

HIGH SCHOOL PROGRAM OF STUDIES



2023-24 SCHOOL YEAR

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General Information

Board of School Directors

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| | Audrey Mathison President | |
| | Nancy Wilt Vice President | |
| LaTarsha Brown Phoebe D. Harris Lisa A. Conover | Andrene Brown | Dr. Evelyn Santana Jennifer Lynn Ortiz Patrick Palmer |
| William P. Hargett <i>Secretary</i> | Josephine Cacace <i>Treasurer</i> | Jeffrey T. Sultanik, Esq. <i>Solicitor</i> |

Central Administration

| | | |
|---|--|--|
| | Dr. Carol D. Birks <i>Acting Superintendent</i> | |
| Jennifer M. Ramos <i>Deputy Superintendent Chief of Staff</i> | Dr. Michael Q. Roth <i>Deputy Superintendent Chief Academic Officer</i> | TBD <i>Business Manager</i> |
| Dr. Robert Robinson <i>Chief Culture, Equity and Advancement Officer</i> | Jennifer Bryant <i>Senior Executive Director of Elementary Schools</i> | TBD <i>Executive Director of Talent and Team Experience</i> |
| Matthew Pile <i>Executive Director of Elementary Schools - West</i> | Dr. Brandy Sawyer <i>Executive Director of Curriculum and Educator Supports</i> | Brian Siket <i>Executive Director of Exceptional Student Services</i> |
| Melissa Smith <i>Executive Director of School Improvement & Compliance</i> | Thomas Smith <i>Executive Director of Facilities</i> | Takecia Saylor <i>Assistant to the Superintendent, Technology</i> |
| Dr. Kurt Berbaum <i>Director of Assessment</i> | TBD <i>Director of English Language Arts and Social Studies</i> | Josephine Cacace <i>Director of Finance</i> |
| Frank Derrick <i>Director of Recruitment & Retention</i> | Dr. Robert Dilliplane <i>Director of Virtual Learning</i> | Dr. Audrey Flojo <i>Director of Instructional Practice and Professional Development</i> |
| Lisa Greitzer <i>Director of Newcomer Academies</i> | Beth Hildabrant <i>Director of Procurement</i> | TBD <i>Director of Grants</i> |
| Paul Hunter <i>Director of Charter Schools</i> | Kyle Kauffman <i>Director of STEM</i> | Tiffany Polek <i>Director of Student Services</i> |
| Pam Gallagher <i>Director of Student Nutrition</i> | Randy Buck <i>Executive Director of Middle Schools</i> | William Seng <i>Director of Team Experience</i> |

2023-24 ASD School District & Board Goals

OUR VISION

Each and every student, with the active support of the entire community, will graduate ready to thrive in a diverse and complex world.

OUR MISSION

Each and every student will graduate college and career ready by having their individual needs met through active engagement in a rigorous, safe and nurturing learning environment.

CORE VALUES

In ASD, our commitment to Excellence, Partnership and Equity means that we believe in:

- Honoring each student’s unique qualities
- Ensuring equity of access and opportunities
- Nurturing the pursuit of lifelong learning
- Strengthening partnerships with families and communities
- Promoting cultural responsiveness
- Building trust and mutual respect

THEORY OF ACTION

Our theory of action is grounded in a clear understanding of our challenges and the opportunities that exist to bring about continuous improvement. It tells a story of the choices and changes we intend to make to improve teaching, learning, and leadership.

IF WE:

- Cultivate a culture in which students feel safe, valued and nurtured;
- Center the district’s work on personalized learning and instruction;
- Collaborate meaningfully and deeply with families and communities;
- Create and expect organizational effectiveness and accountability; and
- Calibrate leadership and learning at all levels,

THEN:

- ASD students will graduate college and career ready with the skills necessary to explore and pursue post-secondary options that lead to success in work and life.

Letter from Your Principals

Dear Students and Families,

The Allentown School District is excited to share the 2023-24 Program of Studies. It is designed to guide you to the important information needed to select your courses for the upcoming school year.

Our high schools offer a wide variety of academic courses designed to prepare you for the future. Please review the courses listed and described on the following pages with your parents. It is important to develop an academic plan based on your personal interests and future goals. Careful consideration should be given to the course descriptions, graduation requirements and program options contained in this booklet.

As you prepare to build your schedule for next year, we encourage you to challenge yourself both in your academic course work and your investment in extracurricular activities. Take an advanced class in your favorite subject area.

Get involved. Students who are connected to school by participating in activities stay engaged in their classes and are generally more successful in school.

Our staff is here to ensure your high school experience is a special one. Should you have any questions about the registration process, please talk with one of your teachers, an administrator, or make an appointment to see your school counselor. We will all do our best to address your questions and concerns.

Sincerely,

Mr. Michael Makhoul
Principal, Dieruff High School

Mr. Jose Rosado, Jr.
Principal, Building 21

Mrs. Cheryl Clark
Principal, Allen High School

Building 21 Allentown High School Administration

School Leader.....Jose Rosado, Jr.
 Assistant School Leader.....Telsa Comunale

Counselors: Scott Woolf

Louis E. Dieruff High School Administration

Principal.....Michael Makhoul
 Assistant PrincipalJoanellyn Schubert
 Assistant Principal.....Sarah Pastelyak
 Assistant PrincipalDavid Reimschuessel
 Assistant PrincipalMelissa Petronio
 Assistant PrincipalTerrence Bomar
 Supervisor of Instruction..... Lisa Krause

Counselors: Olga Cosme (Department Chair), Robert Kulp, Maria Markunas, Beatriz Gambourg,
 Jeffrey Penizotto, Jeanne Grieger, Nichol Gibbs

William Allen High School Administration

Principal.....Cheryl Clark
 Assistant Principal.....Jeremy Thatcher
 Assistant PrincipalErnesto Lopez
 Assistant PrincipalBrett Keeble
 Assistant PrincipalCorey Cowen
 Acting Assistant PrincipalNicole Singer
 Assistant PrincipalKate Long
 Assistant PrincipalCharles Johnson
 Supervisor of Instruction..... Cynthia Guinn

Counselors: Craig Smith (Department Chair), Craig Borrell, Dawn Tehonica, Tania Brannon,
 Liayn Morris, Rina Duggan, Kristin Mosser, Allison Hausman, Vanessa VanNorman,
 Kenneth Kuhns

High School Course Sequences

| <u>Grade 9 (2027)</u> | <u>Grade 11 (2025)</u> |
|---|--|
| <p>Required</p> <p>English 1.0 credit (specific required courses are on page)</p> <p>Social Studies 1.0 credit (specific required courses are on page)</p> <p>Math 1.0 credit (see Math course offerings listed on page)</p> <p>Science 1.0 credit (specific required courses are on page)</p> <p>Physical Education .5 credit</p> <p>Health Education .5 credit</p> <p>Computer Programming .5 credit</p> <p>Service-Learning Projects***</p> <p>Required Courses 5.5 credits</p> <p>Elective Courses up to 1.5 credits</p> | <p>Required</p> <p>English 1.0 credit (specific required courses are on page)</p> <p>Social Studies ** 1.0 credit (specific required courses are on page)</p> <p>Math * 1.0 credit</p> <p>Science * 1.0 credit</p> <p>Physical Education .5 credit</p> <p>Service-Learning Projects***</p> <p>Required Courses 4.5 credits</p> <p>Elective Courses up to 2.5 credits</p> <p><i>* At least three total credits each of Math and Science are required for graduation.</i></p> <p><i>** Students who attend LCTI are not required to take Grade 11 Social Studies</i></p> <p><i>*** Service-Learning Projects required beginning Class of 2024</i></p> |
| <u>Grade 10 (2026)</u> | <u>Grade 12 (2024)</u> |
| <p>Required</p> <p>English 1.0 credit (specific required courses are on page)</p> <p>Social Studies 1.0 credit (specific required courses are on page)</p> <p>Math 1.0 credit (see Math course offerings listed on page)</p> <p>Science 1.0 credit (specific required courses are on page)</p> <p>Physical Education .5 credit</p> <p>Service-Learning Projects***</p> <p>Required Courses 4.5 credits</p> <p>Elective Courses up to 2.5 credits</p> | <p>Required</p> <p>English * 1.0 credit (specific required courses are on page) *</p> <p>Social Studies ** .5 credit</p> <p>Physical Education .5 credit</p> <p>Required Courses 2.0 credits</p> <p>Elective Courses up to 5.0 credits</p> <p><i>(Must schedule at least .5 Elective Course credits)</i></p> <p><i>* A total of four credits in specific required English courses are required for graduation</i></p> <p><i>** Students who attend LCTI will have one total credit of Social Studies</i></p> |

Graduation Requirements

CREDIT REQUIREMENTS

| Subject Area for Credit | Number of Credits |
|---|-------------------|
| English | 4.0 |
| Social Studies | 3.5 |
| Mathematics | 3.0 |
| Science | 3.0 |
| Arts & Humanities* (at least .5 of each) | 2.0 |
| Health | 0.5 |
| Physical Education | 2.0 |
| Computer Programming/Technology | 0.5 |
| Electives | 5.0 |
| Total Minimum Credits | 23.5 |

LCTI STUDENTS (Full & Half Day)

| Subject Area for Credit | Number of Credits |
|---|-------------------|
| English | 4.0 |
| Social Studies | 3.0 |
| Mathematics | 3.0 |
| Science | 3.0 |
| Arts & Humanities* (at least .5 of each) | 2.0 |
| Health | 0.5 |
| Physical Education | 2.0 |
| Technology Credit | 0.5 |
| LCTI Electives | 5.0 |
| Total Minimum Credits | 23.0 |

* Courses that qualify for Humanities: Journalism, Media Print, Foreign Languages, DE British Literature, DE Speech, DE Interpersonal Communication, Psychology, Sociology, Economics, Genetics, and any Family and Consumer Science elective

* The Arts includes any course listed in Art, Dance, Theatre, and Music Electives

* Mathematics of Personal Finance Course maybe used towards satisfying one credit in social studies, family and consumer science, Mathematics, or business education credit requirements for graduations

Pathways to Graduation

Guide to Meeting Statewide Requirements for High School Graduation



Act 158 of 2018 and Act 6 of 2017, provide students graduating from Pennsylvania Public High Schools in 2023 or later have the flexibility to meet statewide high school graduation requirements through one of five pathways that detail college, career, and community readiness.

Each pathway has specific requirements for graduation including proficiency on Keystone exams in Algebra 1, Literature, and Biology. Additional, approved evidence-based assessments and projects allow students to demonstrate proficiency and college/career readiness toward post-secondary success. Examples includes success in dual enrollment courses, SAT/PSAT/ACT test scores, letters verifying full-time employment after graduation, and service-learning projects. Students with IEP's have access to all available options and can graduate based on IEP goals.

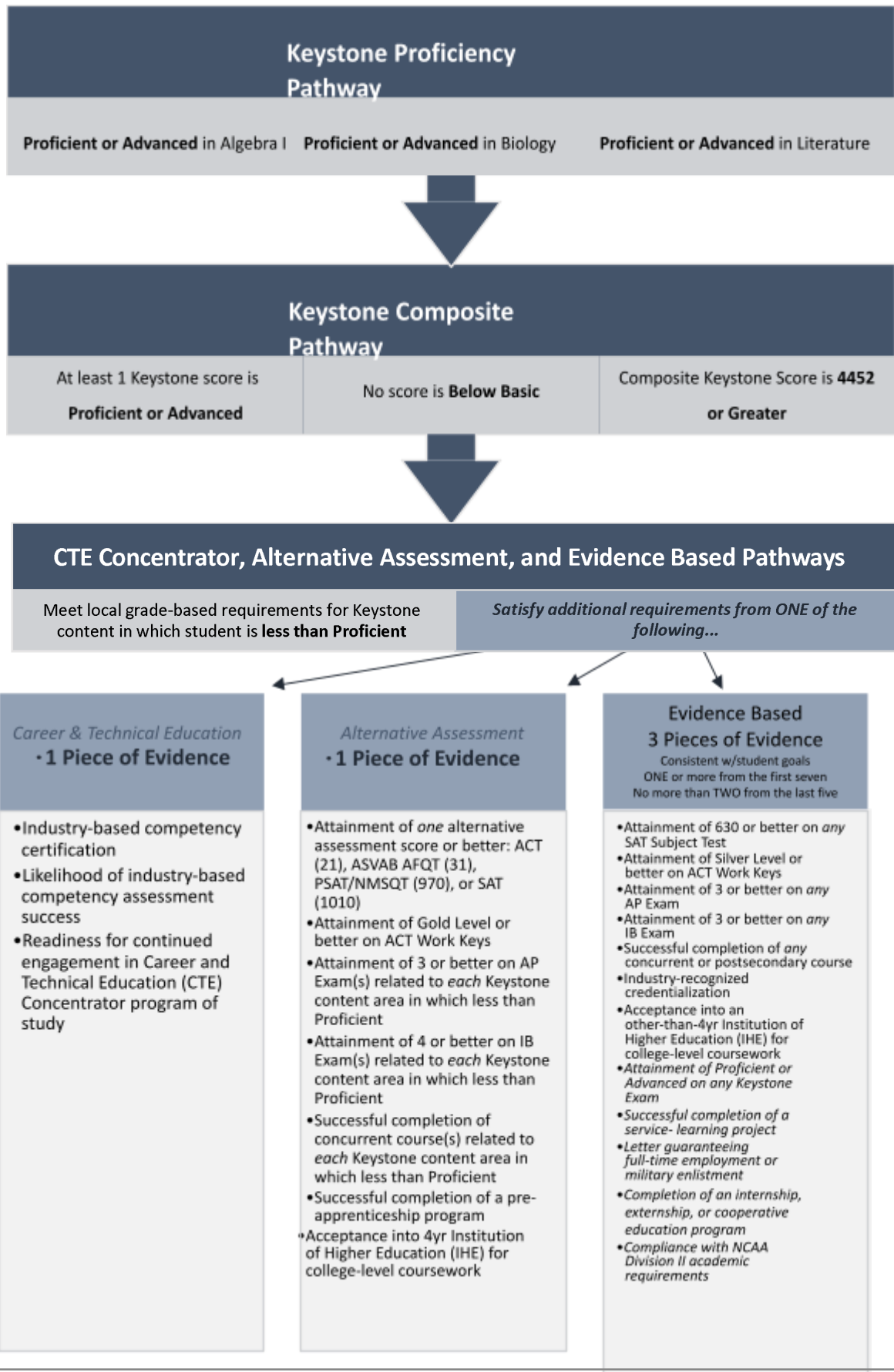
Service Learning Project

Service Learning helps students build character by allowing them to foster and develop personal values, beliefs, awareness, self-esteem, confidence, empathy and social responsibility. Beginning with the graduating class of 2023, students have options to demonstrate postsecondary preparedness through one of four additional pathways that illustrate college, career, and community readiness. Included in those pathways is a Service-Learning Project designed to address an identified community need and meet specified project learning goals.

