)

HEALTH and PHYSICAL EDUCATION

The sequential and mandatory offerings in Health and Physical Education are designed to introduce students to concepts and experiences that emphasize habits of physical fitness, emotional health, and interpersonal competence. Course offerings in physical education are designed to introduce students to the fundamental skills associated with exercise, sport, recreation, and dance. Participation in the physical education experience will provide students with the skills necessary to be successful in today's society. These experiences will enhance and develop the students' communication, problem-solving, and cooperative skills.

Course offerings in health education are designed to provide students with the knowledge necessary to meet all dimensions of wellness. These courses focus on mental, emotional, physical, social, and environmental health. Students completing coursework in health education will have an improved understanding of what is best for the growth and development of the individual. Furthermore, they will begin to realize the impact of their decisions on the community.

HEALTH I

30HL01

Term: One semester course
Grade: 9-12
Credit: 0.50

This course will emphasize health education and physical fitness by incorporating both factual knowledge and the development of healthy attitudes and behaviors for individual students. Students will explore current trends, attitudes and levels of health as exhibited by specific populations (children, adolescents, adults and the elderly). This will be accomplished by integrating topics relating to physical, mental and social health. Specific topics will include dimensions of wellness, nutrition and physical activity, eating disorders, drug and alcohol education, human development and sexuality, communicable and non-communicable diseases, and current issues and trends in health and wellness.

HEALTH II

30HL02

Term: One semester course
Grade: 9-12
Credit: 0.50

This course will continue the emphasis on health education and will incorporate both factual knowledge and the development of healthy attitudes and behavior for individual students. Students will participate in a program designed to foster healthy lifestyles. Specific topics will include stress management, mental and emotional health, medicines and drugs, environmental health, injury prevention, aging, diseases and disorders and current issues and trends in health and wellness.

PHYSICAL EDUCATION

30PE01

Term: One semester course
Grade: 9-12
Credit: 0.50

The ultimate goal of Physical Education is to improve students' quality of life through the promotion of lifelong health enhancing physical activity. Students will learn how to control weight, strengthen the heart, strengthen the body, relieve stress, avoid disease, improve self-confidence and improve overall quality and outlook on life. The course of study concentrates on lifetime fitness activities.

FITNESS FOR LIFE**30PE02**

Term: One semester course

Grade: 9-12

Credit: 0.50

This course is designed to place an emphasis on improving the student's overall fitness level. Students will be responsible for designing and implementing their own individual fitness program. The course will encompass the following content areas: cardio-respiratory fitness, muscular strength and endurance, flexibility, weight training, nutrition, preventing common fitness injuries, the body's physiological and psychological response to exercise, plyometric training techniques, body shaping, and identifying and analyzing components of both aerobic and anaerobic conditioning. This is an elective course and is intended to supplement the established Health and Physical Education curriculum. **This course also fulfills the Physical Education requirement.**

TEAM SPORTS**30PE04**

Term: One semester course

Grade: 9-12

Credit: 0.50

This course is designed to provide learning experiences that will lead to the development of basic skills in team sports. In addition to skill acquisition, the course will focus on how to plan and implement the four stages of skill development in games through the use of extending, refining, and application tasks. An emphasis will be placed on the use of the game stages and movement framework as a guide for designing a variety of sport game experiences for students in grades 9-12.

This course fulfills elective requirements only.

LEADERSHIP IN WELLNESS (formerly 'BUDDY PE')**30PE05**

Term: One semester course

Grade: 10-12

Credit: 0.50

PREREQUISITE: Students must have patience and the willingness to help a student with diverse needs, but most of all have the ability to care for another individual and develop a friendship.

Leadership in Wellness is a unique physical education class experience where exemplary regular education students have the opportunity to assist students with special needs in a wellness education class setting. The student leaders support their classmates by designing activities for the class to participate in and providing them with assistance in activities and with positive social interactions. Students will work one on one or in small groups in a wide variety of activities to gain exposure to health, fitness, and recreation activities and foster a healthy community. Students will also learn about a wide variety of different populations with disabilities and be required to develop and lead projects during class. This class is for students who have some experience or interest in health and wellness that are also interested in developing their leadership skills while learning about students from different populations; planning on majoring in education in college; and/or continuing developing skills in future volunteering with different populations.

MATHEMATICS

The mathematics program is designed to meet the academic needs of all students. Challenges and enrichment opportunities are provided to all students in both the Academic and the Honors sequences. The mathematics curriculum has high but reasonable expectations for all students. Success in mathematics is more dependent on effort and opportunity to learn than on innate ability.

The goal of the mathematics curriculum is to emphasize the process of mathematical reasoning rather than simply the mechanics of computing. Students will be challenged through diverse problems and higher-order thinking skills, such as application, analysis and synthesis, will be modeled and emphasized. Students will be encouraged to participate in various appropriate high school mathematics competitions.

Strategies, preparation and practice for the Keystone, PSAT, SAT, and ACT tests are infused throughout the math curriculum.

Instructional practices will include individual and cooperative group work, discussion, questioning and extended writing about mathematics. Students will use appropriate technology (computers, calculators) for computation, simulation and exploration. Mathematics courses will also utilize a variety of technologies to supplement, support and enrich the mathematics curriculum. This instructional use of technology will ensure that the students' experience in mathematics will match the realities of everyday life, develop their reasoning skills and promote their understanding and application of mathematics. Graphing calculators are a necessity for all courses and will therefore be required. The recommended model is the TI-84 Plus. A student without such a calculator cannot benefit from its use. If a family has difficulty with this expense, an arrangement can be made with the instructor for the use of a calculator during class.

Computer Programming courses are in the section: Technology Education / STEAM

Various courses may require summer assignments. Please check with assigned teacher or school website in June/July.

ACADEMIC ALGEBRA I

30KMA01

Term: Full year course

Grade: 9-12

Credit: 1.00

The students in this course of study will master solving 1st and 2nd degree equations and inequalities in one variable, as well as linear equations in two variables. Applications and real-world models will be used to extend student understanding of these topics. Operations with polynomials, factoring, geometry integrations and operations with irrational numbers will be emphasized. Problem-solving strategies will be integrated with the above topics and applied to both routine and non-routine problems. Graphing calculators are required.

ACADEMIC GEOMETRY

30MA02

Term: Full year course

Grade: 9-12

Credit: 1.00

PREREQUISITE: Algebra II – completed or taken concurrently

The students in this course of study will master relationships between lines, planes, rays, segments and angles. Instruction will focus on geometric constructions, triangle congruence, triangle similarity, right triangle properties, polygons and properties of the circle and volumes and surface area of solids. Students will demonstrate their understanding of formal proofs through deductive and inductive reasoning using definitions, postulates and theorems. Problem-solving strategies will be integrated into instruction and applied to both routine and non-routine problems. Graphing calculators are required.

HONORS GEOMETRY

30MA03

Term: Full year course

Grade: 9-12

Credit: 1.00

PREREQUISITE: 92% in highest Algebra course taken (Algebra I or Algebra II) and Teacher Recommendation.

This course of study will emphasize the elements of Euclidean Geometry. The topics will include the relationship between points, lines and planes, geometric constructions, angle relationships, properties of the circle, triangle congruence, similarity and area of polygons, volume of solids, symmetry and tessellations. Students will demonstrate their understanding of formal proofs through deductive and inductive reasoning using postulates, definitions and theorems. Problem-solving strategies will be integrated into instruction and applied to both routine and non-routine problems. Graphing calculators are required.

ACADEMIC ALGEBRA II

30MA04

Term: Full year course

Grade: 9-12

Credit: 1.00

PREREQUISITE: Successful completion of Algebra I

This course of study will include a brief review of the real number system; evaluating, simplifying and factoring algebraic expressions; and equations in three variables, and solving and graphing equations and inequalities. Instructional emphasis will be placed on absolute value, rational expressions, coordinate geometry, logarithms, statistical analysis, systems and series, and relations and functions. Problem-solving strategies will be integrated into instruction and applied to both routine and non-routine problems. Graphing calculators are required.

HONORS ALGEBRA II

30MA05

Term: Full year course

Grade: 9-12

Credit: 1.00

PREREQUISITE: 92% in Algebra I and Teacher Recommendation.

The students in this course of study will further develop their mathematical reasoning through an in-depth exploration of functions and their applications. The following functions will be mastered: Linear, Quadratic, Exponential, Logarithmic, Absolute Value and Rational. These functions will be adapted to fit mathematical models, used to investigate real-world problems, and applied to statistical analyses. Instruction will focus on linear programming and complex numbers. Problem-solving strategies will be integrated into instruction and applied to both routine and non-routine problems. Students will be encouraged to participate in the Senior High Mathletes competition. Graphing calculators are required.

ACADEMIC PRECALCULUS

30MA06

Term: Full year course

Grade: 10-12

Credit: 1.00

PREREQUISITES: Successful completion of Algebra II and Geometry

This course of study will include a review of analytic geometry, relations, functions, complex numbers, logarithms and conics. Instructional emphasis will be given to polynomial equations, probability, trigonometric definitions, identities and laws, equations and

the graphing of their functions and inverses. Additional topics may include sequences and series, polar coordinates and limits. Applications using mathematical models will be investigated. Problem-solving strategies will be integrated into instruction and applied to both routine and non-routine problems. **Graphing calculators are required.**

HONORS PRECALCULUS

30MA07

Term: Full year course
Grade: 10-12
Credit: 1.00

PREREQUISITES: Honors Algebra II (83% or higher) or Academic Algebra II (92% or higher) and Teacher Recommendation

The students in this course of study will apply their mathematical reasoning to the study of the following functions: polynomial, trigonometric, circular and inverse trigonometric functions. These functions will be adapted to fit mathematical models, sequences and series and used to explore real-world applications. Additional content will focus on graphing techniques, trigonometric identities, trigonometric equations, triangle properties and polar coordinates. Problem-solving strategies will be integrated into instruction and applied to both routine and non-routine problems. Graphing calculators are required.

ACADEMIC CALCULUS

30MA08

Term: Full year course
Grade: 11-12
Credit: 1.00

PREREQUISITE: Successful completion of Pre-calculus

This course of study includes a review of algebraic, trigonometric, logarithmic and exponential functions. Instructional emphasis will be given to the study of limits, derivatives and integrals and their applications in business, science and industry. Problem-solving strategies will be integrated into instruction and applied to both routine and non-routine problems. **Graphing calculators are required.**

HONORS CALCULUS

30MA09

Term: Full year course
Grade: 11-12
Credit: 1.00

PREREQUISITE: Honors Pre-calculus (83% or higher) or Academic Pre-Calculus (92% or higher) and Teacher Recommendation

This course of study includes the study of advanced algebraic functions, trigonometric functions and transcendental functions. Instruction will focus on limits, derivatives, and integrals and their real-world applications. Derivations and problem-solving strategies will be discussed. Problem-solving strategies will be integrated into instruction and applied to both routine and non-routine problems. SAT preparation and strategies will be provided. Students will be encouraged to participate in the Senior High Mathletes competition. Graphing calculators are required.

ACADEMIC STATISTICS

30MA11

Term: Full year course
Grade: 10-12
Credit: 1.00

PREREQUISITE: Successful completion of Algebra II and Geometry

The purpose of Academic Statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data in a real-world, hands-on approach. The course will expose students to four broad conceptual themes: (1) exploring data, (2) planning a study, (3) anticipating patterns, and (4) statistical inference. This course is designed to give students a better understanding of the data-driven world around them and allows for statistical explorations into current events. The course will have two major projects which will incorporate statistics into student interests and curiosities. Academic Statistics will approach statistical themes and concepts using a hands-on approach that focuses on the basic fundamentals of statistics and how it relates to the

surrounding world. Students who successfully complete Academic Statistics and have a continuing interest in the discipline may sign up for AP Statistics.

MATH ADVANCED PLACEMENT COURSES

ADVANCED PLACEMENT CALCULUS (BC)

30MA16

Term: Full year course
Grade: 11-12
Credit: 1.00

PREREQUISITE: Successful completion of Honors Calculus OR Academic Calculus and teacher recommendation

The course includes the further study of the following calculus topics: methods and applications of differentiation, methods and applications of integration, inverse trigonometric functions, parametric and polar curves, and series. Problem-solving strategies will be integrated with the above topics and applied to both routine and non-routine problems. The course is designed to prepare students for the Advanced Placement Calculus AB and BC exam. TI-89 Titanium graphing calculators will be loaned to the students. ***SUMMER ACADEMIC REQUIREMENT: Students must complete and submit requirements on the first day of school. Failure to meet the first day of school deadline may result in a late grade penalty.***

AP STATISTICS

30MA17

Term: Full year course
Grade: 10-12
Credit: 1.00

PREREQUISITES: Successful completion of Honors Algebra II or Academic Pre-calculus.

The purpose of this course of study is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The course will expose students to four broad conceptual themes: (1) exploring data, (2) planning a study, (3) anticipating patterns and (4) statistical inference. The course follows the topical outline prepared by the Educational Testing Service and is equivalent to a college-level course. It is expected that all students will sit for the AP exam in May. Following the exam, students will conduct their own statistical study incorporating skills learned in the course. A graphing calculator is required (in class we will use the TI-84 Plus). Students will be encouraged to participate in the Senior High Mathletes competition.

SCIENCE

Course offerings in the sciences are designed to introduce students to the methods, culture, and content of contemporary science. Students practice science in the laboratory, develop habits of logical thought, and explore application of science to real-world problems. These courses provide students with a solid foundation useful to a more complete understanding of issues faced by citizens of a rapidly changing world.

*Starting with the Class of 2027, the three (3) required science credits will be Biology (academic or honors), Chemistry (academic or honors), and Physics (fundamentals or honors). Integrated Science, taken during the 9th grade year, may count as the Physics requirement.

INTEGRATED SCIENCE

30SC23

Term: Full year course

Grade: 9

Credit: 1.00

This PA STEELS (Science, Technology, Engineering, and Environmental Literacy Standards) aligned course is designed for students who would like an introduction to all the core sciences (Biological, Chemical, Physical). This course will include interactions with the skills of Science: Asking Questions, Modeling, Experimental Design, Analysis of Data, and Explaining Results.

ACADEMIC BIOLOGY

30KSC01

Term: Full year course

Grade: 9 (or 10th who took Integrated Science in 9th grade)

Credit: 1.00

This Academic Biology course has been designed to investigate living systems from simple levels of biological organization to complex levels. The study of basic chemistry, cell structure and function, ecology, evolution, and genetics gives the student the background to appreciate the diversity of living things and their place in the biosphere.