A written project proposal must be submitted to school officials for pre-approval. Proposals must include a project description, learning goal(s), timelines, the number of service hours, the project's contribution to the community, and the sponsoring organization. The project must be supervised and assessed by an adult school official who will verify, in writing, successful completion of required components. A final presentation and a **minimum of 10 service hours** are required for all approved Service-Learning Projects

Reasons Service-Learning Projects Foster Graduation Success

1. Strengthen the connections between academic learning and community service opportunities for students to be challenged with learning new skills and critical thinking.
2. Allows students to prepare to learn new skills and learn how to reflect on their learning.
3. Has a positive effect on interpersonal skills development
4. Promotes collaboration, communication, and interaction with the community.
5. Promotes a positive effect on reducing stereotypes and facilitating cultural and racial understanding.
6. Promotes social responsibility and citizenship.
7. Contributes to career development and can influence career selection.
8. Contributes to stronger student/faculty relationships through mentorship.
9. Builds community



Pathways to Success

Pathways to Aspiring Careers in Teaching (ASD-PACT)

Purpose: The ASD-PACT pathway is designed to recruit, develop, and retain teachers who are already in the Allentown community. This opportunity draws from Allentown students who are connected to the school or community but may not have considered teaching or who need extra support when entering the teaching profession. This program is run in partnership with Lehigh Carbon Community College in preparing our students to enter the rewarding field of education after graduation and certification from a four-year university. The goal of the ASD-PACT pathway is to create teachers who are already connected to the community and share lived experience with the students they serve.

Pathway 1 - Early College Program (2-year associate at LCCC in Education)

Junior year - (Fall Semester)

RSS 102 College Experience
 EDU 101 Foundations in Education
 ENG 105 Research and Comp (ASD English Credit)
 LCCC Social Studies Elective - PSC 141 American Fed Government
 LCCC Mathematics Elective - MAT 105 Intermediate Algebra
 LCCC Social Studies Elective - PSY 140 Intro to Psychology

Junior Year - (Spring Semester)

EDU 105 Introduction to Special Education (10 hours observation)
 ENG 106 Introduction to Literature (ASD English Credit)
 LCCC Humanities Elective - HIS 124 US Since Reconstruction
 LCCC Mathematics Elective (ASD Mathematics Credit) - Math 150 or 160
 LCCC Science Elective (ASD Science Credit)

Summer Internship - students will be assigned a mentor teacher in summer programming and students will earn a certificate as a school paraprofessional

Senior Year - (Fall Semester)

EDU 120 Teaching with Technology
 EDU 205 Principles of Teaching
 EDU 115 Education Field Experience
 EDU 114 Careers in Education
 LCCC Elective of Choice -PED
 LCCC Elective of Choice

Senior Year - (Spring Semester)

EDU 210 Behavior Management and Guidance Practices
 EDU 291 School Communication with Families
 EDU 125 Linking Assessment and Instruction for Diverse Learners
 LCCC Elective of Choice
 LCCC Elective of Choice
 LCCC Elective of Choice

Pathway 2 - Dual Enrollment in ASD

- LCCC courses are in ASD buildings
- Students serve as mentors to students in local elementary schools one day each week, and -students who complete the courses can earn certification as a school paraprofessional and (18) college credits at LCCC

Junior Year

EDU 114 Careers in Education (1 credit course) - *Fall semester*
 EDU 101 Foundations in Education - *Fall semester*
 EDU 105 Introduction to Special Education - *Spring semester*
 EDU 120 Teaching with Technology - *Spring semester*
 ASD English 11
 ASD Contemporary Civics and Government
 ASD Science (Full Year) - Chemistry 1 Preferable
 ASD Physical Education

Senior year

EDU 125 Linking Assessment and Instruction for Diverse Learners - *Fall semester*
 EDU 205 Principles of Teaching - *Fall semester*
 EDU 210 Behavior Management and Guidance Practices - *Spring Semester*
 ASD English 12
 ASD Physical Education (semester course)
 ASD Economics (semester course)
 ASD Field Experience in ASD Classrooms - *Spring Semester*

Summer Internship - Students will be assigned a mentor teacher in summer programming and students will earn a certificate as a school paraprofessional

Pathway 3 - Begin in Sophomore year

Sophomore Year

EDU 114 Careers in Education (1 credit course) - *Fall Semester*
 EDU 101 Foundations in Education - *Spring Semester*
 ASD Biology
 ASD Contemporary World History
 ASD Mathematics
 ASD English 10
 ASD Physical Education - *Fall Semester*
 ASD Elective of Choice
 ASD Field Experience - *Spring Semester*

Junior Year

EDU 105 Introduction to Special Education - *Fall Semester*
 EDU 120 Teaching with Technology - *Spring Semester*
 ASD English 11
 ASD Contemporary Civics and Government
 ASD Science (Full Year) - Chemistry 1 Preferable
 ASD Physical Education - *Fall Semester*
 ASD Elective of Choice
 ASD Field Experience - *Spring Semester*

Summer Internship - Students will be assigned a mentor teacher in summer programming and students will earn a certificate as a school paraprofessional.

Senior year

EDU 125 Linking Assessment and Instruction for Diverse Learners - *Fall Semester*
 EDU 205 Principles of Teaching - *Fall Semester*
 EDU 210 Behavior Management and Guidance Practices - *Spring Semester*
 ASD English 12
 ASD Physical Education (semester course)
 ASD Economics (semester course)
 ASD (½) Day Field Experience in ASD Classrooms - *Spring Semester*

Pathway 4 - Begin in Senior Year

- LCCC courses are in ASD buildings
- Students who complete the courses can earn certification as a school paraprofessional and (9) college credits at LCCC

Summer Internship prior to senior year - Students will be assigned a mentor teacher in summer programming and students will earn a certificate as a school paraprofessional

Senior year

EDU 101 Foundations in Education - *Fall Semester*
 EDU 105 Introduction to Special Education - *Spring Semester*
 EDU 125 Linking Assessment and Instruction for Diverse Learners - *Fall Semester*
 ASD English 12
 ASD Physical Education (semester course)
 ASD Economics (semester course)
 ASD (½) Day Field Experience in ASD Classrooms - *Spring Semester*

Students in the ASD-PACT Pathways will complete all field experience hours in the Allentown School District. Once completed with the four-year teacher program, students will do their student teaching in the Allentown School District and have their first teaching placement upon graduation.

Early College Pathway

Allentown School District is launching a new program for students in 2019 – the Allentown Early College Pathway. This new initiative, in partnership with Lehigh Carbon Community College (LCCC), is tied to the Strategic Framework objective to center the district’s work on personalized learning and instruction. Allentown School District will be responsible for covering all costs associated with student participation.

The Allentown Early College Pathway is a dual enrollment program where select high school juniors will have the opportunity to earn an associate of the arts degree while they are simultaneously completing their high school diploma. While in their junior and senior years, students will complete dual enrollment courses at Lehigh Carbon Community College’s Main Campus and/or Donnelly Campus. Upon completion of high school graduation requirements and completion of the dual enrollment courses from LCCC, students will graduate with both their high school diploma and associate degree. Students will have the opportunity to use this course work when applying to traditional four-year colleges or any other post-secondary option.

- Participating students would take all junior and senior classes as dual enrollment with LCCC.
- Students must be placed into college level courses or qualify for exemptions.
- Program is available to qualifying students from all three Allentown School District high schools.
- **The Allentown School District will be responsible for covering all costs associated with student participation.** The costs covered by the district include:
 - Tuition - \$55 per credit, 60 credits = \$3,300 per student
 - Textbooks – estimated at \$2000 per year
 - Transportation and lunch
- The Allentown Early College Pathway program builds on best practices from other states already using this model.

Dual Enrollment

The Dual Enrollment program provides students with opportunities to take college course offerings from Lehigh County Community College (LCCC). Students are simultaneously enrolled at both their home high school and LCCC. Tuition will be paid by the district for students taking dual enrollment courses through LCCC. The benefits for students successfully completing dual enrollment courses include:

- Possible attainment of an associate degree (61 College Credits) from LCCC
- Students are able to receive college credit while in high school at no cost, saving significant tuition costs towards college.
- Students are able to experience the dynamics of a college classroom before entering college.
- Students easily transition from high school to college with a working knowledge of what to expect.
- Successful completion of dual enrollment courses can shorten the time to college degree completion.
- College credit is earned at the same time as high school credit.
- Students narrow down their career interests by having the chance to explore a variety of fields at the college level.
- Dual Enrollment Courses receive a .2 weighting for course completion with a grade of “C” or higher.
- The following Dual Enrollment Courses are offered to ASD students through LCCC:
 - **English:** British Literature, College English I & II
 - **Math:** Probability & Statistics, Pre-calculus, Calculus & Analytic Geometry
 - **Science:** Introduction to Environmental Science, Anatomy & Physiology I, Chemistry and Physics
 - **Social Studies:** US History since Reconstruction and State & Local Government
 - **Electives:** Speech, Intro to Sociology, Foreign Language, Human Growth and Development, Modern Social Problems, Intro to Computers & Applications, Intro to Psychology, Intro to Art, Interpersonal Communication, and Physical Education.
- Emerging Health Professionals courses (see program description below)

Pennsylvania has created a seamless statewide transfer and articulation system, which requires Pennsylvania's 14 community colleges and the 14 universities in the Pennsylvania State System of Higher Education (PASSHE) to adopt mandatory equivalency standards for the purpose of creating at least 30 hours of foundation courses that can be easily transferred to any of the participating institutions. This means that an ASD student electing to take Dual Enrollment Courses may earn up to 30 credits towards a bachelor's degree while still in high school and save one year of tuition costs at a state or state related university.

Advanced Placement

The Advanced Placement Program (AP), administered by The College Board, offers college-level courses that are taught at local high schools by high school teachers. In 1955 the AP program was initiated in the United States. Since then, approximately 8 million students have taken advantage of this program. ASD offers 22 Advanced Placement courses to its students. The AP program allows students to experience post-secondary coursework and its increased academic rigor while still enrolled in the supportive environment of their local high school. The advantages of taking AP courses for students are many:

- College credit can be given to students who pass the AP exam (passing is generally considered scoring three or higher out of five, although some schools only accept a four or a five score for credit).
- Advanced Placement courses offer an accelerated skill development curve. AP courses can help students acquire the skills and habits they will need to be successful in college. Students will improve their writing skills, sharpen problem-solving abilities, and develop time management skills, discipline, and study habits.
- Real college conditioning— Research consistently shows that students who are successful in AP typically experience greater academic success in college than students who do not participate. Advanced Placement courses offer students a seamless pathway between high school and college.
- Students taking one AP course will be required to take the course AP exam at the conclusion of the course. Students taking two or more AP courses will be required to take a minimum of two AP exams at the conclusion of their courses. Students taking more than two AP courses can choose the exams that are required. Students may elect to take an AP exam for all AP courses completed; however, they will only be required by the district to take two exams. The costs of these exams are assumed by the district.
- Advanced Placement Courses receive a .3 weighting for course completion with a “B” grade or higher. The following Advanced Placement Courses are offered in our high schools and/or the ASD Virtual Campus:
 - English: Language & Composition and Literature & Composition
 - Math: Calculus AB, Calculus BC and Statistics
 - Science: Biology, Chemistry, Environmental Science, Physics 1, Physics 2, and Physics C
 - Social Studies: World History, US History, US Government & Politics and Macroeconomics
 - Electives: Computer Science, Studio Art, Art History, Music Theory, German Language, Psychology/Virtual), Spanish Language and Culture

Additional information obtained at: <https://apstudent.collegeboard.org/home>

Lehigh Career & Technical Institute

The Allentown School District and the Lehigh Career and Technical Institute (LCTI) have developed a program called Career Pathways to help all students plan realistically for a promising future. At the high school level, the program is designed to guide students to choose a career cluster based on their specific interests and to select courses appropriate for that cluster. LCTI students can choose either a traditional or a technical academic pathway within any of the following career clusters: Arts & Humanities, Business and Communication Technology, Engineering & Industrial Technology, and Health & Human Services.

Virtual Courses

The Allentown School District (ASD) is a leader in K-12 for preparing our students for the 21st century. The ASD Virtual Campus offers high quality, internet-delivered high school courses that equip students to thrive in the complex life and work environment of the 21st century. This initiative enables the Allentown School District to offer courses that might not otherwise be available. Virtual courses may be requested through your counselor for the following reasons:

- Enrichment
- Make up a failed course
- Course does not fit into your schedule
- Homebound tutoring

Independent Study

Independent study programs are intended to add to the curriculum established by each of the core discipline areas. An independent study is intended to encompass rigorous learning activities that are aligned to state standards. Independent Study is for students who have a strong desire to study a subject in depth that is not contained within the academic program. Students interested in securing an independent study must contact prospective teachers to collaborate on an independent study contract including standards, objectives and a content outline that must be accomplished by the end of the course. The independent study contract must also identify resource materials and learning strategies by which the student will master the stated objectives. The following guidelines must be adhered to when requesting independent study programs:

- Independent study programs will not be approved for courses that are already offered on the master schedule.
- Independent study programs will not be assigned a weighted grade unless the program being offered is an advanced placement or advanced course not offered through the master schedule. Administrative approval must be granted.
- Independent study program contracts must be approved for a student each semester.
- Only one independent study program will be approved for a student each semester.
- Independent study programs do not replace selected courses on a student's academic schedule. An independent study is considered an addition to the required courses needed for a complete academic schedule.
- The amount of effort to fulfill the independent study contract will be comparable in expectations to rigorous high school academic courses.

Prior written approval of the principal, curriculum coordinator and the parent or guardian is required on the written contract before the independent study begins. All independent study programs will be operated under the supervision of a faculty member and reviewed by the appropriate curriculum coordinator for the fulfillment of the contract. Fully approved contracts for independent study programs will be submitted to the school counselor during the regular registration period established for all course selections for the upcoming year. Credit will be granted for the independent study program only if an approved contract is on file in the Counseling Office. Independent study program grades will be recorded each marking period and a final grade will appear on the student's high school transcript.

SAT Suite of Assessments

**PSAT™ 10**

In the Allentown school District, all students in Grade 10 take the PSAT NMSQT Assessment offered through College Board in the fall. PSAT 10 are highly relevant to your future success because they focus on the skills and knowledge at the heart of their education. They'll measure what you learn in high school and what you need to succeed in college. The PSAT 10 also provides:

- A great way to practice and get familiar with the format of the SAT,
- An SAT study plan customized for you based on your scores,
- A suggestion of AP courses that are a great match based on your scores, and a
- Connection to scholarship partners that offer scholarships to qualified low-income and minority students.

**SAT™**

In the Allentown School District, students in Grade 11 take the SAT college entrance exam offered through the College Board during SAT School Day in the spring. SAT School Day breaks down barriers that students face on their path to college and career readiness by expanding access during the school day for the SAT to be administered, lower stress levels due to testing in a familiar setting, and builds confidence through free practice offered from College Board. There are additional college and career planning benefits including:

- Connections to colleges and scholarship programs,
- Free access to Career Finder which can help you find careers that interest you,
- Free practice through College Board including the opportunity to earn money for college when you practice and improve your score, and
- Measures what students are learning in high school and what they need to know to succeed in college and beyond.

Gifted Program

The District provides gifted support services for eligible students meeting the PA Department of Education guidelines. Students designated as gifted have a Gifted Individualized Education Plan (GIEP) that is developed yearly.

Gifted education is based on the unique needs of the student, not solely on the student's classification. The gifted student may participate in Advanced Placement or Advanced classes, both or none, as deemed appropriate by the student, parent, and teachers when the GIEP is developed at a joint meeting. Gifted is defined as outstanding intellect and creative ability that requires specially designed instruction or support services, or both.

Students are encouraged to select courses of academic rigor that support their individual ability, interest, and achievement as they develop their post-secondary plan.

A student eligible for gifted support services has the opportunity to participate in any available course offerings. The gifted identification does not preclude the student from any regular education programming including academies and Lehigh Career and Technical Institute (LCTI).