HONORS BIOLOGY

30KSC02

Term: Full year course

Grade: 9 (or 10th who took Integrated Science in 9th grade)

Credit: 1.00

PREREQUISITE: 8th Grade Science (93% or higher) above average reading comprehension skills, and teacher recommendation

This is a fast-paced, rigorous, and more in-depth Biology course designed to build biological knowledge and critical thinking skills in the field of biology. The course will cover scientific process, microbiology, inheritance, ecology, evolution, and the form and function of animals and plants. Students will develop critical thinking skills through research and discussions about issues relating to current advancements in Biology. Students will develop advanced laboratory skills that require both qualitative and quantitative analysis of results. This course is recommended for students planning on taking AP Science Classes.

ACADEMIC CHEMISTRY

30SC03

Term: Full year course

Grade: 10–12

Credit: 1.00

PREREQUISITE: Successful completion Algebra I and Biology.

This course is designed to introduce students to chemical concepts while improving their understanding of the Nature of Science through the process of inquiry. Students will develop problem-solving skills using algebra (level 1 skills) to analyze chemical processes. Topics include the composition and study of matter, and the changes matter undergoes.

HONORS CHEMISTRY**30SC04**

Term: Full year course

Grade: 10 – 12

Credit: 1.00

PREREQUISITE: Honors Biology (83% or higher) or Academic Biology (92% or higher) and teacher recommendation; Successful completion of Algebra II or concurrent enrollment in Algebra II

Honors Chemistry is designed to allow highly motivated students who are interested in possibly pursuing a career in the sciences the opportunity to study topics in general chemistry while improving their understanding of the Nature of Science through the process of inquiry. This course emphasizes laboratory investigations and the mathematical nature (level 2 algebra skills) of chemistry. Topics include the composition and study of matter, and the changes matter undergoes. This course is highly recommended for students planning on taking AP Science Classes.

FUNDAMENTALS OF PHYSICS**30SC05**

Term: Full-year course

Grade: 10 – 12

Credit: 1.00

PREREQUISITE: Successful completion of Biology and Algebra I.

Fundamentals of Physics is designed for students that want to know more about how things work on the most basic level without the dependence on higher level algebra. Topics covered will include basic motion, forces, momentum, electricity, waves, light, sound and current topics. Material in the course will be introduced through lab based investigations and will be tested through projects, applications and design challenges. This course is designed for non-STEM students. Students should have a solid understanding of basic algebra skills.

HONORS PHYSICS**30SC06**

Term: Full-year course

Grade: 10 – 12

Credit: 1.00

PREREQUISITE: Successful completion of Biology, Pre-calculus, or concurrent enrollment in Pre-calculus

Honors Physics is designed to allow highly motivated students the ability to study topics in physics. There is a strong emphasis on the underlying mathematical laws of physics while improving their understanding of the Nature of Science through the process of inquiry. Laboratory investigations will play a large role in the course and further cement students' understandings. Students should have a strong grasp of the underlying concepts in Algebra II, Geometry, and Trigonometry before taking this course. Students planning on majoring in any science field should enroll in this course. This course is recommended for students planning on taking any AP level Science Classes.

SCIENCE ADVANCED PLACEMENT COURSES**AP BIOLOGY****30SC07**

Term: Full year course

Grade: 10 – 12

Credit: 1.00

PREREQUISITES: Successful completion of Biology and Chemistry; Recommendation from Biology teacher; minimum score of proficient on PA Biology Keystone Exam.

The Advanced Placement Biology course is designed to be the equivalent of a college introductory biology course for biology majors during their first year. Its two main goals are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. Areas of study fall under four big ideas: Evolution (natural selection, genetics), Energy Flow (cells, organisms, populations), Information (genetic regulation, cell communication), and Systems (interactions within cells, organisms, and populations).

AP CHEMISTRY

30SC08

Term: Full year course

Grade: 11 – 12

Credit: 1.00

PREREQUISITES: Successful completion of Chemistry; Recommendation from Chemistry teacher

The Advanced Placement Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students in such a course should attain a depth of understanding of fundamentals and reasonable competence in dealing with chemical problems. The course should contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. Topics will include the Atom, Molecules, Reactions, Kinetics, Thermodynamics, and Equilibrium. The course is designed for 210 minutes of classroom instruction, including lab time, per week. "It is assumed that the student will spend **at least** five hours a week in unsupervised individual study." A student selecting A.P. Chemistry must have successfully completed Academic Chemistry; have sound mathematical and laboratory skills, and a sophisticated understanding of basic chemical principles. This student will be required to work independently and responsibly on readings and problem sets in a mature and timely manner.

SUMMER REQUIREMENT – A summer assignment is an integral course requirement that must be completed. This summer assignment will be evaluated. Students must complete and submit requirements on the first day of school. Failure to meet the first day deadline will result in a penalty.

AP PHYSICS

30SC09

Term: Full-year course

Grade: 11-12

Credit: 1.00

PREREQUISITES: Successful completion of Chemistry, concurrent enrollment in Calculus, and recommendation from either a Chemistry or Physics teacher. It is strongly suggested that a student have completed either Physics or Calculus prior to this course.

The Advanced Placement Physics course is designed to be the equivalent of the introductory physics college level course for engineers and science majors. This course covers both AP Physics C: Mechanics and AP Physics C: Electricity and Magnetism. In accordance with the course description published by the College Board, this course will stress "basic knowledge of the discipline of physics including phenomenology, theories and techniques and general principles; the ability to ask physical questions and to obtain solutions to physical questions by use of physical intuition, experimental investigation, and formal logic." Topics will include Newton's Laws, energy, momentum, oscillations, electrostatics, capacitors, electric circuits, magnetostatics and electromagnetism. It is assumed that the student will spend **at least** eight (8) hours per week in unsupervised individual study.

SUMMER REQUIREMENT – A summer assignment is an integral course requirement that must be completed. This summer assignment will be evaluated. Students must complete and submit requirements on the first day of school. Failure to meet the first day deadline will result in a penalty.

AP ENVIRONMENTAL SCIENCE

30SC16

Term: Full-year course

Grade: 10-12

Credit: 1.00

PREREQUISITES: Successful completion of Biology, Chemistry (completed or concurrent with recommendation from a Biology teacher)

The Advanced Placement Environmental Science course is designed to be the equivalent of a college introductory first year environmental science course. Its two main goals are to help students develop a conceptual framework for the detailed understanding

of ecosystem structure and to help students gain an appreciation of humanity's role in ecosystem stability. Areas of study fall under the broad categories of matter and energy flow in ecosystems, ecological succession, population ecology, land use management and pollutants. The course will prepare students for the AP exam by providing practice identifying and describing environmental issues through lab investigation, data analysis, mathematics and written essays. Students taking the course should have strong mathematics and writing skills. There are 210 minutes of classroom instruction, including lab time, per week. It is assumed that the student will spend at least five hours a week in unsupervised individual study.

SUMMER REQUIREMENT – A summer assignment is an integral course requirement that must be completed. This summer assignment will be evaluated. Students must complete and submit requirements on the first day of school. Failure to meet the first day deadline will result in a penalty.

SCIENCE ELECTIVE COURSES

ASTRONOMY

30SC10

Term: One Semester

Grade: 11-12

Credit: 0.50

Astronomy is the study of our Universe and the mathematical and qualitative laws that govern its existence. In this course the “why’s” and “how’s” of our planet, the Solar System, the Milky Way, and the entire Universe will be considered. The course will cover topics including our planetary system, the chemistry and physics of stars, the history of astronomical understanding, and current research in the expanding universe. It will include readings and discussion of current research in stellar evolution, planetary formation, elemental formation, and fusion. Students should have a grounding in chemistry and some understanding of the physical sciences before enrolling in this course. This course will require the application of some mathematical skills from Algebra and Geometry.