Advanced Courses

Advanced classes in selected subjects receive .1 weighting and are offered in the freshman and sophomore years as preparation for the Collegiate Program experience. To remain in an advanced class, a student must maintain a B average. If a student cannot maintain this average during the first semester, he/she may be transferred to the corresponding course developed for the college-bound student. If the student's final average in an advanced subject falls below a B, he/she may not be permitted to continue in the advanced class of that subject the following year. A grade of B or better is required to receive the extra .1 weighting. Advanced courses are available in the following subjects:

- **English:** English I & II
- **Math:** Algebra II, Geometry, Analytic Geometry, Trigonometry, Algebra III
- **Science:** Biology & Chemistry
- **Social Studies:** US History I

ELECT Program & Services

ELECT (Education Leading to Employment and Career Training) Is a program for Parenting students or students expecting a child under the age of 22. Case-managed support and strong career support, as well as a flexible academic program individually tailored to meet the needs of the student. Provides social support and educational parenting resources for students needs both in school and outside of school. Students may contact their counselor, school nurse or The Elect Office or be referred to the program by another.

Special Education Programs and Services

Under Pennsylvania and federal laws, a student who meets the eligibility requirements for special education has the right to participate in the general curriculum in the least restrictive environment (LRE). The program of support and services is described within the student's Individualized Education Program (IEP). Providing a free appropriate public education (FAPE) for a student with a disability begins with the consideration of services in the LRE. The organization and delivery of special education services are planned in a flexible and responsive manner to accommodate the student's special needs of eligibility without removing the student, unnecessarily, from the general curriculum. Supplementary aids and services received by the student are dependent upon his/her individual need. The Allentown School District promotes inclusive opportunities for all students.

The students shall participate in the general curriculum to the maximum extent appropriate, which may be adapted or modified. Eligible students may also be provided instruction through supplemental curricula. Supplemental studies are listed within this Program of Studies. A supplemental study may be selected when the curriculum option is deemed as not providing enough support. A program may be offered when the curriculum needs to be intensified in order to meet the instructional needs. The level of instruction is geared to the ability and needs of the student through the IEP. Supplemental studies are formed around the learning needs of the student whose programs are determined by his/her IEP. This plan is reviewed annually and revised as needed.

Transition planning begins at least at age 14. The IEP team will decide what courses will prepare the student for life after high school through this process. The IEP team, including the student and parent, will plan transition activities to prepare the student for post-high school experiences. Discussions during transition planning include; college or post-high school training; employment exploration; and independent living including recreation or leisure activities. This transition planning includes consideration of the types of courses the student will take during high school. Early planning encourages a coordinated effort between the present and future goals.

Students are encouraged to prepare for a post-high school education, whether it is college or a trade/technical school. Students who are considering college are encouraged to take the PSAT and SAT assessments, with or without accommodations. Some students may elect a vocational curriculum and attend the Lehigh Career and Technical Institute (LCTI). LCTI offers a full range of programs.

A student with an IEP may select dual enrollment (DE) or advanced placement (AP) courses provided he or she meets the prerequisites for the selected courses. Academic support is available to students in the DE and AP courses.

All students receiving special education services are guaranteed the opportunity to earn a high school diploma. To be awarded a diploma, the eligible student must successfully complete all required courses and credits and meet performance standards on assessments. An IEP team may determine that an eligible student will graduate through the IEP process.

Any student with a disability whose individualized education program was established pursuant to 22 Pa. Code §14.131 (relating to IEP) and ASD Policy No. 217 prescribes continued special education programs beyond the fourth year of high school, shall be permitted to participate in the commencement ceremonies with the student's graduating class. The student receives a certificate of attendance, provided that the student has attended four (4) years of high school regardless of whether the student has completed the individualized program. A certificate of attendance is not a high school diploma.

NCAA Approved Courses

Any student athlete interested in playing a sport at a Division I or Division II college or university must be registered with the Clearinghouse. The NCAA encourages online registration at: www.eligibilitycenter.org



one opportunity. limitless Possibilities.

If you want to play sports at an NCAA Division I or II school, start by registering for a Certification Account with the NCAA Eligibility Center at eligibilitycenter.org. If you want to play Division III sports or you aren't sure where you want to compete, start by creating a Profile Page at eligibilitycenter.org.

ACADEMIC REQUIREMENTS

To play sports at a Division I or II school, you must graduate from high school, complete 16 NCAA-approved core courses, earn a minimum GPA and earn an ACT or SAT score that matches your core-course GPA.

CORE COURSES

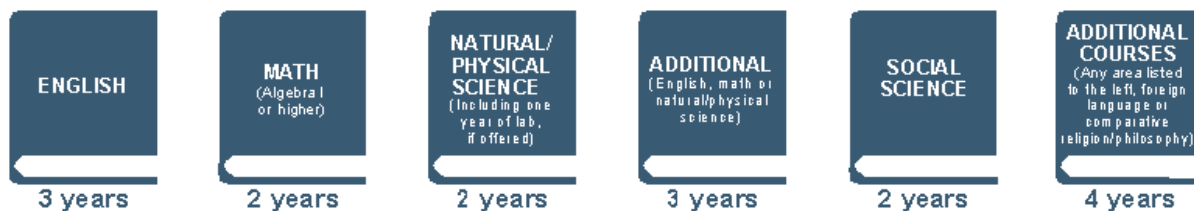
Only courses that appear on your high school's list of NCAA core courses will count toward the 16 core-course requirement; visit eligibilitycenter.org/courselist for a full list of your high school's approved core courses. Complete 16 core courses in the following areas:

Division I

Complete 10 NCAA core courses, including seven in English, math or natural/physical science, before your seventh semester.



Division II



GRADE-POINT AVERAGE

The NCAA Eligibility Center calculates your grade-point average based only on the grades you earn in NCAA-approved core courses.

- DI requires a minimum 2.3GPA.
- DII requires a minimum 2.2GPA.

SLIDING SCALE

Divisions I and II use sliding scales to match test scores and GPAs to determine eligibility. The sliding scale balances your test score with your GPA. If you have a low test score, you need a higher GPA to be eligible. Find more information about test scores at ncaa.org/test-scores.



HIGH SCHOOL TIMELINE

9TH GRADE



- *Start planning now!* Take the right courses and earn the best grades possible.

- Find your high school's list of NCAA-approved core courses at eligibilitycenter.org/courselist.
- Sign up for a free Profile Page at eligibilitycenter.org for information on NCAA requirements.

10TH GRADE

REGISTER



- If you fall behind academically, ask your counselor for help finding approved courses you can take.

- Register for a Profile Page or Certification Account with the NCAA Eligibility Center at eligibilitycenter.org.
- Monitor your Eligibility Center account for next steps.
- At the end of the year, ask your counselor at each high school or program you attended to upload your official transcript to your NCAA Eligibility Center account.

11TH GRADE



- Check with your counselor to make sure you are on track to complete the required number of NCAA-approved courses and graduate on time with your class.

- Take the ACT or SAT and submit your scores to the NCAA Eligibility Center using code 9999.
- Ensure your sports participation information is correct in your Eligibility Center account.
- At the end of the year, ask your counselor at each high school or program you attended to upload your official transcript to your NCAA Eligibility Center account.

12TH GRADE



- Complete your final NCAA-approved core courses as you prepare for graduation.
- Take the ACT or SAT again, if necessary, and submit

- your scores to the NCAA Eligibility Center using code 9999.
- Request your final amateurism certification beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your NCAA Eligibility Center account at eligibilitycenter.org.
- After you graduate, ask your counselor to upload your final official transcript with proof of graduation to your NCAA Eligibility Center account.
- *Reminder:* Only students on an NCAA Division I or II school's institutional request list will receive a certification.

How to plan your high school courses to meet the 16 core-course requirement:

9TH GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional

4 CORE COURSES

10TH GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional

4 CORE COURSES

11TH GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional

4 CORE COURSES

12TH GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional

4 CORE COURSES

$$4 \times 4 = 16$$

For more information: ncaa.org/playcollegesports | eligibilitycenter.org

Search Frequently Asked Questions: ncaa.org/studentfaq

Follow us: @NCAAECEC @playcollegesports @ncaaec

Curriculum Framework

Assessment Requirements

Students are expected to demonstrate proficiency on the Literature, Algebra I, and Biology Keystone Exams. The Literature Keystone Exam will be administered at the end of English II. The Algebra I and Biology Keystone Exams will be given at the end of each respective course. A student who does not attain proficiency on the Keystone Exams in Literature, Algebra I, and/or Biology will be provided with remediation and be provided additional opportunities to retake the exams.

Graduation Planning

Grade 9 Academic Program

| Subject | Traditional | LCTI Option (Half Day) | Advanced |
|------------------------------|--|-------------------------------|---|
| Mathematics | Developmental Algebra or Algebra 1* | Algebra 1* or Algebra 2 | Geometry, or Advanced Geometry, or Algebra 2, or Advanced Algebra 2 |
| Science | Physical Science | Physical Science | Advanced Biology* |
| Social Studies | Contemporary American Studies | Contemporary American Studies | Contemporary American Studies - Advances |
| English | English I | English I | English I - Advanced |
| Health | Health | Wellness/ Fitness | Health |
| Physical Education | Phys. Ed. | | Phys. Ed. |
| Computer Applications | Computer Programming | Computer Programming | Computer Programming |
| Electives | Electives, Virtual Academy Electives or READ 180 | LCTI LAB | Electives, Virtual Academy Electives |

**Indicates a Keystone Exam is given at the end of the course.*

Grade 10 Academic Program

| Subject | Traditional | LCTI Option (Full Day) | LCTI Option (Half Day) | Advanced |
|-----------------------|---|----------------------------|--|---|
| Mathematics | Algebra I* Foundations of Algebra II, Algebra II, Geometry or Advanced Geometry | Geometry | Foundations of Algebra II, Algebra II, or Geometry | Advanced Geometry, Algebra II, Advanced Algebra II, (TRIO) Algebra III/ Trigonometry/ Analytic Geometry or Pre-Calculus |
| Science | Biology* | Biology* | Biology* | Advanced Biology, Chemistry/ Advanced Chemistry |
| Social Studies | Contemporary World Studies | Contemporary World Studies | American Studies II | World History AP |

| | | | | |
|---------------------------|--------------------------------------|---|------------------|--------------------------------------|
| English | English II* | English II* | English II* | Advanced English II* |
| Physical Education | Phys Ed | Literacy Advantage/ Math Apprenticeship Level I LAB | | Phys Ed |
| Electives | Electives, Virtual Academy Electives | | Level I Tech LAB | Electives, Virtual Academy Electives |

**Indicates a Keystone Exam is given at the end of the course.*

Grade 11 Academic Program

| Subject | Traditional | LCTI Option (Full Day) | LCTI Option (Half Day) | Collegiate Program Experience/ Dual Enrollment | Collegiate Program Experience/ Advanced Placement |
|---------------------------|--|--|--|---|--|
| Mathematics | Foundations of Algebra 2, Algebra 2, Geometry, Advanced Geometry, PreCalc | Algebra III/ Trigonometry or Geometry or Algebra II | Geometry, Advanced Geometry | Pre-calculus or Probability and Statistics | Advanced Algebra III/ Trigonometry/ Analytical Geometry, AP Statistics, AP Calculus AB |
| Science | Chemistry, Advanced Chemistry, Physics, Environmental Science, Science Electives Options | Chemistry or Physics | Chemistry, Physics, Env. Science, Science Electives Options | Physics Anatomy & Physiology | AP Physics, AP Chemistry, AP Biology, AP Environmental Science, Science Electives Options |
| Social Studies | Contemporary Issues in Civics & Government | World Cultures | | Intro to Psychology, Intro to Sociology, State & Local Government, US History since Reconstruction | AP US History |
| English | English III | Integrated American History & Literature | English III | College English I | English Language & Composition - AP |
| Physical Education | Physical Education | Wellness Fitness | Wellness Fitness | Physical Education | |
| Electives | Electives, Virtual Academy Electives | Technical LAB | Technical LAB | Interpersonal Communication, Speech, DE Online Options | Optional AP Electives, Virtual Academy AP Electives |

Grade 12 Academic Program

| Subject | Traditional | LCTI Option (Full Day) | LCTI Option (Half Day) | Collegiate Program Experience/ Dual Enrollment | Collegiate Program Experience/ Advanced Placement |
|---------------------------|--|---|---------------------------------|---|--|
| Mathematics | (TRIO) Algebra III/ Trigonometry/ Analytic Geometry, Statistics, Algebra II, AP Computer Science Principles | Choose <u>one</u> Science or Math: Biology, Chemistry, Physics, Geometry, Algebra II or Algebra III Trigonometry Earth & Space, Chemistry, Physics II | LCTI Program of Choice | Probability & Statistics, Pre-Calculus, Calculus & Analytical Geometry | AP Calculus AB, AP Calculus BC, AP Statistics, AP Computer Science Principles |
| Science | Chemistry, Physics, Environmental Science, or Science Electives Options | | | Physics, Anatomy and Physiology, or Emerging Health Professions | AP Physics 2, AP Physics C, AP Chemistry, AP Biology, or AP Environmental Science |
| Social Studies | Financial & Economic Issues | American Govt./ Civics/ Econ | American Govt./ Civics/ Econ | Intro to Psychology, Intro to Sociology, State & Local Government, Human Growth and Development, Modern Social Problems, US History since Reconstruction | United States Government & Politics AP & Macroeconomics AP |
| English | English IV | English Lang Arts IV | English Lang Arts IV | College English 1 or II, Speech, British Literature | AP English Literature & Composition |
| Physical Education | Physical Education | Wellness Fitness | Physical Education | Physical Education | Optional AP Electives, Virtual Academy AP Electives |
| Electives | Electives, Virtual Academy Electives | Technical LAB | Technical LAB | Interpersonal Communication, Speech, Foreign Language, Introduction to Art | |

Non-Disciplinary/Non-Traditional Academic Pathways

| Program | Student | Educational Setting | Curriculum | Referral/Enrollment Process |
|---|--|---|--|--|
| G.A.I.N. Graduation Attainment Initiative Network | Students age 18-21 not demonstrating academic progress in the traditional classroom setting | In-school, small size | Academic, career exploration, extended teacher support. | Counselor recommendation |
| REC Re-Engagement Center | Drop out dis-engaged youth, ages 17-21 or 24 (depending on which program is chosen traditional diploma [21] or GED [24]) | Out-of-school | Case-managed support and strong career support, as well as a flexible academic program individually tailored to meet the needs of the student. Center staff reviews students' transcripts and develops an individualized plan that enrolls the student in the best program that fits them. The staff continues to provide support to students after enrollment to provide each student the support needed to keep them on track to graduate. | Students can contact or visit the Center on their own or be referred to the Center by another. |
| Secondary Newcomer Academy | Students that are new to United States schools with newcomer (level one) limited English proficiency. | Off-site program at Midway Manor building | Core academic program with intensive focus on second language acquisition throughout the school day. | Placement test and ESOL Department recommendation based on established criteria. |