FORENSICS

30SC11

Term: One Semester

Grade: 10-12

Credit: 0.50

Forensics incorporates biology, chemistry and physics topics in an interdisciplinary investigation. Students will apply their knowledge to solve problems using critical thinking. Data collection and analysis is the central tenet of this course. Analyzing blood spatter patterns, hair, fingerprints, fiber samples, and ballistics are some of the topics that will be explored and analyzed in forensic science. These tools will be used to analyze fictional crime scenes.

MODERN GENETICS

30SC13

Term: One Semester

Grade: 10 - 12

Credit: 0.50

PREREQUISITE: Successful completion of Biology

This exciting and relevant course enriches students' understanding of biological, bioengineering and biotechnological concepts and applications particularly in the study of genetics. The course covers principles of heredity at the molecular, cellular and organism level. Students learn about the transmission, structure, and alteration of genetic information through modern topics such as CRISPR/Cas9, Stem Cells and genetic engineering. Students will learn about the discovery and implications of current technological advances in our understanding of genetics. Students will also explore mutations and causes of genetic anomalies. Students will evaluate scientific data relating to the effects of genes on human health and the implications of engineering, altering and possibly eliminating defective genes from future human generations. The course will cover current areas of genetics including; Biotechnology, Bioengineering, Molecular Genetics and Classical Genetics.

HUMAN ANATOMY AND PHYSIOLOGY**30SC18**

Term: Full-Year Course

Grade: 11 - 12

Credit: 1.00

PREREQUISITE: Successful completion of Biology

This exciting and challenging course will study anatomy on the gross and microscopic levels. This is a full year course in which major human body systems such as, but not limited to, the skeletal, muscular, digestive, and nervous systems are studied in detail. Comparative human anatomy is studied through the complete dissection of a cat or rabbit, sheep brain, and frog. Students will also study histology to learn anatomy on the cellular level. Class work is supplemented with reading and activities to aid in the acquisition of anatomical and medical terminology. The knowledge and experience gained through literacy strategies, laboratory work, and project-based learning will aid the student in the understanding of the human body and in a future biological career.

OCEANOGRAPHY**30SC21**

Term: One Semester

Grade: 10-12

Credit: 0.50

PREREQUISITE: Successful completion of Biology or Integrated Science

This course includes students learning about the various ocean zones, and covers ocean composition, depth, thermoclines, tides/shorelines, food web, photosynthetic organisms (plants), marine animals, exotic benthic organisms, deep sea vents and chemosynthetic life, as well as human use/consumption/destruction, pollution, and management of resources.

ZOOLOGY**30SC22**

Term: One Semester

Grade: 10-12

Credit: 0.50

PREREQUISITE: Successful completion of Biology

This course gives an introduction to zoology with an overview of the taxonomy of the Animal Kingdom with particular emphasis on the morphology and systematics of both invertebrates and vertebrates. In the course we will explore animal evolution from simplest to most complex, their classification, anatomy, physiology, behavior, development and ecology. Several dissections, such as the clam and blue crab, will be completed in this course as well as Planaria regeneration on a live specimen.

SOCIAL STUDIES

Course offerings in the social studies are designed to develop in students a deeper understanding of the individual in relation to society. Students completing course work in social studies will have an improved understanding of their historical and cultural context; will be better prepared to understand the evolving nature of social structures at the personal, local, national, international levels; and will have the skills required to be productive citizens in the 21st century.

Four credits in social studies are required for graduation, and in addition to the electives, the following courses must be completed:

- ✓ Global Explorations or Honors Global Explorations
- ✓ America: The 20th Century *
- ✓ Contemporary America **
- ✓ Democracy in America **

* Satisfactory completion of AP U.S. History fulfills the America: The 20th Century requirement.

** Satisfactory completion of AP U.S. Government and Politics fulfills the Democracy in America and Contemporary Issues requirement.

GLOBAL EXPLORATIONS

30SS22

Term: Full year course

Grade: 9

Credit: 1.00

This course allows the student to come away with an understanding of historical, cultural, and contemporary regional world issues. It is intended to enhance student appreciation of cultural diversity and themes such as the commonality of the human experience, the environment, human rights, global interdependence, poverty and societal instability through central lenses of geography, culture, political systems, economics and faith-belief systems. Units are focused on the following regions: Introduction to the Social Studies Department's "Toolkit" (geography, culture, political systems, economics and faith-belief systems), Sub-Saharan Africa, Middle East, South Asia and East Asia.

HONORS GLOBAL EXPLORATIONS

30SS23

Term: Full year course

Grade: 9

Credit: 1.00

This course is built around the following three enduring ideas: History is an interrelated story of the world, history and geography are inherently dynamic, and historians and geographers are investigators. Global Explorations will have a skill focus of evaluating evidence, incorporating evidence, and explaining historical relationships. Units are focused on the following areas: Introduction to the Social Studies Department's "Toolkit" (geography, education, political systems, economics, and faith-belief systems), Sub-Saharan Africa, Middle East, South Asia, and East Asia. The purpose of this course is to build students' essential skills and confidence to prepare them for a range of Advanced Placement coursework during high school, by focusing on critical reading skills and evidence based writing. Students that enroll in this course are expected to be self-motivated to extend their depth of knowledge and skill sets working within the course materials.

AMERICA: THE 20TH CENTURY

30SS02

Term: Full year course

Grade: 10

Credit: 1.00

This course is designed to provide students with an understanding of the origins of the modern United States. Students will focus on the major social, political and economic events that impact today's world and America. Major topics will include immigration, business, politics, imperialism, world conflicts, social issues and economic concerns. The students will complete projects and analyze and evaluate issues through research, debates, discussions and simulations to better understand America and its place in the world as it relates to the 20th century.

CONTEMPORARY AMERICA

30SS03

Term: One semester course

Grade: 9-12

Credit: 0.50

This course will examine the social, political and economic conditions of the United States and the world from 2001 to the present. Students will be expected to draw consistently on skills, concepts and facts acquired in previous social studies courses to analyze, make judgments and give informed opinions on major contemporary issues/events in the post 9/11 world. The students will complete projects and analyze and evaluate issues through research, debates, discussions and simulations to better understand America and the surrounding world in the 21st century.

DEMOCRACY IN AMERICA

30SS04

Term: One semester course

Grade: 9-12

Credit: 0.50

Democracy in America is the study of authority, power and decision-making. This course will emphasize the individual's role in the American political system. Topics studied include the three branches of the federal government, political parties, voting and the voter's role in the electoral process, the development of the Constitution, and current policies. Contemporary political issues and controversies will be emphasized; therefore, in addition to the textbook, students will use newspapers, magazines and personal interviews as resources. The goal of the course is to encourage and prepare students for active, informed participation in the American political system.