Non-Traditional Academic Pathways

| Program | Student | Educational Setting | Curriculum | Referral/Enrollment Process |
|---|--|-----------------------|--|--|
| AEDY Middle School & AEDY High School | Identified students who have specific behavioral needs in Grade 6-12 | William Penn Building | A comprehensive alternative education program which is run in partnership with Communities in Schools (CIS). The school offers an educational placement system that moves students through short-term academic and behavioral interventions before placing students back into their home schools as they meet the established exit criteria. | Administrator recommendation, Parent consent |
| VISTA Middle School & VISTA High School | Students that have been expelled from the district in Grade 6-12. | William Penn Building | <p>Instruction in four basic curriculum areas include English, Mathematics, Science and Social Studies.</p> <p>All instruction is based upon curriculum calendars provided by the Allentown School District. Students are encouraged to be employed or engage in community service to earn additional credits toward graduation. <i>Reintegration/Graduation</i></p> <p>Students are periodically evaluated to determine eligibility to either return to the home school, enter an appropriate alternative educational program, or complete their academic requirements and obtain an Allentown School District diploma.</p> | Administrator recommendation, Parent consent |

Graduation Plan

| Subject | Credits Required | Grade | Courses Completed/To Be Completed | Year | Total |
|---|------------------|-------|-----------------------------------|------|-------|
| English | 4 | 9 | | | |
| | | 10 | | | |
| | | 11 | | | |
| | | 12 | | | |
| Math | 3 | 9 | | | |
| | | 10 | | | |
| | | 11 | | | |
| | | 12 | | | |
| Science | 3 | 9 | | | |
| | | 10 | | | |
| | | 11 | | | |
| | | 12 | | | |
| Social Studies | 3.5 | 9 | | | |
| | | 10 | | | |
| | | 11 | | | |
| | | 12 | | | |
| Health/PE | 2.0 | 9 | | | |
| | | 10 | | | |
| | | 11 | | | |
| | | 12 | | | |
| Electives (including computer programming) | 5.5 | 9 | | | |
| | | 10 | | | |
| | | 11 | | | |
| | | 12 | | | |
| Arts & Humanities Electives | 2 | 9 | | | |
| | | 10 | | | |
| | | 11 | | | |
| | | 12 | | | |
| TOTAL CREDITS = 23.5 | | | | | |
| TOTAL CREDITS LCTI = 23.0 | | | | | |

Course Information

How to Read Course Information

English 1 Grade 9 Year 1 5 Periods 1.0 Credit Course # 100

English 1 is a course for all freshmen. A wide range of literary genres is studied in accordance with the PA Common Core Standards. Extensive composition instruction in a variety of modes emphasizes the writing process and develops critical thinking. Research skills are taught, and students complete research related tasks. Vocabulary development is stressed and oral communication skills are refined. Reading skills and strategies are also addressed.

| | | | | | |
|---|--|------------------|--------------------------|--------------------|----------------|
| English 1 – Indicates Course Title | | | | | |
| Information | Grade 9 | Year 1 | 5 Periods | 1.0 Credit | No. 100 |
| Explanation | Grade(s) where this course is appropriate | Length of course | Periods offered per week | ASD credits earned | |
| Information | English I is a course for all freshmen. A wide range of literary genres is studied in accordance with the PA Common Core Standards. Extensive composition instruction in a variety of modes emphasizes the writing process and develops critical thinking. Research skills are taught, and students complete research related tasks. Vocabulary development is stressed and oral communication skills are refined. | | | | |
| Explanation | Short Description of the course | | | | |

How to Read Dual Enrollment Course Information

College English II – DE*

No.130DE

Prerequisite: 120DE College English I

Grade 11, 12 1 Semester
1.0 ASD Credit 3.0 College Credits

Dual Enrollment in College English II (ENG 106) is a writing course in which students write analytical essays about literature (short fiction, drama, novels, and poetry). Students strive for good logic, effective use of details, correct grammar and mechanics, and appropriate vocabulary and diction.

| | | | | | |
|--|---|-------------------|-----------------------|----------------------------|-----------------|
| College English II – DE – Indicates Course Title (for High School use only) | | | | | |
| Prerequisite: 120DE College English I | | | | | |
| Information | Grade 11, 12 | Semester 1 | 1.0 ASD Credit | 3.0 College Credits | No.120DE |
| Explanation | Grade(s) where this course is appropriate | Length of course | ASD credits earned | College credits earned | |
| Information | Dual Enrollment in College English II is a writing course in which students write analytical essays about literature (short fiction, drama, novels, and poetry). Students strive for good logic, effective use of details, correct grammar and mechanics, and appropriate vocabulary and diction. | | | | |
| Explanation | Short Description of the course which indicates the course name as it appears in the LCCC Course Catalog and student's LCCC Transcript. | | | | |

Courses are listed in the Program of Studies in order of progression.

KEY for Course Codes: A – Advanced Placement; AA – Allen Arts Academy at William Allen; AD – Advanced; CT – Dieruff Information Technology Academy; DE – Dual Enrollment; (*) before a course indicates weighting of grade

College & Career Readiness

Workforce Board LV Employability Skills

No. 840

Grade 12 Year 0.5 5 Periods 0.5 Credit

The Allentown School District, in partnership with the Workforce Board Lehigh Valley, recognizes that career readiness is an essential part of the educational process for students as they prepare for college and careers. The Workforce Board Lehigh Valley created a curriculum based on the Employability Skills Framework developed from the Standards of Career and Technical Education (CTE) along with workforce development and business organizations and the U.S Department of Education. Employability skills are a crucial component of college and career readiness where students will attain the skills to be college and career ready, including academic knowledge, technical expertise, and a set of general, cross-cutting abilities called “employability skills”. These skills are centered around three main areas, including effective relationships, workplace skills, and applied knowledge. Students that are taking this course will learn interpersonal skills, technology use, systems thinking, communication skills, information use, resource management, and critical thinking and problem-solving skills.

Driver Education Theory

No. 850

Grade 11-12 Year 0.5 5 Periods 0.5 Credit

Driver’s Education Theory courses help prepare young drivers to be safe and responsible behind the wheel. The PA Department of Transportation requires young adults, under the age of 18 years old, to complete a driver’s education theory course to obtain a PA driver’s license. In this course, students will learn about PA traffic laws and regulations and learn practical skills and information, such as: operating and inspecting a vehicle, recognizing aggressive drivers, driving distractions, handling roadside emergencies, and the effects of alcohol and drugs on driving. The course will ensure that young drivers have all the information and skills necessary to be a safe, knowledgeable, and courteous driver.

SAT Reading and Writing

No. 178

Grade 11 Year .5 5 Periods 0.5 Credit

SAT Reading and Writing is designed to prepare students for the critical reading and writing components of the Scholastic Aptitude Test. Test-taking approaches, vocabulary development, reading strategies and writing skills will be stressed. Students will complete practice test items as part of this course.

SAT Math

No. 382

Grade 11-12 Year .5 5 Period 0.5 Credit

SAT Math is a course designed to prepare students for the geometry, algebra and probability questions on the Scholastic Aptitude Test. Students will practice test-taking strategies, problem solving skills and methods.

Mathematics of Personal Finance

No. 325

Grade 10-12 Year 1 5 Periods 1.0 Credit

This course covers the basic personal financial needs of most individuals. Topics covered included basic budgeting, saving, checking, investments, credit, the wise use of insurance, and paying and preparing income tax returns. Students taking this course will learn to be better prepared for their financial futures.

Career and Work Strategies:

No. 181A/181B-1A/1B

Grade 9 Year .5 5 Periods 0.5 Credit

This course is designed for the eligible student participating in an inclusion setting or receiving a modified curriculum. The supportive instruction is aligned with the 9th grade Academic Standards for Career Education and Work and will provide strategies to be successful past post-secondary education. Students will engage in various lessons that focus on analytical skills, career awareness, career acquisition, career retention, career advancement, entrepreneurship, post-secondary education/training and character development.

Career and Work Strategies:
No. 182A/182B-2A/2B
Grade 10 Year .5 5 Periods 0.5 Credit

This course is designed for the eligible student participating in an inclusion setting or receiving a modified curriculum. The supportive instruction is aligned with the 10th grade Academic Standards for Career Education and Work and will provide strategies to be successful past post-secondary education. Students will engage in various lessons that focus on community mapping, career awareness, career acquisition, career retention, career advancement and character development.

Career and Work Strategies:
No. 183A/183B-3A/3B
Grade 11 Year .5 5 Periods 0.5 Credit

This course is designed for the eligible student participating in an inclusion setting or receiving a modified curriculum. The supportive instruction is aligned with the 11th grade Academic Standards for Career Education and Work and will provide strategies to be successful past post-secondary education. Students will engage in various lessons that focus on analytical skills, career awareness, career acquisition, career retention, career advancement, entrepreneurship, post-secondary education/training and character development. Students will begin job shadowing and exploring careers within their community.

Career and Work Strategies:
No. 184A/184B-4A/4B
Grade 12 Year .5 5 Periods 0.5 Credit

This course is designed for the eligible student participating in an inclusion setting or receiving a modified curriculum. The supportive instruction is aligned with the 12th grade Academic Standards for Career Education and Work and will provide strategies to be successful past post-secondary education. Students will engage in various lessons that focus on post-secondary education/training and character development. Students will identify agencies and community contacts that will facilitate their transition path. Also, students will complete their online portfolio with all the tools needed in today's job market or higher education.

Work Experience
No. 652
Grade 11-12 Year 1 15 Periods 3.0 Credit

This course is designed for eligible students whose primary identified need is to learn functional skills. This course is for eligible eleventh and twelfth grade students who may already be gainfully employed within the community. The instructional day is tailored to the working hours of the student. Monitoring of their job performance/attendance is made on a weekly basis.

Work Theory
No. 651
Grade 10-12 Year 1 1-2 Periods 0.5 – 1.0 Credits

This course is designed for eligible students whose primary identified need is to learn functional skills. This course introduces the students to the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment in their career choice. Students are presented with simulated work situations to problem solve successful outcomes. Students continue to develop and update their personal resumes, complete job applications, and participate in mock interviews.

Work Based Learning
No. 653
Grade 10-12 Year 1 2-15 Periods 1 - 3 Credits

This course is designed for eligible students whose primary need is to develop and expand their transition skills, especially in the area of employment.

Students participate in authentic work-based learning opportunities provided within both the school and outside community settings with job coaching support. This course allows students to develop and apply skills generic to all career majors with a focus on: reliability, social interactions, constructive feedback, team work, accuracy, time management, safety, problem solving, stamina and endurance.

Pre-Vocational Skills
No. 828
Grade 9-12 Year 1 5 Periods 1.0 Credit

This course is designed for eligible students whose primary identified need is to learn functional skills. This course provides hands-on exploration and training in basic vocational skills in real-work careers. In addition, the students will focus on exploring and developing their individual strengths, work-related problem-solving skills, appropriate work behaviors and career interests.

Community Involvement
No. 838
Grade 9-12 Year .5 5 Periods 0.5 Credits

This course is designed for eligible students whose primary identified need is to learn functional skills. The students learn how to make choices, select, and plan appropriate recreational activities. This course will provide the student an opportunity to explore an array of life-long recreational, leisure, and volunteer activities.

Social Behaviors
No. 848
Grade 9-12 Year 1 5 Periods 1.0 Credit

This course is available to eligible students. This course allows the students to continue to develop appropriate and acceptable interpersonal and social behaviors across all social settings. This course teaches skills that will enable the student to maintain employability and appropriate interactions as a citizen of the community. It includes individual rights and responsibilities afforded to productive community members.

Life Path Course
No. 851
Grade 12 Year .5 5 Periods 1.0 Credits

Life Path course provides students the opportunity to experience hands-on learning while obtaining an industry-recognized credential in direct service professionals. Students will learn lessons specific to civil rights and advocacy, community inclusion, cultural competency, direct support professionalism, communication, individual rights and choice, developmental disabilities, mental health and illness, maltreatment prevention and response, person-centered planning, positive behavior support and safety. This course is taught by Lifepath Coaches.

Workforce Experience
No. 841
Grade 11-12 Year .5 5 Periods 1.0 Credits

This course is designed for eligible students who are involved with work experience to develop and expand their career skills, especially in the area of college and career readiness. Students participate in authentic work-based learning opportunities provided in career settings with job coaching and shadowing support. This course allows students to develop and apply skills that apply to the career in which they are interested in after graduation.

English Course Offerings

| 4.0 Credits Required for Graduation | 9 th Grade | 10 th Grade | 11 th Grade | 12 TH Grade |
|-------------------------------------|--------------------------|--------------------------|-----------------------------------|-------------------------------------|
| Requirement | Functional Language Arts | Functional Language Arts | Functional Language Arts | Functional Language Arts |
| | English I | English 2 | English 3 | English 4 |
| Advanced Placement | English I Advanced | English 2 - Advanced | AP English Language & Composition | AP English Literature & Composition |
| LCCC Dual Enrollment | | | DE College English I | DE College English I |
| | | | DE College English 2 | DE College English 2 |
| | | | DE Interpersonal Communications | DE Interpersonal Communications |
| | | | DE Speech | DE Speech |
| Electives | Designs for Literacy | SAT Reading & Writing | SAT Reading & Writing | British Literature |
| | | Journalism | Journalism | Journalism |
| | | Media Print | Media Print | Media Print |

General Studies in English

Functional Language Arts

No. 108

Grade 9-12 Year 1 5 Periods 1.0 Credit

This course is designed for eligible students whose primary identified need is to learn functional skills. This course is aligned to the PA Alternate Standards. The students increase and improve their sight word vocabulary and improve their ability to read and understand functional words, which aids them in becoming more independent. As the student demonstrates increased competencies, direct instruction programs will further advance their reading, decoding and comprehension skills. Students are instructed in applied writing skills to foster independence and employability.



English I – Advanced*


No. 100

Grade 9 Year 1 5 Periods 1.0 Credit

English I focuses on the PA Common Core Standards for Reading, Writing, Language, Speaking and Listening. Through thematic units of study, Students read extensively a wide variety of genres and then analyze and respond to what is read. Research skills are taught, and students complete research related tasks (e.g. I-Search Paper, mini research papers). Vocabulary development is stressed and speaking and listening skills are refined. Instruction in a variety of reading strategies and critical thinking skills is embedded throughout the course.

 **English I****No. 101****Grade 9 Year 1 5 Periods 1.0 Credit**

English I is a course for all freshmen. A wide range of literary genres is studied in accordance with the PA Common Core Standards. Extensive composition instruction in a variety of modes emphasizes the writing process and develops critical thinking. Research skills are taught, and students complete research related tasks. Vocabulary development is stressed, and oral communication skills are refined. Reading skills and strategies are also addressed.

 **English II – Advanced*****No. 110AD****Grade 10 Year 1 5 Periods 1.0 Credit**


Students will read, discuss, analyze, and write about a variety of literary genres written by world-renowned authors in accordance with the PA Common Core Standards. The conventions of English are emphasized through the study of the writing process. Research skills are taught, and students complete research related tasks. Critical thinking and oral communication skills are developed through a variety of assignments. Students will take the PSAT/NMSQT examination in October. There is no cost for this examination.

 **English II****No. 111****Grade 10 Year 1 5 Periods 1.0 Credit**

English II is a course for all sophomores. A wide range of literary genres is studied in accordance with the PA Common Core Standards. The conventions of English are emphasized through the study of the writing process. Research skills are taught, and students complete research tasks. A wide variety of literary genres is studied. Reading skills and strategies are emphasized, along with the development of critical thinking. Oral communication skills are taught through a variety of assignments.