SOCIAL STUDIES ADVANCED PLACEMENT COURSES

AP ECONOMICS (*Course will be offered in the 2025-2026 school year*)

30SS18

Term: Full year course

Grade: 10-12

Credit: 1.00

The AP Economics course of introductory economic principles is taught at the college level. Over the course of the school year students will focus on both macroeconomics and microeconomics, including the study of economic performance measures, the operation of product and factor markets, market failures, national income, the government role in promoting greater equity and efficiency, the financial sector, and international economics. Students learn to use graphs, charts, and data to analyze and explain economic concepts, but the course is not an accounting, investing or finance class. Students selecting to take AP Economics commit to the reading and practice problems commensurate with a college level economics class, and it is expected that they will register and take the AP Microeconomics and the AP Macroeconomics exams in May.

AP UNITED STATES HISTORY

30SS06

Term: Full year course

Grade: 10-11

Credit: 1.00

This Advanced Placement course is designed for the student who is seeking a deeper understanding of U.S. history. The course, covering colonial times through the present day, will require students to critique primary documents, research historical themes and developments, and write analytical papers on the economic, social and political aspects of American history. All students are expected to sit for the AP United States History Exam in May, an exam which could qualify them for credit at the college level.

SUMMER ACADEMIC REQUIREMENT – The summer assignment is an integral course requirement that must be completed and will be evaluated. Students must complete and submit requirements on the first day of school. Failure to meet the first day of school deadline will result in a late grade penalty.

AP PSYCHOLOGY

30SS07

Term: Full year course

Grade: 11-12

Credit: 1.00

AP Psychology is designed to allow the highly motivated student to analyze the systematic and scientific study of the behavior and mental processes of human beings. Students will be exposed to the psychological facts, principles, and phenomena associated with the major subfields within psychology. They will also learn about the methods psychologists use conducting and reporting on research while stressing the need to think like a psychologist. Whether you choose to pursue a career in psychology or in some entirely different field, this habit of mind will be of great value. It is expected that all students taking this course will sit for the AP Psychology exam in May.

SUMMER ACADEMIC REQUIREMENT – The multi-part summer assignment is an integral course requirement that must be completed and will be graded. Students must complete and submit requirements **both by a summer benchmark date in July** and on the first day of school. Failure to meet the first day of school deadline will result in a late grade penalty and will impact the course grade.

AP UNITED STATES GOVERNMENT AND POLITICS

30SS08

Term: Full year course

Grade: 11-12

Credit: 1.00

This course is designed for the highly motivated student to gain an analytical perspective in United States government and politics. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Investigated topics include Constitutional underpinnings of the U.S. government, political beliefs and behaviors, mass media and interest groups, and civil rights and liberties. All students are expected to sit for the AP United States History Exam in May, an exam which could qualify them for credit at the college level.

SUMMER ACADEMIC REQUIREMENT – The summer assignment is an integral course requirement that must be completed and will be evaluated. Students must complete and submit requirements on the first day of school. Failure to meet the first day of school deadline will result in a late grade penalty.

AP EUROPEAN HISTORY

(Course will be offered again in the 2026-2027 school year)

30SS05

Term: Full year course

Grade: 10-12

Credit: 1.00

This year-long study in European History is intended to survey the major themes of European history at a college academic level. Topics are discussed in light of cultural, economic, political and social trends, with connections made to modern day themes and events in Europe and in the world. Major units of the course begin with ancient Rome and end with Contemporary Europe. The reading volume for the course is approximately 30 to 40 pages of text per week. Students are expected to sit for the AP European History Exam in May, an exam which could qualify them for credit at the college level. There is also a review and research project with both a written and an oral component to be completed in May and June, and there will be a final exam used to determine the student's final course grade for the high school transcript.

SUMMER ACADEMIC REQUIREMENT – The summer assignment is an integral course requirement that must be completed and will be evaluated. Students must complete and submit requirements on the first day of school. Failure to meet the first day of school deadline will result in a late grade penalty.

SOCIAL STUDIES ELECTIVE COURSES

EUROPEAN HISTORY

30SS09

Term: One semester course
Grade: 9-12
Credit: 0.50

This course is intended to survey the major themes of European history and culture, especially as it has had an impact on our own American culture. Topics are discussed in light of cultural, economic, political and social trends, with frequent connections to modern day themes and events in Europe and in the world. The course surveys the historical periods from the Roman Empire through the establishment of the German Empire in 1871. *Note: This course may not be taken concurrently with or subsequently to AP European History.*

HISTORY OF FASCISM, WORLD WAR II AND THE HOLOCAUST

30SS10

Term: One semester course
Grade: 9-12
Credit: 0.50

This semester course traces the history of Europe from the establishment of the German Empire in 1871 through the Nuremberg Trials of 1946. Fascism will be analyzed as a movement throughout Europe, but with a special focus on the National Socialist German Workers' Party. Students will examine the details of the Second World War, the Holocaust and the aftermath of Germany's surrender in much greater depth than in the other European History courses. Knowledge of European history is not a prerequisite for taking this course, though it is helpful. Parental discretion advised for younger students because of the violent images and topics covered as part of the class. Major project assignments are an integral part of the course.

HISTORY THROUGH FILM

30SS11

Term: One semester course
Grade: 10-12
Credit: 0.50

PREREQUISITE: Either "America: The 20th Century" or "AP US History" must be taken prior to or concurrent with this course in order to facilitate concept and content synthesis

Students will study films with an American history focus, research the accuracy of these films, and interpret and evaluate them. Students will discuss the essential question, "Are movies a valid source of historical evidence?" as they contemplate the filmmaker's possible conflict between entertainment and presentation of the truth. Students will view films on various topics and themes from US History and write essays comparing that film evidence to information in more traditional sources (primary source documents, magazine articles, and textbook readings), along with film reviews and critical commentaries. Students should come to the course prepared with a background in American history.

INTRODUCTION TO PHILOSOPHY

30SS20

Term: One semester course
Grade: 9-12
Credit: 0.50

This course will provide students with an introduction to philosophical inquiry. Students will be introduced to what it means to study philosophy and examine the foundations of philosophy through the lenses of historical philosophers. Students will compare the ideas of various philosophers with their own ideas regarding philosophical topics, such as ethics, epistemology, political philosophies, and the idea of existence. Students will participate in lively discussions with the aid of readings and questioning techniques. This is a project-based course which allows for more creative thought processes about philosophical questions and concepts.

INTRODUCTION TO ECONOMICS

30SS13

Term: One semester course
Grade: 9-12

Credit: 0.50

Economics is the study of how people deal with the problem of scarcity and the production, distribution and consumption of goods and services. This elective course is designed to give students an overview of micro and macro-economic theories. The course includes the study of economic terminology, analysis of the free market system, supply and demand, monetary policies, national taxation issues, and global economies.

INTRODUCTION TO PSYCHOLOGY

30SS14

Term: One semester course

Grade: 9-12

Credit: 0.50

This course is designed to introduce the student to the various topics in the field of psychology by gaining a basic understanding of the relationship between the brain and our behavior. General areas of study include a history of and approaches to psychology, the brain, memory, learning, levels of consciousness, and abnormal psychology. The course provides a great opportunity for an analysis of personal behavior and experiences, which allows for a deeper analysis and understanding of the material studied. Students will apply what they learn through the completion of a rotating series of individual and small group performance assessments (projects), exams and assignments.

INTRODUCTION TO SOCIOLOGY

30SS15

Term: One semester course

Grade: 10-12

Credit: 0.50

This course will examine the processes of sociology including a history of the field, foundations of society (How and why do societies form?), the individual in society (What is the individual role in society? How does society affect the individual?), and social stratification (Why are there differences among people in societies? What does it mean to be a part of different social strata?). To facilitate this, students will look at social patterns in an attempt to understand these topics. Students will also apply what they learn in various individual and small group experiences. Special attention will be placed on a student-conducted sociological research project to facilitate a study of how sociologists conduct research in the field.

LAW & JUSTICE

30SS16

Term: One semester course

Grade: 9-12

Credit: 0.50

This course provides a basic understanding of the legal concepts, terminology, practices and procedures that will serve students both as citizens and consumers. Topics studied in Law & Justice will include the history of law, criminal law, juvenile justice and tort law. Students are expected to read, discuss, and write on relevant legal topics over the course of the semester. This course has a project each quarter and a final exam at the end of the semester.

IN SEARCH OF HEROES

30SS19

Term: One semester course

Grade: 9-12

Credit: 0.50

What makes a hero? How do societies define heroes? Do the characteristics of heroes vary depending on time and place? This thematic, comparative studies course asks the student to explore trends among heroic figures rooted in mythology, comic books, and film and then compare the characteristics of fictitious heroes to their real-life historic and contemporary counterparts. Through project-based assessments and exploratory class discussions, students will discover how societies define heroes, question whether the role has evolved over time, and understand how standards of heroes reflect cultural values.

LENSES OF AMERICAN HISTORY**30SS21**

Term: One semester course

Grade: 9-12

Credit: 0.50

A look into American history through the lenses of some different groups who have been impacted by or had an impact on our history. The various social movements will be covered from a variety of perspectives. Students will look into the American Dream as Native Americans, as women, as African Americans, as Asian Americans, and as Latin Americans. Students will learn through legislation, literature, societal expectations, and discussion how these different groups of people experienced life and sought representation and respect.

TECHNOLOGY EDUCATION / STEAM

Course offerings in Technology Education / STEAM are designed to introduce students to the use of technology as a tool in solving human problems. They will provide career information in engineering, mathematics, science, manufacturing, multimedia, and computer programming. These classes emphasize project-based instruction, the use of the design process, and technology-based instruction. This philosophy will prepare students to address and solve practical, real-life issues, while assembling the skills needed for college and career readiness.

ROBOTICS I

30IT07

Term: One semester course
Grade: 9-12
Credit: 0.50

This course is designed for the open-minded and innovative student. You will have the opportunity to bring your ideas to life as you research, design and construct Vex Robotic kits. Projects include: Robot Soccer, Maze-Solving Robots, and Tennis ball launchers. You will learn to drive your robot through complicated paths, lift balls, as well as program it to solve problems on its own. This class uses skills from Algebra and Geometry like Distance, Circumference and unit conversions. No experience is required!

ROBOTICS II

30IT08

Term: One semester course
Grade: 9-12
Credit: 0.50

This course continues work from Robotics I. It is assumed that students have mastered the skills from that course. This course will teach advanced coding, logic, and construction techniques relating to VEX. Students will be expected to apply mathematical modeling skills and engineering practices. This will include circumference, ratios, linkages, and other geometric concepts. Students will learn about and build more complicated Robots and Code, including autonomous decision-making, by using an array of new Sensors, including Optical, Rotation, Inertia, Gyroscopes, Vision, Collision, and Sonar.

PREREQUISITE: *Successful completion of Robotics I*

MULTIMEDIA PRODUCTION I

30TE13

Term: One semester course
Grade: 9-12
Credit: 0.50

This is a course designed to introduce students to the many facets of video editing, as well as an introduction to the exciting world of television production. Essential concepts learned and applied throughout the course will include; camera operations, scene composition, lighting, audio recording, and studio jobs. Master the art of filmmaking completing projects such as music videos, news editorials, and social media video campaigns.

MULTIMEDIA PRODUCTION II

30TE14

Term: One semester course
Grade: 9-12
Credit: 0.50

This class provides students with a full immersion of the concepts, and technologies of television and podcast production. As staff members of the monthly variety show, The Mane Event, students engage in hands-on lessons in the areas of camera operation, lighting, audio, graphics, switching, scriptwriting, thinking skills, and collaborate as team members in a deadline-driven environment. Students will also be the voices and production team behind the school's podcast studio. This is an excellent course for students interested in majoring in broadcast journalism, film, or communications at a post-secondary school. Students will work with outside community members to highlight restaurants, community happenings, and work to create a dynamic college portfolio.

PREREQUISITE: *Successful completion of Multimedia Production I.*

ENGINEERING & DESIGN**30TE14**

Term: One semester course
Grade: 9-12
Credit: 0.50

The course is designed to expose students to the various fields of Engineering. Students will apply the Engineering Design Process to design, build, and test a variety of projects that simulate work typically completed by civil, structural, electrical, or mechanical engineers. Big builds and invigorating design prompts will make creativity and problem solving the main skills utilized for success in this hands-on course.

ENGINEERING & DESIGN II**30TE16**

Term: One semester course
Grade: 9-12
Credit: 0.50

This course allows students to broaden and deepen their understanding of engineering and design. Students will declare an engineering focus at the course kickoff, including mechanical, electrical, civil, industrial, or another agreed-upon designation. Once a track is declared, students will work with the instructor to design and implement rigorous and relevant projects within the designated path. Students will work collaboratively to design, build, test, and present a project/product that meets realistic technical specifications and constraints. Think big, build bigger, and solve real-world problems!

PREREQUISITE: Successful completion of *Engineering & Design I*.

WOOD MANUFACTURING & AUTOMATION**30TE01**

Term: Full year course
Grade: 9-12
Credit: 1.00

This course focuses on the creative application of woodworking skills and the use of cutting edge technology to fabricate unique creations. Students will design custom built projects, made from wood that are original ideas and begin as a raw material. All students will experience working with Computer Numerical Control (CNC) equipment to produce incredible outcomes. With increasing skills and techniques, accompanied by the individualization of projects, this class can be taken multiple times.

CREATE with VIRTUAL REALITY**30TE15**

Term: One semester course
Grade: 10-12
Credit: 0.50

You will learn to design and develop your own Virtual Reality applications. You will create prototypes, attempt challenges, and complete quizzes to build and solidify your skillset. Whether you want to create an interactive walkthrough of an ancient ruin, a product configurator for a car manufacturer, a simulator for operating dangerous machinery, or any other experience, this course will help you bring those ideas to life in VR. This course includes a version one and a version two. In version two, you will continue work on a project and design of your choosing.

INTRODUCTION TO PROGRAMMING ***30IT01****Cyber - 30CY01**

Term: One semester course
Grade: 9-12
Credit: 0.50

This course is designed for students who would like to enhance their computer background knowledge to a beginner programmer level. Students will learn concepts of computer coding in a rewarding and fun way. These concepts will allow students to move on to higher levels of computer science, such as AP Computer Science with a strong foundation in the basics of computer programming. They will use basic scripting skills in a text-based and block-based development environment to design programs to complete specific tasks. The students will explore the concepts of looping, variables, conditionals, and functions.

*This course can be taken as a cyber course.

INTRODUCTION TO PYTHON *

Term: One semester course
Grade: 9-12
Credit: 0.50

30IT02
Cyber - 30CY02

Students will further their understanding of computer programming by learning the Python computer language. This course is designed for students who would like to enhance their computer background knowledge to an independent programmer level. Currently many colleges and universities are using Python in their introductory computer science curriculum. In addition, Python is used at companies such as YouTube, Industrial Light and Magic, Google, JournyX and many others. "Today dozens of Google engineers use Python, and we're looking for more people with skills in this language." said Peter Norvig, director of search quality at Google, Inc. It is recommended that Introduction to Programming be taken first but this is not a requirement.