 **English III****No. 121****Grade 11 Year 1 5 Periods 1.0 Credit**

English III is a course for all juniors and focuses on the PA Common Core Standards for Reading, Writing, Language. This course concentrates on the effectiveness of expression in expository writing, and in both formal and informal oral communication through the use of thematic units of study. Various works of American literature are studied. Research skills are taught and students are required to complete a research paper in which they demonstrate critical thinking and mastery of the conventions of written English. Vocabulary study is stressed, and college-bound students prepare for the SAT and, if desired, SAT II examinations. Reading skills and strategies are emphasized.

 **English IV****No. 131****Grade 12 Year 1 5 Periods 1.0 Credit**

English IV is a course for all seniors and focuses on the PA Common Core Standards for Reading, Writing, Language. Students write in a variety of genres, from literary responses to research reports. Students read and analyze works of British literature. The reading skills and strategies necessary for post-high school success are reviewed.

Advanced Placement (AP) Offerings in English

 **English Language & Composition – AP*****No. 120A****Grade 11 Year 1 5 Periods 1.0 Credit**

Prerequisite: 110 AD or application to the program via administrator/teacher conference and recommendation

Advanced Placement English Language and Composition is a college level course. Students study and write in a variety of genres, with an emphasis on expository, analytical and argumentative texts. Students become aware of their own composing processes, from the exploration of ideas through the revision and publication stages. This course will prepare students for the College Board's Advanced Placement English Language and Composition Examination by enabling them to read, comprehend, and write about complex texts, while developing communication skills on a college level.

English Literature & Composition – AP*
Grade 12 Year 1 5 Periods 1.0 Credit

No. 130A

Prerequisite: 120 A or application to the program via administrator/teacher conference and recommendation

Advanced Placement English Literature and Composition is a college level course. Students exercise critical thinking through the lively interchange of ideas and the investigation of various levels of meaning in fiction and nonfiction works of classic and contemporary world-famous authors. Composition skills are refined as literary techniques, and principles of rhetoric and syntax are analyzed and put to use. Students prepare to take the College Board’s Advanced Placement English Literature and Composition Examination.

Lehigh Carbon Community College Dual Enrollment Offerings in English

College English I – DE*

No. 120DE

LCCC - Research & Composition NG105

Prerequisite: COLLEGE SUCCESS Writing Score of 66 or exemptions – SAT or PSAT – Critical Reading of 490; PSSA Reading of 1492

Grade 11, 12 1 Semester
 1.0 ASD Credit 3.0 College Credits

Dual Enrollment in College English I (ENG 105), students write essays, develop a research paper, and master library skills. Students strive for sound logic, effective use of details, appropriate diction, and correct grammar and mechanics. Students study models of good writing, which include student essays as well as professionally written essays. This course meets the graduation requirement for English IV.

College English II – DE*

No. 130DE

LCCC – Introduction to Literature ENG106

Prerequisite: 120DE College English I

Grade 11, 12 1 Semester
 1.0 ASD Credit 3.0 College Credits

Dual Enrollment in College English II (ENG 106) is a writing course in which students write analytical essays about literature (short fiction, drama, novels, and poetry). Students strive for good logic, effective use of details, correct grammar and mechanics, and appropriate vocabulary and diction.

British Literature – DE*

No. 140DE

LCCC - British Literature ENG210

Prerequisite: 120DE Research & Composition and 130DE Intro to Lit

Grade 12 1 Semester
 1.0 ASD Credit 3.0 College Credits

Analyzes works of significant literary and intellectual movements from Anglo-Saxon times to neoclassicism to cultivate an appreciation of British literature and to develop thinking, reading, and writing skills.

Speech – DE*

No. 175DE

LCCC – English ENG111

Prerequisite: COLLEGE SUCCESS Writing Test, minimum score of 66

Grade 11, 12 1 Semester
 1.0 ASD Credit 3.0 College Credits

A public speaking course designed to develop self-confidence through several types of speaking situations: formal, informal, and impromptu. Students learn how to analyze an audience and how to prepare an effective presentation through research and use of visual aids. In addition, students learn to develop listening skills and a greater command of the English language. Constructive evaluation and videotaping of student speeches lead to self-improvement. NOTE: It is recommended that ESL students complete ESL 252 or obtain permission from an ESL instructor before enrolling in this course.

NCAA Interpersonal Communications – DE*

No. 177DE

LCCC – Interpersonal Communications CMN105

Grade 11, 12 1 Semester
1.0 ASD Credit 3.0 College Credits

Designed to provide a fuller understanding of self and others through the study and practice of interpersonal communication skills. Topics will include verbal and nonverbal messages, perception, listening, intercultural communication, and conflict resolution skills.

Elective Offerings in English

Designs for Literacy

No. 145

Grade 9-12 Year 1 5 Periods 1.0 Credits

Students are assigned to this course based on assessment data and teacher/counselor recommendation. This course is designed to strengthen basic reading proficiency through the teaching of specific skills in grammar, word study and comprehension. It stresses both written and media texts. Through the use of instructional strategies designed to enable students to gain competence in the application of reading skills, students will have the opportunity to develop skills needed for success in the high school curriculum. This course does not count towards English requirements for graduation but may be applied as an elective credit.

Journalism I (Newspaper)

No. 161

Grade 10-12 Year .5 5 Periods 0.5 Credit

Journalism I is an introductory course that is directed to an inductive study of the contemporary newspaper. The principles of style, objectivity, format, and layout will be applied in practical situations. Students receive assignments to facilitate the production of the school newspaper.

Journalism II (Newspaper)

No. 162

Grade 10-12 Year .5 5 Periods 0.5 Credit

Prerequisite: Journalism I and English teacher recommendation

Journalism II further develops the skills and insights gained in Journalism I. Emphasis is placed on the following specialized areas of journalism: editing; reporting; column writing; circulation; research; news photography; cartooning; investigative reporting; and conducting interviews. Students will increase their involvement in the production of the school newspaper.

Journalism III (Newspaper)

No. 163

Grade 10-12 Year .5 5 Periods 0.5 Credit

Prerequisite: Journalism I and II and English teacher recommendation

Journalism III will be available, on an independent study basis, to interested individuals who are accepted for the production of a newspaper. The teacher-adviser will determine specifics for each student. It will be expected that Journalism III students will participate in the production of a newspaper in their area of specialization. Note: This course may be repeated for additional credit.

Media Print I (Yearbook)

No. 164

Grade 10-12 Year .5 5 Periods 0.5 Credit

Prerequisite: Teacher recommendation

Media Print I students explore the varied aspects and functions of the contemporary periodical, concentrating on what it is and how it works. Comparisons of popular, mass-circulation, and specialized magazines are made to explain and to understand individual philosophies and functions. Students study feature writing, advertising techniques, layout, photography, and typography. Members of this class will be directly involved in yearbook production.

Media Print II (Yearbook)
No. 165
Grade 10-12 Year .5 5 Periods 0.5 Credit

Prerequisite: Media Print I and teacher recommendation

Media Print II builds on the skills developed in Media Print I. Students will study such aspects of print media as writing, advertising, layout, photography, and typography. The course also offers students the opportunity to specialize in one or more of these areas. Those who schedule this elective will be directly involved in the production of the school yearbook.

Media Print III (Yearbook)
No. 166
Grade 10-12 Year .5 5 Periods 0.5 Credit

Prerequisite: Media Print I & II and teacher recommendation


Media Print III offers intensive work in the actual publication of the yearbook. Desktop publishing, photography, public relations, and feature writing highlight course units of study and requirements. Students will facilitate business relationships with outside consultants as well as implement intra-office team management skills, planning and meeting publication deadlines.

Mathematics Course Offerings

| 3.0 Credits Required for Graduation | 9 th Grade | 10 th Grade | 11 th Grade | 12 TH Grade |
|-------------------------------------|--|---|--|---|
| 8 th Grade Pre-Algebra | Developmental Algebra | Algebra 1 | Foundations of Algebra 2 | Algebra 2 Geometry |
| | | | Algebra 2 | Geometry |
| | Algebra 1 | Foundations of Algebra 2 | Algebra 2 | Applied Geometry Geometry Statistics AP Comp Sci Principles* |
| | | | Applied Geometry Geometry | Algebra 2 |
| | | Algebra 2 (Proficient Keystone Exam) | Geometry AP Comp Sci Principles* | (TRIO) Algebra 3 Trigonometry Analytic Geometry Precalculus Statistics AP Comp Sci Principles |
| | | | Statistics | AP Statistics |
| Advanced Pathway | Algebra 2 | Geometry | (TRIO) Algebra 3 Trigonometry Analytic Geometry Precalculus AP Comp Sci Principles* | Precalculus Statistics AP Comp Sci Principles* |
| | Advanced Algebra 2 | Advanced Geometry* | Statistics | AP Statistics* |
| Advanced Placement Pathway | TRIO) Adv Algebra 3* Adv Trigonometry* Adv Analytic Geometry* | (TRIO) Adv. Algebra 3* Adv. Trigonometry* Adv Analytic Geometry* | AP Statistics* AP Comp Sci Principles* | AP Statistics* AP Calculus AB* AP Comp Sci Principles* |
| | | AP Calculus AB* | AP Calculus BC* | College Course |
| | | AP Statistics* | AP Calculus AB* | AP Calculus BC* |


Please Note: Administration and Department Chair may recommend alterations


General Studies in Mathematics


 **Algebra I** **No. 301**
Grade 9 Year 1 5 Periods 1.0 Credit
 Algebra I develop basic concepts of reasoning and calculations with symbols. In problem-solving situations, students will apply properties of real numbers, simplify numeric and rational expressions, solve and graph linear equations, inequalities and systems, solve quadratic equations, and analyze patterns and functions. Students are required to take the Algebra I Keystone Exam at the completion of this course.

Developmental Algebra I **No. 304**
Grade 9 Year 1 10 Periods
1.0 Credit Mathematics & 1.0 Credit Elective
Students are assigned to this course based on standardized test scores and teacher/counselor recommendation.
 Students will strengthen and extend their understanding of pre-algebra concepts to prepare them for Algebra 1. Additionally, students will be introduced to basic reasoning and calculations with symbols.

Functional Mathematics **No. 308**
Grade 9-12 Year 1 5 Periods 1.0 Credit
 This course is designed for eligible students whose primary identified need is to learn functional skills. This course is aligned to the PA Alternate Standards. This course teaches basic math operations, money skills, and computation skills. In addition, functional measurement, time, estimation, and reading and analyzing tables, charts, and graphs are included for real-life instruction.

 **Algebra II – Advanced*** **No. 310AD**
Grade 9-11 Year 1 5 Periods 1.0 Credit
Prerequisite: Algebra I
 Algebra II Advanced continues the study of algebra by presenting new concepts and extending the basic topics of Algebra I. Topics include systems of equations and inequalities, quadratic, exponential, and logarithmic functions, complex numbers, conic sections, matrices, sequences, series, probability and statistics. This course provides a thorough preparation for trigonometry, college algebra, and other advanced mathematics courses. Students engage in solving a variety of challenging problems and are encouraged to inquire, hypothesize, investigate, and discover ideas for themselves.

 **Algebra II** **No. 311**
Grade 9-12 Year 1 5 Periods 1.0 Credit
Prerequisite: Algebra I
 Algebra II presents new concepts and extends the basic topics of the Algebra I course. Topics include systems of equations and inequalities, quadratic, exponential and logarithmic functions, complex numbers, conic sections, matrices, sequences, series, probability and statistics. This course prepares students for trigonometry, college algebra and other advanced mathematics courses.

 **Foundations of Algebra II** **No. 312**
Grade 9-12 Year 1 5 Periods 1.0 Credit
Prerequisite: Algebra I
 Students are assigned to this course based on standardized test scores and teacher/counselor recommendation. Foundations of Algebra II strengthens and extends students' understanding of Algebra I to prepare them for retaking the Algebra I Keystone Exam. Additionally, students are introduced to Algebra II concepts to support their future success in Algebra II. The topics to be covered in this course include rational expressions, linear equations, systems of equations, inequalities, quadratic equations, probability and statistics, exponential functions, logarithmic functions, and complex numbers.

NCAA **Geometry – Advanced*** **No. 320AD**

Grade 9-11 Year 1 5 Periods 1.0 Credit

Prerequisite: Algebra II-Advanced

This course provides students opportunities to develop logical thought, practice critical evaluation, and make intelligent generalizations through the exploration of the mathematical concepts of geometry. Students will analyze and write formal proofs and solve problems involving plane and solid figures.

NCAA **Geometry** **No. 321**

Grade 9-12 Year 1 5 Periods 1.0 Credit

Prerequisite: Algebra II

Geometry for the college-bound student includes the development of formal, logical reasoning and proofs. Students will apply axioms, theorems, and properties to solve problems involving plane and solid figures.

NCAA **Algebra III – Advanced*** **No. 330AD**

Grade 10-12 Year .5 5 Periods 0.5 Credit

Prerequisite: Geometry-Advanced and Algebra II-Advanced

Algebra III Advanced extends the concepts and skills developed in previous algebra courses with emphasis on analytical aspects. Students explore mathematical connections in topics including sequences, series, functions (exponential, logarithmic, polynomial, and rational) and their graphs. Prepares the student for the rigor of a College Board® Advanced Placement course.

NCAA **Algebra III** **No. 331**

Grade 10-12 Year .5 5 Periods 0.5 Credit

Prerequisite: Geometry and Algebra II

Students in Algebra III will extend their understanding of the topics introduced in Algebra II and the connections between algebraic and geometric representations. They will solve problems involving systems of equations, matrices, higher degree equations, the binomial theorem, sequences, series, permutations and combinations and conic sections.

NCAA **Pre-Calculus** **No. 335**

Grade 10-12 1 Year 5 Periods 1.0 Credit

Prerequisite: Geometry and Algebra II

Students will extend their knowledge of topics they have covered in both Algebra II and Geometry. Topics to be covered will include: sequences, series, exponential and logarithmic functions, functions and their graphs, trigonometric functions, analytic trigonometry and trigonometric applications.

NCAA **Trigonometry – Advanced*** **No. 340AD**

Grade 10-12 Year .5 5 Periods 0.5 Credit

Prerequisite: Geometry-Advanced and Algebra II-Advanced

In Trigonometry Advanced, students study the elementary properties of the periodic trigonometric functions and their graphs. The student is given opportunities to explore the applications of trigonometry using trigonometric identities. Prepares the student for the rigor of a College Board® Advanced Placement course.

NCAA **Trigonometry** **No. 341**

Grade 10-12 Year .5 5 Periods 0.5 Credit

Prerequisite: Geometry and Algebra II

This course introduces the properties of the trigonometric functions that students apply to solve practical problems. Trigonometry is particularly important in the study of high school physics, technical courses and many trades.

 **Analytic Geometry – Advanced*** **No. 350AD**

Grade 10-12 Year .5 5 Periods 0.5 Credit

Prerequisite: Algebra III-Advanced and Trigonometry-Advanced

Analytic Geometry Advanced applies algebraic and trigonometric concepts to explore the topics of conics, matrices, systems of equations, vectors, polar and parametric equations. Prepares the student for the rigor of a College Board® Advanced Placement course.

 **Analytic Geometry** **No. 351**

Grade 10-12 Year .5 5 Periods 0.5 Credit

Prerequisite: Algebra III and Trigonometry

Analytic Geometry applies algebraic and trigonometric concepts to the study of geometry emphasizing theory, analysis, rigorous proof, and applications.

 **Statistics** **No. 391**

Grade 11-12 Year 1 5 Periods 1 Credit

Prerequisite: Algebra II

In Statistics, students explore relationships among variables in real world situations. Students will use probability distributions, simulations, and models to make predictions and draw conclusions based on data. Students engage in group problem-solving and use technology, projects and experiments to develop and demonstrate their understanding of data collection, description, and analysis.

Advanced Placement (AP) Offerings in Mathematics

 **Calculus (AB) – College Board AP*** **No. 360AB**

Grade 10-12 Year 1 5 Periods 1 Credit

Prerequisite: Analytic Geometry-Advanced

Advanced Placement Calculus (AB) provides the student the opportunity to study calculus with the theory and rigor necessary to prepare the student to take the College Board® Advanced Placement Calculus (AB) Examination.

 **Calculus (BC) – College Board – AP*** **No. 360BC**

Grade 11-12 Year 1 5 Periods 1 Credit

Prerequisite: Calculus (AB) AP

Advanced Placement Calculus (BC) offers students a wider range of topics than Calculus (AB). With an emphasis on theory and application, this course prepares the student to take the College Board® Advanced Placement Calculus (AB or BC) Examination. Students are expected to do independent study of selected BC topics.

 **Statistics – College Board® AP*** **No. 390A**

Grade 11-12 Year 1 5 Periods 1.0 Credit

Prerequisite: Algebra II

The themes of this course include the topics addressed on the Advanced Placement Statistics examination: describing data, sampling and experimentation, using probability and statistics to make predictions, and statistical inference. Students will incorporate technology in activities and projects that include the design, implementation, and presentation of original research. There will be an emphasis on decision-making, validating/justifying statistical hypotheses, and demonstrating the critical connections between the analysis and conclusions of statistical design experiments. This course is designed to prepare students to take the College Board® Advanced Placement Statistics Examination.

Computer Science Principles **No. 375A**

Grade 10-12 Year 1 5 Periods 1.0 Credit

College Board – AP

Prerequisite: Algebra I

Students will learn the fundamentals of computing, including problem solving, working with data, understanding the Internet, cybersecurity, and programming. The course goal is to broaden their understanding of computer science for use in a diversity of majors and careers. The course is designed to prepare students for the two College Board® Advanced Placement projects and the end-of-year exam: multiple choice.

Computer Science A **No. 376A**

Grade 10-12 Year 1 5 Periods 1.0 Credit

College Board* - AP

Prerequisite: Computer Science Principles – AP

Students will learn the fundamentals of programming and problem solving using the JAVA language, with an emphasis on problem solving and algorithm development. The course goal is to develop skills for future study or a career in computer science or other STEM fields. This course is meant to be the equivalent of a first semester course in computer science and helps prepare the student for the College Board Advanced Placement end-of-year exam: multiple choice and free response.

Lehigh Carbon Community College Dual Enrollment Offerings in Mathematics

Pre-Calculus – DE* **No. 350DE**

LCCC – Pre-Calculus MAT170

Prerequisite: COLLEGE SUCCESS Algebra 71 and high school math through Trigonometry

Grade 11-12 1 Semester

1.0 ASD Credit 3.0 College Credits

Designed for students whose backgrounds are not sufficient to immediately begin the calculus sequence. Serves any student looking for a mature investigation of algebra and trigonometry. This one-semester course covers the topics included in MAT 160 and MAT 165 at a relatively rapid pace. Topics include: polynomials, systems of equations, sequences and series, trigonometric functions and graphs, inverse functions, exponential and logarithmic functions, identities and equations, parametric equations, and polar curves. A graphing calculator is required.

Calculus & Analytical Geometry – DE* **No. 360DE**

LCCC – Calculus & Analytical Geometry MAT191

Prerequisite: COLLEGE SUCCESS Algebra 71 and high school math through Trigonometry

Grade 12 1 Semester

1.0 ASD Credit 4.0 College Credits

This course is primarily intended for students majoring in science, mathematics, or engineering. Topics include data analysis, limits, differentiation with applications (optimization and related rates), and integration. A graphing calculator is required.

Probability and Statistics – DE* **No. 390DE**

LCCC – Probability and Statistics MAT150

Prerequisite: COLLEGE SUCCESS Algebra 66 and two years of high school Algebra

Grade 11-12 1 Semester

1.0 ASD Credit 3.0 College Credits

This math course is for students in programs where measurements and predictions are made. Topics include the following: tabulation of data, measures of central tendency and dispersion, sampling, types of distributions, probability, hypothesis testing and elementary aspects of correlation. A graphing calculator is required.

Elective Offerings in Mathematics

Computer Programming I

No. 371

Grade 9-12 Year 0.5 5 Periods 0.5 Credit

Computer Programming I in HTML, CSS and JavaScript; introduces students to the capabilities of computers and provides a fundamental knowledge of programming structures. By writing programs, utilizing problem-solving tools and learning techniques that are transferable to other programming languages. ***ASD Graduation Requirement***

Computer Programming II

No. 372

Grade 10-12 Year 0.5 5 Periods 0.5 Credit

Prerequisite: Computer Programming I

This rigorous course is designed for students interested in writing programs using Java. Students will expand knowledge of core programming concepts such as the use of variables, conditionals, and loops learned in Computer Programming I. This course will stress writing programs with applications to fields and a final project.

Science Course Offerings

| 3.0 Credits Required for Graduation | 9 th Grade | 10 th Grade | 11 th Grade | 12 TH Grade |
|--|-----------------------|---------------------------|---------------------------------|---------------------------------------|
| General Path through Requirement | Physical Science | Biology | Environmental Science | |
| Advanced Path through Requirement | Advanced Biology | Advanced Chemistry and/or | AP Sciences or | |
| | | Physics | Earth & Environmental Electives | |
| ...College Prep & Career Clusters Potential Pathways... | | | | |
| College Prep (General Studies) | Physical Science | Biology | Chemistry | Physics |
| | | | AP Biology | AP Biology |
| | | | AP Environmental | AP Chemistry |
| | | | Any Science elective | AP Environmental |
| College Prep (Biology/Biotechnology Careers) | Physical Science | Biology | Chemistry | Physics |
| | | | AP Biology | AP Chemistry |
| | | | AP Environmental | AP Environmental |
| | | | | Forensic Science |
| College Prep (Health Care Careers) | Advanced Biology | Advanced Chemistry | AP Biology | AP Chemistry |
| | | | DE Anatomy & Physiology | DE Anatomy & Physiology |
| | | | Physics | DE TAHLTH Emerging Health Professions |
| College Prep (Engineering Careers) | Advanced Biology | Advanced Chemistry | Physics | AP Physics |
| | | | Any Science elective | DE Physics |
| College Prep (Animal Science Careers) | Physical Science | Biology | Chemistry | AP Biology |
| | | | AP Biology | Zoology |

General Studies in Science

Functional Science

No. 408

Grade 9-12 Year 1 5 Periods 1.0 Credit

This course is offered for eligible students whose primary identified need is to learn functional skills. This course is aligned to the PA Alternate Standards. This course provides instruction in the general science areas of energy, matter, environment, motion, conservation, weather, and human body systems.

NCAA Biology I – Advanced***No. 400AD****Grade 9 Year 1 5 Periods 1.0 Credit**

Advanced Biology is an enriched first-year biology course. The course introduces and builds upon the basic biological principles of unity, diversity, structure, function, growth, development, biological organization, classification, ecology and human interactions. Certain basic principles of biochemistry are incorporated in order to deal with the molecular and cellular concepts presented. Laboratory investigations play a major role in the course. They offer students insights into problem solving in the biological sciences as well as practical applications of biological principles to their own lives. Students are required to take the Biology Keystone Exam at the completion of this course.

NCAA Biology I**No. 401****Grade 10 Year 1 5 Periods 1.0 Credit**

This course presents the basic biological concepts that contribute to the unity and diversity of all living things. Areas of study include, but are not limited to structure, function, growth, development, biological organization and classification. Laboratory investigations offer students insights into problem solving in the biological sciences as well as practical applications of biological principles to their own lives. Students are required to take the Biology Keystone Exam at the completion of this course.

NCAA Chemistry I – Advanced***No. 410AD****Grade 10-12 Year 1 7 Periods 1.0 Credit**

Prerequisite: Algebra I, grade of “C” or better

Chemistry I Advanced is an enriched first-year chemistry course. Through lectures, readings and laboratory activities, concepts such as the classification of matter, systems of units and measurement, atomic structure, the periodic table, bonding, nomenclature, chemical reactions and stoichiometry, gasses, and solution chemistry are considered. This course utilizes more math, has deeper coverage of topics, and requires more independent work than Chemistry I.

NCAA Chemistry I**No. 411****Grade 10-1 Year 1 7 Periods 1.0 Credit**

Prerequisite: Algebra I, grade of “C” or better

Chemistry I is a first-year chemistry course designed to give students and understanding of the major concepts in the field of chemistry. Through lectures and laboratory activities, concepts such as the classification of matter, systems of units and measurement, atomic structure, the periodic table, bonding, nomenclature, chemical reactions and stoichiometry, gases, and solution chemistry are considered.

NCAA Physics 1**No. 421****Grade 11, 12 Year 1 7 Periods 1.0 Credit**

Prerequisite: Full Year, pass Algebra, grades of “C” or better

This laboratory course focuses on concepts and principles that explain many naturally occurring events in the world. Students also develop strong problem-solving skills as they build an understanding of straight line and rotational motion, gravitation, momentum and energy, electricity, and magnetism. Considerable effort is made to relate physics theory with real-world and laboratory experiences.

NCAA Physical Science**No. 464****Grade 9 Year 1 5 Periods 1.0 Credit**

Physical Science is an introduction to concepts relating the principles of chemistry and physics. Through investigations students will learn about the basic building blocks of the universe. This course is designed to help students improve their own problem-solving skills, and to answer questions about the relationship between matter and energy.

NCAA Environmental Science (Full Year) No. 466

Grade 11-12 Year 1 5 Period 1.0 Credit

Prerequisite: Biology

This course is designed to develop an understanding of the complex interactions between humans and the environment. Areas of study include, but are not limited to, economics and environmental policy, earth's environmental systems, ecology, earth's resources, and global sustainability. Laboratory investigations offer students the opportunity to learn how humans interact with the earth's resources and develop an appreciation for how today's decisions define our future environment. The course includes an environmental science novel study and case studies.

NCAA Environmental Science (Half Year) No. 4661

Grade 11-12 Year .5 5 Period .5 Credit

Prerequisite: Biology

This course is designed to develop an understanding of the complex interactions between humans and the environment. Areas of study include, but are not limited to, economics and environmental policy, earth's environmental systems, ecology, earth's resources, and global sustainability. Laboratory investigations offer students the opportunity to learn how humans interact with the earth's resources and develop an appreciation for how today's decisions define our future environment.

NCAA Forensic Science No. 467

Grade 10-12 Year .5 5 Periods .5 Credit

Prerequisite: Biology

This course surveys key topics in forensic science, including the application of the scientific process to forensic analysis, procedures and principles of crime scene investigation, physical and trace evidence, and the law and courtroom procedures from the perspective of the forensic scientist. Through online lessons, virtual and hands-on labs, and analysis of fictional crime scenarios, students learn about forensic tools, technical resources, forming and testing hypotheses, proper data collection, and responsible conclusions.

NCAA Genetics No. 468

Grade 10-12 Year .5 5 Periods .5 Credit

Prerequisite: Biology

This course presents students with a basic review of genetics as covered in Biology I. Students will follow up by examining unique inheritance patterns as they apply to the expression of genes. Students will take an in-depth look at the genetics behind diseases, and the new fields of research that use genetics to treat medical conditions and diseases, as well as advanced technology to solve court cases and improve human living.

NCAA Astronomy No. 475

Grade 10-12 Year .5 5 Periods .5 Credit

Prerequisite: Biology


This course provides a multimedia environment that includes interactive computer simulations and the Learning Dome. Astronomy students will study archeoastronomy, the earth-moon system and comparative planetology. Other focus topics may include stellar evolution, as well as the form and structure of our universe.

NCAA Zoology No. 477


Grade 10-12 Year .5 5 Periods .5 Credit


Prerequisite: Biology


This course involves the study of animals, including using taxonomic groupings to differentiate the structure and physiology of invertebrate and vertebrate animals. Students will be offered insights into factors that distinguish one species from another including animal behavior patterns and reproductive development.


 **The Layered Earth** **No. 469**
Grade 10, 11, 12 Year .5 5 Periods .5 Credit
Prerequisite: Biology
This course provides a multimedia environment that includes interactive computer simulations and the Learning Dome. Topics include geological databases, plate tectonics, earthquakes, volcanoes, Earth's interior structure, tsunamis, magnetism, rock ages, and more.

Advanced Placement (AP) Offerings in Science

 **Biology – AP*** **No. 430A**
Grade 11-12 Year 1 7 Periods 1.0 Credit
Prerequisite: Biology I and Chemistry I, grades of "C" or better
Biology Advanced Placement is an enriched biology course conducted on the college freshman level. The course includes the study of the essential unity of all living things, the interdependence of organism and environment, functional morphology, evolution, biochemistry, and genetics. Laboratory work is utilized to amplify lectures and discussions, and also to help students develop a scientific attitude for problem solving. This course will help students prepare to take the Advanced Placement Examination in Biology.

 **Chemistry – AP*** **No. 440A**
Grade 11-12 Year 1 7 Periods 1.0 Credit
Prerequisite: Chemistry I and Algebra I, grades of "C" or better
Advanced Placement Chemistry is a second-year chemistry course conducted on the college freshman level. Fundamental chemical concepts are studied, including structure and states of matter, atomic structure and periodicity, nature of reactions, solution and gas stoichiometry, thermodynamics, chemical kinetics, chemical equilibrium, acid-base equilibrium, bonding and molecular geometry, and electrochemistry. This course contributes to the development of the students' ability to think clearly and express ideas orally and in writing. Laboratory experiments, including inquiry investigations, are an integral part of the course. Students prepare to take the Advanced Placement Examination in Chemistry. Chemistry teacher recommendation required.

 **Physics 1 – AP*** **No. 450A**
Grade 11-12 Year 1 7 Periods 1.0 Credit
Prerequisite: Full year, passed Algebra, grades of "C" or better
This course provides a systematic introduction to the main principles and concepts in physics: Newtonian mechanics, rotational motion, work, energy, power, waves, sound and circuits. AP Physics 1 and AP Physics 2 form a two-year equivalent to the first and second semesters of a typical introductory, algebra-based, college physics course. AP Physics may be taken as a stand-alone course.

 **Physics 2 – AP*** **No. 451A**
Grade 12 Year 1 7 Periods 1.0 Credit
Prerequisite: Full year, passed AP Physics 1
This course provides a systematic introduction to the main principles and concepts in physics: fluids, thermodynamics, electricity, magnetism, optics, and topics in modern Physics. AP Physics 1 and AP Physics 2 form a two-year equivalent to the first and second semesters of a typical introductory, algebra-based, college physics course.

 **Physics C: Electricity and Magnetism/Mechanics – AP***

No. 452A

Grade 12 Year 1 7 Periods 1.0 Credit

Prerequisite: Full Year, passed or concurrent Calculus

This course forms the first part of a college physics sequence for students majoring in the physical sciences or engineering. This course focuses on mechanics. Methods of calculus are used as appropriate in developing concepts and in applying them to physical problems. Strong emphasis is placed on solving a variety of challenging problems in a laboratory setting.

 **Environmental Science – AP***

No. 466A

Grade 11-12 Year 1 7 Periods 1.0 Credit

Prerequisite: Biology and Physical Science or Chemistry

This course is designed to be the equivalent of a one-semester, introductory college course in environmental science. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Students prepare to take the Environmental Science Advanced Placement Examination.