*This course can be taken as a cyber course.

WEB DESIGN *

Term: Full year course
Grade: 9-12
Credit: 1.00

30IT03
Cyber - 30CY03

Students will understand the components of engaging Web page design and learn elements of design and layout. They will gain a working knowledge of HTML code, enabling them to create an entire web site writing their own HTML code including text operations, navigation, and meta tags. Students will learn how to style using CSS and learn how to use scripting in a web page. Students will learn how to create a dynamic website for a client and deliver it by a deadline.

*This course can be taken as a cyber course.

AP COMPUTER SCIENCE *

Term: Full year course
Grade: 9-12
Credit: 1.00

30IT06
Cyber - 30CY10

The Advanced Placement course and exam is an introductory computer science course in JAVA. The course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development. It is meant to be the equivalent of a first-semester college-level course in computer science. It also includes the study of data structures, design, and abstraction. It is expected that all students will sit for the AP exam in May. Following the exam, students will work on Computer Science research projects of their own design. It is highly recommended that an introductory computer science course be taken before attempting the AP course.

*This course can be taken as a cyber course.

DIGITAL PHOTOGRAPHY

Term: One semester course
Grade: 9-12
Credit: 0.50

30IT17

This course is a dynamic exploration of Digital Photography, where students gain hands-on experience with professional-grade equipment, including Fuji mirrorless cameras, flash, studio lighting, and industry-leading software like Adobe Lightroom and Photoshop. Students will learn to master the camera, harness the power of light, and transform their images through expert editing techniques. By the end of the course, students will have a robust skill set and a portfolio ready for presentation.

WORLD LANGUAGE

Course offerings in World Languages are designed to deepen student understanding and use of language as a tool in the representation of ideas and culture. The study of World Languages can help students recognize, understand, and negotiate cultural differences. These are important skills in an increasingly interdependent world.

FRENCH I

30WLFR01

Term: Full year course

Grade: 9-12

Credit: 1.00

The course stresses language as a method of communication. Special emphasis is placed on vocabulary growth and grammar. The study of French civilization and culture from throughout the Francophone world is presented. Evaluation of student achievement will include speaking, listening (comprehension), reading and writing.

FRENCH II

30WLFR02

Term: Full year course

Grade: 9-12

Credit: 1.00

The second level of French strengthens the patterns introduced in French I. Conversational skills are stressed. The study of grammar is intensified, and an emphasis is placed on reading comprehension. Student understanding of French culture and civilization throughout the Francophone world is extended. Evaluation of student achievement will continue, as in French I, with increased emphasis on comprehension and writing skills.

FRENCH III

30WLFR03

Term: Full year course

Grade: 9-12

Credit: 1.00

At this level, students are expected to read with greater efficiency and to speak with increased fluency. The study of grammar and vocabulary is intensified, and particular attention is given to improving comprehension. The writing of compositions will commence. Emphasis will be on comprehension and speaking skills.

HONORS FRENCH IV

30WLFR04

Term: Full year course

Grade: 9-12

Credit: 1.00

PREREQUISITE: 92% in French III and teacher recommendation

At this level, students will master the features of advanced grammar and concentrate on increasing their vocabulary. More complex literary selections and contemporary works will be introduced and discussed. The practice of regular compositions will continue. French literature and culture will be studied. Students will be evaluated on their ability to apply the four aspects of language mastery: listening, speaking, reading and writing.

AP FRENCH**30WLFR06**

Term: Full year course
Grade: 9-12
Credit: 1.00

PREREQUISITE: Successful completion of Honors French IV and teacher recommendation

The purpose of the AP French Language and Culture course is to emphasize communication in the interpersonal, interpretive and presentational modes of communication in real-life situations. This includes vocabulary usage control, communication strategies and cultural awareness. The course engages students in an exploration of culture in both contemporary and historical contexts and develops student awareness and appreciation of cultural products, practices and perspectives. To best facilitate the study of language and culture, the course is taught exclusively in French. Students are expected to sit for the AP French Language and Culture exam at the end of this course.

SUMMER ACADEMIC REQUIREMENT: The summer assignment is an integral course requirement that must be completed. Failure to complete and submit the summer assignment by the first day of school will result in a penalty.

SPANISH I**30WLSP01**

Term: Full year course
Grade: 9-12
Credit: 1.00

Spanish I offers the student an opportunity to begin to speak and read the language at an elementary level through group, partner, and individual practice. Emphasis is placed on conversation, vocabulary and correct usage of the language. The study of Hispanic culture and Civilization from throughout the Spanish-speaking world is introduced. Evaluation of student achievement will include speaking, listening (comprehension), reading and writing.

SPANISH II**30WLSP02**

Term: Full year course
Grade: 9-12
Credit: 1.00

Spanish II offers the student practice of functional expressions, vocabulary and grammar structures. The study of Hispanic culture and civilization is continued. Group, partner, and individual practice and participation are a vital part of student success. Evaluation of student achievement will continue to include speaking, listening (comprehension), reading and writing.

SPANISH III**30WLSP03**

Term: Full year course
Grade: 9-12
Credit: 1.00

Instruction in Spanish III consists of a communicative approach with an emphasis on grammar and vocabulary to help students become proficient readers and speakers of Spanish. The aim of this class is to build student confidence in language learning and use. Students will continue their study of Hispanic culture and civilization and will be evaluated in their master of the four components of language.

HONORS SPANISH IV**30WLSP04**

Term: Full year course

Grade: 9-12

Credit: 1.00

PREREQUISITE: 92% in Spanish III and teacher recommendation.

This course is designed for advanced language students. At this level all materials revolve around a communicative goal through grammar and vocabulary. Reading and writing strategies are presented to help students understand authentic Spanish documents and literature from throughout history and Hispanic civilization. Student evaluation consists of mastery of language skills in speaking, reading, listening, and writing.

AP SPANISH LANGUAGE and CULTURE**30WLSP06**

Term: Full year course

Grade: 9-12

Credit: 1.00

PREREQUISITE: Successful completion of Honors Spanish IV and teacher recommendation.

The purpose of the AP Spanish Language and Culture course is to emphasize communication in the interpersonal, interpretive and presentational modes of communication in real-life situations. This includes vocabulary usage control, communication strategies and cultural awareness. The course engages students in an exploration of culture in both contemporary and historical contexts and develops student awareness and appreciation of cultural products, practices and perspectives. To best facilitate the study of language and culture, the course is taught exclusively in Spanish. Students are expected to sit for the AP Spanish Language and Culture exam at the end of this course.

SUMMER ACADEMIC REQUIREMENT: The summer assignment is an integral course requirement that must be completed. Failure to complete and submit the summer assignment by the first day of school will result in a penalty.