Lehigh Carbon Community College Dual Enrollment Offerings in Science

 **Physics (Elements 110) – DE***

No. 450DE

LCCC – Physics DHY110

Prerequisite: COLLEGE SUCCESS Algebra test, minimum score of 49

Grade 11, 12 1 Semester 1.0 ASD Credit 4.0 College Credit

Primarily for technical students requiring one semester of physics and for students to meet a general science requirement, this course provides the student with basic concepts of physics. Areas of study include mechanics, properties of matter, heat, waves, and electricity and magnetism. Technical applications are cited. Computers are frequently used in lab for data acquisition and analysis.

 **Anatomy & Physiology – DE***

No. 470DE

LCCC – Anatomy & Physiology B10163

Prerequisite: Biology Placement Test

Grade 11, 12 1 Semester

1.0 ASD Credit 4.0 College Credits

Provides students, primarily in health-related programs, with an in-depth understanding of the anatomy and physiology of complex living organisms, including humans. Biological principles, as well as the structural and functional relationships among several organ systems, are discussed. (Considerable dissection is required.)

LCCC - *TAHLTH Emerging Health Professions – DE

Grade 12 15 Periods 2.0 Credit

This course based at the Lehigh Valley Hospital & Health Network and Penn State is a dual enrollment program with Penn State University and LCTI. This program is for students who wish to excel in a health career and possess an aptitude for science. This program requires an application evaluation and committee review. Classes receive high school advanced credit and may be used toward college credit. Tuition costs must be covered by the student.

Social Studies Course Offerings

| 3.5 Credits Required for Graduation | 9 th Grade | 10 th Grade | 11 th Grade | 12 TH Grade |
|-------------------------------------|-------------------------------|----------------------------|---|---|
| ASD Graduation Requirement | Contemporary American Studies | Contemporary World Studies | Contemporary Issues in Civics & Government | Financial & Economic Studies |
| Electives | | Psychology | Psychology | Psychology |
| | | Sociology | Sociology | Sociology |
| Advanced Placement | | AP World History | AP United States History | AP United States Government & Politics |
| | | AP Psychology | AP Psychology | AP Macroeconomics |
| | | AP Sociology | AP Sociology | AP Psychology |
| | | | | AP Sociology |
| LCCC Dual Enrollment | | | DE United States History Since Reconstruction | DE United States History Since Reconstruction |
| | | | DE Introduction to Psychology | DE Introduction to Psychology |
| | | | DE Introduction to Sociology | DE Introduction to Sociology |
| | | | DE State and Local Government | DE State and Local Government |
| | | | | DE Human Growth and Development |
| | | | | DE Modern Social Problems |

ASD Social Studies Philosophy:

The curriculum of the Allentown School District’s Social Studies department develops civic minded, competent citizens equipped with skills for adaptable thinking in order to engage in a local, national, global and digital society. The curriculum uses diverse content, resources, and perspectives to build and apply an understanding of the past, connect to the present, and plan for the future.

The curriculum includes the following traits so the students will develop individual, familial, and collective identities and moral character within plural, diverse, shared and just communities.

- Productive
- Problem solver
- Civilly literate
- Effective communicator
- Empathetic
- Inquiry driven
- Critical thinker

General Studies in Social Studies

Functional Social Studies

No. 208
Grade 9-12 Year .5 5 Periods 0.5 Credit

This course is designed for eligible students whose primary identified need is to learn functional skills. This course allows the students the opportunity to become familiar with the places within our community and how to access the services they offer. This course also helps students to develop appropriate social interaction skills.



Contemporary American Studies – Advanced*

No. 200AD
Grade 9 Year 1 5 Periods 1.0 Credit

Contemporary American Studies thematically examines the issues and events impacting the United States from 1945 to the present. Themes and topics include, but are not limited to Civil Rights, Immigration, the Cold War, Conflict, War on Terror and National Identities. Students will use critical thinking, inquiry and problem solving to explore the historical topics and themes, their enduring legacy and their application to the contemporary United States. Through document-based questions and in-depth analysis, students will prepare themselves for both advanced placement courses and Advanced level classes in a variety of subjects. Students will develop their individual as well as cooperative learning skills through a variety of techniques.



Contemporary American Studies

No. 202
Grade 9 Year 1 5 Periods 1.0 Credit

Contemporary American Studies thematically examines the issues and events impacting the United States from 1945 to the present. Themes and topics include, but are not limited to Civil Rights, Immigration, the Cold War, Conflict, War on Terror and National Identities. Students will use critical thinking, inquiry and problem solving to explore the historical topics and themes, their enduring legacy and their application to the contemporary United States.



Contemporary World Studies

No. 212
Grade 10 Year 1 5 Periods 1.0 Credit

Contemporary World Studies thematically examines the history of the world's modern societies from 1450 to present. Themes and topics will focus on the transformative power of human history in the contemporary world. Students will explore these changes as they navigate through revolutions, imperialism, world wars, decolonization, and globalization.



Contemporary Issues in Civics & Government

No. 222
Grade 11 Year .5 5 Periods 0.5 Credit

Contemporary Issues in Civics and Government students will connect their prior learning in social studies to the institutions of local, state, national, and world government. They will be able to apply their learning to contemporary issues and practice the skills and dispositions of effective civic participation.



Financial and Economic Studies

No. 232
Grade 12 Year .5 5 Periods 0.5 Credit

This course will examine scarcity and its implications for the use of resources, production of goods and services, growth of production and welfare over time, and a great variety of other complex issues of vital concern to society. It will also develop students' financial literacy and examine a variety of real-world personal financial decisions.



Psychology

No. 282
Grade 10, 11, 12 Year .5 5 Periods 0.5 Credit

Psychology provides an introduction to the behavioral sciences. Psychology deals with elementary principles of the discipline and with personality development. Consideration will be given to abnormal and social psychology. Studies will be presented to illustrate specific instances of wholesome and unwholesome behavior.


Sociology
No. 283
Grade 10, 11, 12 Year .5 5 Periods 0.5 Credit

Sociology provides students with background information about modern societies and social institutions. This course emphasizes analysis of problems that individuals and institutions encounter as they attempt to adjust to the ever-changing conditions that exist in the world today. Topics for examination include social organization, cultural and social change, and social problems.

Advanced Placement (AP) Offerings in Social Studies


World History: Modern – AP*
No. 210A
Grade 10 Year 1 5 Periods 1.0 Credit

World History Advanced Placement highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. Focused primarily on the past thousand years of global experience, the course builds on an understanding of geography and cultural, institutional, and technological precedents. Students prepare to take the College Board's World History Advanced Placement Examination.


United States History – AP*
No. 250A
Grade 11 Year 1 5 Periods 1.0 Credit

This course is designed to prepare students for the College Board's American History Advanced Placement Examination. The enhancement of college skills, including the ability to use critical analysis in thinking and writing, is emphasized. Students will utilize a variety of materials, including primary sources, to analyze and interpret the interrelationship among social, cultural, political, and economic developments in American History.


United States Government & Politics – AP*
No. 230A
Grade 12 Year .5 5 Periods 0.5 Credit

This course is designed for students preparing to take the College Board's Advanced Placement Examination. The course involves the study of general concepts and the analysis of specific case studies. Topics to be explored are the Constitution, political beliefs and behavior, political parties and interest groups, institution and policy processes, civil rights and civil liberties. Students may have the opportunity to participate in the We the People competition.


Macroeconomics – AP*
No. 240A
Grade 12 Year .5 5 Periods 0.5 Credit

Students will analyze current economic issues including budget deficits; inflation; unemployment and trade imbalance as well as the role of monetary and fiscal policies in pursuing the goal of growth and stability. Emphasis will be placed on the recognition of the value of cooperation among interdependent nations regardless of ideology on the level of economic development. Students prepare to take the College Board's Macroeconomics Advanced Placement Examination.


Psychology – AP*
No. 282A
Grade 10,11, 12 Year 1 5 Periods 1.0 Credit

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. Students prepare to take the College Board's Psychology Advanced Placement Examination.

Lehigh Carbon Community College Dual Enrollment Offerings in Social Studies

United States History Since Reconstruction* **No. 220DE**
LCCC – United States History Since Reconstruction HIS124
Prerequisite: COMPASS Reading (79) and Writing (66) or PSAT, SAT (Critical Reading 490)
 Grade 11, 12 1 Semester
 1.0 ASD Credit 3.0 College Credits
 The economic, political, and social development of the United States since the Reconstruction Era to the present is the core of this course. Topics considered include developments in agriculture, industry, culture, organized labor, and urbanization. Analysis is made of the changing role of government, reform efforts, America's rise to a world power, and its role in the world since 1945.

State and Local Government – DE* **No. 235DE**
LCCC – State and Local Government PSC142
Grade 11, 12 1 Semester
 1.0 ASD Credit 3.0 College Credits
 A study of the organization and functions of state and local governments (as exemplified in Pennsylvania) and their place in our federal system. Topics studied include state, county, township, borough and city government; metropolitan cooperative/consolidation efforts; special purpose districts; and the contributions that active citizens can make in their state and communities.

Introduction to Psychology – DE* **No. 282DE**
LCCC – Introduction to Psychology PSY140
 Grade 11, 12 1 Semester
 1.0 ASD Credit 3.0 College Credits
 This introductory course will provide students with an overview of the current body of knowledge and methods of the science of psychology. With an emphasis on empirical examination, this course focuses on the historical and contemporary foundations of psychology, cognition, emotions, learning, memory, consciousness, human development, biological bases of behavior, personality, psychological disorders, therapy and social behavior. Emphasis will be placed on the application of psychology to diverse human endeavors and on the students' ability to recognize and cope with uncertainty and ambiguity in human behavior.

Introduction to Sociology – DE* **No. 283DE**
LCCC - Introduction to Sociology SOC150
Prerequisite: COLLEGE SUCCESS Test, minimum score 79
 Grade 11, 12 1 Semester
 1.0 ASD Credit 3.0 College Credits
 Sociology studies how we define our social world, create and learn rules for interacting with one another, establish and maintain institutions such as the family, school, and church, divide and distribute work and wealth among ourselves, struggle for power and prestige, and adjust to new ideas and technologies. This course introduces students to the conceptual tools needed to explore these issues and to develop a critical understanding of the social world.

Human Growth and Development – DE* **No. 284DE**
LCCC - Human Growth and Development PSY145
Prerequisite: 282 DE Introduction to Psychology
 Grade 12 1 Semester
 1.0 ASD Credit 3.0 College Credits
 This course offers an overview of development throughout the entire life cycle. Developmental themes that emerge in and across different stages of life, including physical cognitive, social and emotional factors are surveyed. The role of heredity, culture, personal experience and the environment are discussed.


Modern Social Problems – DE*
No. 286DE
LCCC – Modern Social Problems SOC151

Grade 12 1 Semester

1.0 ASD Credit 3.0 College Credits

This course offers a sociological approach to the study of social problems. Students will examine how a problem comes to public attention, how it is defined, how data are used or misused in the presentation of a problem, and how political ideology affects what solutions are offered for a problem. Course materials will give special attention to the role of the media in highlighting certain problems and in shaping an audience's perspective on those problems. Students will investigate the social-structural conditions that produce particular problems and explore the ways in which a variety of problems are connected to one another. They will look at the political and economic interests that are tied to those social structures and consider how those interests affect policy. Throughout the course, students will evaluate "solutions" put forward by various advocates and agencies and identify ways in which individuals can become involved in shaping policy debates and/or taking political action. The particular problems addressed will vary, but may include, poverty, heterosexism, violence, substance use/abuse, access to health care, educational disparities, environmental pollution, war and genocide, and/or the exploitation of labor.

Art Electives

Introduction to Art History
No. 709
Grade 10-12 Year .5 5 Periods 0.5 Credit

This course is designed to the student interested in the history of art from the Paleolithic period through the art of the 20th century. Theories of art history, aesthetics, historical contexts of art movements, as well as styles of art and stylistic influences on artists are studied.

Introduction to Art – DE*
No. 711DE
LCCC – Introduction to Art ART101

Grade 12 1 Semester

1.0 ASD Credit 3.0 College Credits

ART 101 surveys painting, sculpture, architecture and other related art forms of Western culture with the consideration of the aesthetic, historical, and technical significance of major artistic achievements.

Art I
No. 711
Grade 9-12 Year .5 5 Periods 0.5 Credit

Art I is a foundation program in studio art emphasizing the basic skills of drawing, design, and color. Work experiences include basics in two-dimensional artwork.

Art II
No. 712
Grade 9-12 Year .5 5 Periods 0.5 Credit
Prerequisite: Art I

Art II is a continuation of the foundation program in studio art that expands the student's skills in two-dimensional areas. A broad variety of techniques and materials will be explored.

Art III
No. 713
Grade 10-12 Year .5 5 Periods 0.5 Credit
Prerequisite: Art II

Art III includes problem-solving units in design, printmaking with an emphasis on drawing and painting. Three-dimensional units may be included such as clay, jewelry, and construction.

Art IV **No. 714**

Grade 10-12 Year .5 5 Periods 0.5 Credit

Prerequisite: Art III

Art IV is an expansion of Art III with the addition of aesthetics, art appreciation and philosophy.

Studio Art – AP* **No. 720A**

Grade 11-12 Year 1 10 Periods (Dieruff) 1.0 Credit

Grade 11-12 Year 1 5 Periods (Allen) 1.0 Credit

Prerequisite: Art I and Art II

Studio Art Advanced Placement is a course for the highly motivated student interested in the serious study of Art. Every student will be expected to develop a quality portfolio and meet the standards of evaluation as described in the CEEB Advanced Placement Program. Students are required to keep an art journal reflecting on their ongoing work and statement of intent with an oral and visual presentation. Students prepare to take the College Board's Studio Art Advanced Placement Examination. This course is run in conjunction with Visual Arts II at Allen and Art III/IV at Dieruff.

Computer Graphics I **No. 726**

Grade 10-12 Year .5 5 Periods 0.5 Credit

This course develops an awareness of the various photo editing, digital imagery, and creative designing to the work of advertising and publishing as well as in the production of fine art. Students will be introduced to the most commonly used programs: Adobe Photoshop using the elements of art and principles of design combined with their personal style. Various assignments will be given in which students will need to apply their learned knowledge of digital and designing skills. An intermediate knowledge of basic computer processes is required.

Computer Graphics II **No. 726I**

Grade 10-12 Year .5 5 Periods 0.5 Credit

This course is an extension of Computer Graphics I. It develops an awareness of the various photo editing, digital imagery, and creative designing standards to the work of advertising and publishing as well as in the production of fine art. Students will be introduced to the most commonly used programs: Adobe Photoshop using the elements of art and principles of design combined with their personal style. Various assignments will be given in which students will need to apply their learned knowledge of digital and designing skills. The prerequisite course of Computer Graphics I is required.

The Art Experience – Two-Dimensional **No. 726I**

Grade 9-12 Year .5 5 Periods 0.5 Credit

Two-Dimensional design is an introductory level course in art that focuses on the basics of design, drawing, and painting. A variety of two-dimensional techniques will be explored such as drawing, painting, collage, and printmaking. This course is intended to give an introduction to art. This course is offered during the Early Bird period (pre-homeroom and homeroom) at Allen.

The Art Experience – Three Dimensional I **No. 727**

Grade 9-12 Year .5 5 Periods 0.5 Credit

Dieruff Only

The course is an entry level to three-dimensional design I, focusing on clay, glass, metals, and construction. These experiences will develop intermediate to advanced skills in the creation of three-dimensional forms and pottery. With emphasis on studio production, this course is designed to develop higher level thinking, art related technology skills, art criticism, art history, and aesthetics.