NH-S ALTERNATIVE OFFERINGS

INDEPENDENT STUDY

Term: Semester or Full Year Course

Grade: 9-12

Credit: 0.50-1.00

The Independent Study course allows students to select options of specific interest to them, and to work on these areas of interest independently and at great depth. Independent Study projects must stress higher order thinking and creativity and address an area of study not covered by the regular school curriculum. Interested students are required to complete and submit an application that thoroughly describes the proposed activity, intended outcomes, general timeline, and assessment methods. **Parents, advisor, principal and the assistant to the superintendent must approve the application prior to the closure of the course selection process. It is recommended that students submit their applications early in case revisions or modifications are recommended prior to approval being made.**

Typically, students should expect to commit to perform a minimum of three hours per week on a project or specified series of projects, submit regular summaries of efforts/activities, and meet with the advisor once per week to discuss progress and evaluate efforts. While selection of competition or extracurricular options are potential areas that may be considered, the Independent Study course requires the student to commit to efforts that go above and beyond the normal bounds of participation in order to gain advisor and principal approval. Areas of interest for projects may include, but are not limited to, architecture, art, debate, comparative literature, career exploration, computer programming, creative writing, environmental studies, fashion, forensics, journalism, mentorships, movie or play production, music, philosophy, playwriting and psychology.

VIRTUAL LEARNING OPPORTUNITIES

Term: Semester or Full Year Course

Grade: 9-12

Credit: 0.50-1.00

New Hope-Solebury High School students have the opportunity to pursue unique interests or accelerate credit acquisition through several on-line providers in a range of disciplines. **The student is solely responsible for the cost of these courses and must be approved by administration before registering.** A class period will be scheduled for participating students to complete their online course work. Students are responsible to their online course instructor and must meet all timelines and course requirements. Course activities include, but are not limited to, online discussions, group collaboration, independent projects, and written assignments. Course grades are issued by the course instructor. The credit value for each course is determined by its length (semester or year-long). Academic weight is assigned for all honors and Advanced Placement courses.

Students are generally eligible only for those courses not offered at NHS unless a scheduling conflict is unavoidable. Enrollment decisions will be based on the applicant's needs, grade level and academic history.

Interested students need to possess strong independent learning and organizational skills. Virtual courses move at a rapid pace and there are new expectations and requirements announced to participating students each week. It is expected that any student taking an online course will complete it. If a student does drop a VHS course, a Withdrawn Failing (WF) mark will be issued and this mark will appear on the student's transcript.

MIDDLE BUCKS INSTITUTE OF TECHNOLOGY (MBIT)

New Hope-Solebury students are eligible to participate in career, technical and pre-professional experiences at the Middle Bucks Institute of Technology (MBIT) campus along with students from Central Bucks, Council Rock and Centennial School Districts. The MBIT program offers participating students the opportunity to develop advanced technical skills as a foundation for college study, while at the same time completing a rigorous academic program at New Hope-Solebury High School.

SOAR (Students Occupationally and Academically Ready) Program: [Click HERE](#) for more information.

Middle Bucks Institute of Technology

Our campus at Middle Bucks Institute of Technology offers a complete array of career, technical, and pre-professional courses to enhance the academic program of all students. The Middle Bucks Campus is located on Old York Road in Jamison, Warwick Township. The school is operated jointly by four participating school districts: Centennial, Central Bucks, Council Rock, and New Hope-Solebury. The school provides both a morning and afternoon program with students spending the other half of the day at their sending high school where they continue to be an integral part, studying their required subjects and participating in co-curricular and interscholastic activities. Students entering 10th, 11th or 12th grades are eligible to apply for admission. Students attending MBIT may earn four (4) credits. Transportation to Middle Bucks is provided by the school district.

VARIETY OF CAREER DEVELOPMENT EXPERIENCES

Depending on individual career plans and goals, students may enroll for one, two, three, or four-year experiences. Students whose career plans include college will find any of the career programs to be meaningful and appropriate enhancements to a college prep curriculum. Middle Bucks also offers many technical programs ideal for the employment-bound student. The Middle Bucks experience provides students with a blend of classroom theory, technical applications in state-of-the-art laboratories, and actual off-campus work-based experiences. Students learn and apply reading, writing, mathematics, science, communications, and technology in a way that has personal meaning and career relevance.

APPLICATION AND SELECTION PROCESS

Students must complete the Middle Bucks application process to be considered for admission. Selection is based on completion of selected Program Recommendations, aptitude and achievement scores, interest inventories, attendance records, behavior patterns, emotional stability and staff recommendations. **A transcript must accompany the MBIT standard application.** Students are accepted based on the aforementioned variables and a quota system by district. Since many programs fill to capacity quickly, students should begin the application process early to ensure that a completed application package is on file at MBIT by April 1st of the year prior to enrollment. However, applications will be accepted anytime throughout the year. Applications may be obtained from your school counselor.

THE EDUCATIONAL PROGRAM

The educational program is organized around ten broad career clusters and operates twenty-two state approved career pathway programs. The school operates fall and spring sessions, with a summer enrichment program for middle school students. Instruction is individualized, self-paced, and highly personalized. Middle Bucks prepares today's students for tomorrow's emerging technologies and provides students with the competitive edge needed to compete in a global marketplace and succeed in college.

CAREER ASSESSMENT

Career assessment services are intended to help secondary students and adults make career decisions by identifying their technical aptitudes and interests; and are available at no charge to secondary students in each of the four sending districts. A testing center has been created at MBIT with staff trained in test administration and analysis. Please contact your child's guidance counselor for more information.

COLLEGE AND UNIVERSITY CONNECTIONS

MBIT has a variety of college and university connections available to students. The **partnership agreements** with Bucks County Community College provides students with an opportunity to earn up to 18 credits toward an associate's degree by earning an industry-specific, nationally recognized skills certificate/credential that combines technical training with general education knowledge. These agreements also provide students with the opportunity to earn an additional 15 credits for two years of structured work experience at approved sites. **Five career pathways are eligible for the college partnership:** Automotive Technology, Collision Repair Technology, Cosmetology, Electrical and Network Cabling Technology, and Welding Technology.

Career pathway **articulation agreements** are in place with many postsecondary institutions such as Bucks County Community College, Drexel University, Gwynedd Mercy University, Pennsylvania College of Technology, and the Hussian School of Art. Students can earn from six to twelve credits toward an associate's degree or certification at these or other postsecondary institutions.

MBIT - CAREER CLUSTER OFFERINGS

	Architecture & Construction Career Cluster Pathways: <ul style="list-style-type: none"> □ Building Trades Occupations □ Computerized Drafting & Engineering Graphics □ Electrical Technology □ HVAC & Plumbing Technology □ Horticulture, Landscape & Design □ Residential Construction Carpentry
	Arts, A/V Technology & Communications Career Cluster Pathways: <ul style="list-style-type: none"> □ Commercial Art & Advertising □ Multimedia Technology
	Health Science Career Cluster Pathways: <ul style="list-style-type: none"> □ Dental Occupations □ Medical & Health Professions □ Sports Therapy & Exercise Management
	Hospitality & Tourism Career Cluster Pathway: <ul style="list-style-type: none"> □ Culinary Arts & Sciences
	Human Services Career Cluster Pathways: <ul style="list-style-type: none"> □ Cosmetology □ Early Childhood Care & Education
	Information Technology Career Cluster Pathways: <ul style="list-style-type: none"> □ Networking & Operating Systems Security □ Web Design & Interactive Media
	Law, Public Safety & Security Career Cluster Pathway: <ul style="list-style-type: none"> □ Public Safety
	Manufacturing Career Cluster Pathway: <ul style="list-style-type: none"> □ Welding Technology
	Science, Technology, Engineering & Mathematics Career Cluster Pathway: <ul style="list-style-type: none"> □ Engineering Related Technology
	Transportation, Distribution & Logistics Career Cluster Pathways: <ul style="list-style-type: none"> □ Automotive Technology □ Collision Repair Technology