Art History – AP*
No. 731
Grade 10-12 Year 1 5 Periods 1.0 Credit

This course is designed for the highly motivated student interested in the history of art from the Paleolithic period through to art of the 20th century. Theories of art history, aesthetics, historical contexts of art movements, as well as styles of art and stylistic influences on artists are studied in depth. Students are required to complete readings and write papers out of class as assigned. Students prepare to take the College Board's Art History Advanced Placement Examination.

The Art Experience – Three-Dimensional II
No. 728
Grade 10-12 Year .5 5 Periods 0.5 Credit
Dieruff Only

This course is an extension to three-dimensional design I, focusing on clay, glass, metals and construction. These experiences will develop intermediate to advanced skills in the creation of three-dimensional forms and pottery. With emphasis on studio production, this course is designed to develop higher level thinking, art related technology skills, art criticism, art history, and aesthetics.

Business & Technology

Computer Programming I
No.371
Grade 9--12 Year 0.5 5 Periods 0.5 Credit

Computer Programming I in HTML, CSS and JavaScript; introduces students to the capabilities of computers and provides a fundamental knowledge of programming structures. By writing programs, utilizing problem-solving tools and learning techniques that are transferable to other programming languages. *ASD Graduation Requirement*

Computer Programming II
No. 372
Grade 10-12 Year 0.5 5 Periods 0.5 Credit
Prerequisite: Computer Programming I

This rigorous course is designed for students interested in writing programs using Java. Students will expand knowledge of core programming concepts such as the use of variables, conditionals, and loops learned in Computer Programming I. This course will stress writing programs with applications to fields and a final project.

Computer Applications for Career Planning
No. 601
Grade 9 Year 0.5 5 Periods 0.5 Credit

This course is designed to introduce students to practical uses of computer software using Microsoft Office. Students will become familiar with word processing, spreadsheets, databases, presentations and the Internet for information acquisition. Students will use computer applications to explore potential careers.

Introduction to Computer Applications– DE*
No. 601DE
LCCC – Introduction to Computer Applications CIS105

 Grade 11, 12 1 Semester
 1.0 ASD Credit 3.0 College Credits

Intended for students with little or no previous computer experience. The topics presented in this course include a survey of computer hardware, application and system software, data communications and networks, the societal impacts of computerization, and ethics in the context of digital information. Students will have hands-on experience with popular spreadsheet, word processing, database, presentation, and web design software packages in a networked environment.

Creating Computer Presentations
No. 602
Grade 10-12 Year 0.5 5 Periods 0.5 Credit

This course focuses on advanced use of PowerPoint. Students will learn to prepare computer presentations for future use in school-related and work-related projects. Included is use of color schemes, backgrounds, clip art, organization charts, tables, sound, and formatted text. This course supports students who want to pursue the Microsoft Office Specialist: PowerPoint Associate (Office 2019) certification.

Internet/Multimedia Applications
No. 603
Grade 10-12 Year 0.5 5 Periods 0.5 Credit

This course explores the history of the Internet, infrastructure, security, search techniques, and emerging technologies. Components of this class may lead to certification. Students will also explore ways in which the internet and associated technologies have been used as tools of change for underrepresented groups and social justice.

Computer Applications
No. 604
Grade 9 Year 0.5 5 Periods 0.5 Credit

This course is offered for eligible students whose primary identified need is to learn functional skills. This course is designed to introduce students to practical application uses of computer software using Microsoft Office. Students will become familiar with basic word processing, databases, and the Internet for information acquisition. Students will use computer applications to explore potential careers.

Web Page Design
No. 605
Grade 10-12 Year 0.5 5 Periods 0.5 Credit
Prerequisite: Computer Programming I

This course focuses on creating web pages that communicate the appropriate message and attract an audience using a variety of methods and software. It includes critical analysis of web page organization, design and functionality.

Advanced Web Page Design & Multimedia Imaging
No. 606 CT
Grade 11, 12 Year 0.5 5 Periods 0.5 Credit
Prerequisite: Web Page Design

Advanced Web Page Design & Multimedia Imaging is intended for students who have a strong interest in web page design, desktop publishing, multimedia imaging and as a career. Students will explore advanced HTML, and CSS. Adobe InDesign will be used in the second half of the course to further develop media design skills and how to properly design a layout for use in business and beyond.

Computer Graphics I
No. 726
Grade 11, 12 Year 0.5 5 Periods 0.5 Credit

This course develops an awareness of the various photo editing, digital imagery, and creative designing to the work of advertising and publishing as well as in the production of fine art. Students will be introduced to the most commonly used programs: Adobe Photoshop using the elements of art and principles of design combined with their personal style. Various assignments will be given in which students will need to apply their learned knowledge of digital and design skills. An intermediate knowledge of basic computer processes is required. This course, combined with Computer Graphics II (Art Department), supports students who want to pursue becoming an Adobe Certified Professional in Visual Design Using Adobe Photoshop.

Electricity/Electronics I
No. 831
Grade 9-12 Year 0.5 5 Periods 0.5 Credit

Electricity/Electronics I is designed to introduce students to the practical concepts of electricity and electronics. Primary areas of study include the use of electrical/electronic equipment in industry and the home. Each student will have the opportunity to test, repair, and construct electrical apparatus. A segment of this course will be a practical simulation applying STEAM principles through hand-on applications. Students will complete a portion of the industry required OSHA training to instill safety is always the primary concern in hands-on technological tasks.

Technology & Electronics
No. 835
Grade 10-12 Year 0.5 5 Periods 0.5 Credit

Technology & Electronics teaches students preparing for a career in technology, fundamentals of analog and digital electronics as well as basic circuitry. Students build electrical projects and do many hands-on activities. Computer aided instruction will be used extensively for the study of fundamental technologies such as drones and robots. Students interested in the Information Technology Academy are encouraged to take this course.

Visual Communication & Product Design **No. 861**

Grade 9-12 **Year 0.5** **5 Periods** **0.5 Credit**

Visual Communication & product design offers students opportunities to develop 21st century job skills pertaining to critical thinking, problem solving, and creative design. Students explore the fundamental principles of computer graphics, product illustrations, animation, and silk screening through hands-on project-based learning curriculum.

Computer Architecture **No. 881**

Grade 10-12 **Year 1.0** **5 Periods** **1.0 Credit**

Computer Architecture involves the study of computer hardware, operating systems, structure of network connections, malware and cybercrime, digital thinking (binary ASCII Images and logic gates), and introductory networking. Students build and upgrade computers and basic networks.

Computer Architecture **No. 881CT**

Grade 10-12 **Year 1.0** **5 Periods** **1.0 Credit**

Computer Architecture involves the study of computer hardware, operating systems, structure of network connections, malware and cybercrime, digital thinking (binary ASCII Images and logic gates), and introductory networking. Students build and upgrade computers and basic networks.

Computer Networking **No. 882**

Grade 11-12 **Year 1.0** **5 Periods** **1.0 Credit**

Prerequisite: Computer Architecture and/or teacher approval

This course involves the study of computer networks. Students learn networking terminology and configurations of both local area and wide area networks. Students develop an understanding of computer hardware and software, operating systems, networking concepts, mobile devices, IT security, and troubleshooting. The online course materials will assist the student in developing the skills necessary to work as a technician in the field of IT. Students will have the opportunity to take the Cisco IT Essentials Certification Test at the completion of this course.

Computer Networking **No. 882CT**

Grade 11-12 **Year 1.0** **5 Periods** **1.0 Credit**

Prerequisite: Computer Architecture and/or teacher approval

This course involves the study of computer networks. Students learn networking terminology and configurations of both local area and wide area networks. Students develop an understanding of computer hardware and software, operating systems, networking concepts, mobile devices, IT security, and troubleshooting. The online course materials will assist the student in developing the skills necessary to work as a technician in the field of IT. Students will have the opportunity to take the Cisco IT Essentials Certification Test at the completion of this course.

Cybersecurity **No. 610**

Grade 10-12 **Year 1.0** **5 Periods** **1.0 Credit**

Fundamentals of Cybersecurity is the first online blended K12 cybersecurity course. This year-long version is designed for students with some exposure to computer science, but there are no specific course prerequisites. Students will learn foundational cybersecurity topics including networking fundamentals, software security, system administration and the basics of cryptography and programming, all through the CodeHS web-based platform. The entirely web-based curriculum is made up of a series of learning modules that cover the fundamentals of cybersecurity. Each module is made up of short video tutorials, example programs, quizzes, simulations, programming exercises, and free response prompts. This is not a coding intensive course, but students will learn basic SQL and JavaScript, and will utilize basic HTML and JavaScript within specific contexts while being provided with support within those contexts.

Game Design No. 890

Grade: 10-12 **Year 0.5** **5 Periods** **0.5 credit**

Prerequisite: Computer Programming I

The Game Design in Unity course teaches the fundamentals of designing a game using the most widely accessed and preferred editing engine in the world. The intent of this course is to prepare high school students with the industry related skills needed for the workplace and higher learning environments. By the end of this course, they will understand the design planning process and utilize the Unity environment in order to create 3D games.

Advanced Placement (AP) Offerings in Business & Technology



Computer Science Principles No. 375A

Grade 10-12 **Year 1** **5 Periods** **1.0 Credit**

College Board – AP

Prerequisite: Algebra I

Students will learn the fundamentals of computing, including problem solving, working with data, understanding the Internet, cybersecurity, and programming. The course goal is to broaden their understanding of computer science for use in a diversity of majors and careers. The course is designed to prepare students for the two College Board® Advanced Placement projects and the end-of-year exam: multiple choice.



Computer Science A No. 376A

Grade 10, 11, 12 **Year 1** **5 Periods** **1.0 Credit**

College Board* - AP

Prerequisite: Computer Science Principles – AP or Computer Programming II

Students will learn the fundamentals of programming and problem solving using the JAVA language, with an emphasis on problem solving and algorithm development. The course goal is to develop skills for future study or a career in computer science or other STEM fields. This course is meant to be the equivalent of a first semester course in computer science and helps prepare the student for the College Board Advanced Placement end-of-year exam: multiple choice and free response.

Dance Electives

Dance I (Allen) No. 737

Grade 9-12 **Year .5** **5 Periods** **0.5 Credit**

Dance I is a course for students with any degree of experience in dance. The principles, elements and protocol of dance will be introduced. Students will learn proper body alignment. Conditioning, flexibility, techniques and vocabulary of basic movements in ballet, modern, jazz, and musical theatre will be experienced and performed. Students will gain knowledge through written assignments and active participation.

Dance II (Allen) No. 738

Grade 9-12 **Year .5** **5 Periods** **0.5 Credit**

Prerequisite: Dance I

Dance II will expand on the concepts and techniques learned in Dance I. Students will learn combinations in ballet, jazz, and modern dance through floor and center exercises. Students will further develop their ability to use the body as an expressive tool and to assess their own strengths and needs in dance training. Students will gain knowledge through written assignments and active participation.

**Dance credit can be applied for Physical Education in grades 9, 10, 11, 12 or Arts credit in 9, 10, 11, and 12*

Family & Consumer Science Electives

Foods & Nutrition

No. 803

Grade 10-12 Year .5 5 Periods 0.5 Credits

This multidisciplinary course aims to prepare students to make wise choices in the purchasing, preparation and consumption of food. Real life practices in the application of science, technology, engineering, art, and math skills will allow students to explore the resources of time, money, health, safety, and creativity in relation to meal planning. Hands-on lab experiences will be offered. STEM careers to food science and nutrition will be introduced through guest speakers and student research projects.

Life Care Planning

No. 808

Grade 9-12 Year .5 5 Periods 0.5 Credits

This course is designed for eligible students whose primary identified need is to learn functional skills. This course teaches and reinforces personal safety, self-advocacy, communication skills, personal relationships, problem solving, self-determination, and establishing life goals. The students learn how to identify and articulate post-school goals, personal strengths and needs, and the ability to ask for assistance in order to facilitate increased independence.

Adult Living

No. 811

Grade 10-12 Year .5 5 Periods 0.5 Credits

This course will provide students with the opportunity to clarify values, set SMART goals and practice the decision-making process. Interpersonal relationship skills and a variety of communication techniques will be taught. Career readiness and strategies for success in the world of work, including job applications, resume building, and interviewing skills will be explored. Personal finance basics such as creating a budget, banking, credit, insurance and financial planning for the future will be introduced. Students will be given the opportunity to try their hand at planning for and sampling healthy and economical food choices as well as demonstrating basic food preparation skills.

Parenting

No. 812

Grade 10-12 Year .5 5 Periods 0.5 Credits

This course educates students about the importance of the parenting decision. Students explore the responsibilities of parenthood, the cost of child rearing, prenatal care, pregnancy, childbirth and newborn care. In addition, influences on child development, play and learning, child health and nutrition, safety in the home and discipline techniques will be investigated. Students will be given the opportunity for hands-on experience with a Real Care Baby. Students will be introduced to careers relating to children, parenting and families.

Independent Living

No. 818

Grade 9-12 Year .5 5 Periods 0.5 Credits

This course is designed for eligible students whose primary identified need is to learn functional skills. This course teaches the students how to maintain and care for their personal home environment. Students learn how to maintain their living arrangements by developing independent living skills related to budgeting, cooking, cleaning, safety, minor household repairs, and home maintenance.

Health & Physical Education Electives

Physical Education – Boys/Girls

No. 903/923

Grade 9-12 Year 1 3 Periods 0.5 Credits

Physical Education is required for graduation and includes instruction in lifetime sports, physical fitness and conditioning, rhythmic movement, aquatics and adaptive physical education. Students will be expected to wear, for health and safety reasons, the Allentown School District approved physical education uniform.

Physical Education – Boys/Girls **No. 904/924**

Grade 9-12 Year .5 4 Periods 0.5 Credits

Physical Education is required for graduation and includes instruction in lifetime sports, physical fitness and conditioning, rhythmic movement, aquatics and adaptive physical education. Students will be expected to wear, for health and safety reasons, the Allentown School District approved physical education uniform.

Physical Education – Boys/Girls **No. 905/925**

Grade 9-12 Year .5 5 Periods 0.5 Credits

Physical Education is required for graduation and includes instruction in lifetime sports, physical fitness and conditioning, rhythmic movement, aquatics and adaptive physical education. Students will be expected to wear, for health and safety reasons, the Allentown School District approved physical education uniform.

Adapted Physical Education **No. 908/928**

Grade 9-12 Year 1 2 Periods 0.5 Credits

Physical Education is required for graduation and includes instruction in lifetime sports, physical fitness and conditioning. Adapted Physical Education fulfills the required Physical Education credit for eligible students, who require a curriculum that offers significant adapted physical education instruction.

Physical Education* – DE **No. 913DE**

LCCC – Physical Education 1.0 Credit PED143

Physical education courses are oriented toward lifetime and are elective in nature. They may not be repeated for credit.

Health Education

Grade 9 Year .5 5 Periods 0.5 Credits **No. 931**

Health Education provides an understanding of the human body systems and substance abuse with an emphasis on human sexuality. The curriculum explores positive daily life skills that include wellness, nutrition, first aid and community health.

Music Electives

Music Theory – AP* **No. 750A**

Grade 11, 12 Year 1 5 Periods 1.0 Credit

A course for those interested in the serious study of music. Components include the study of musical terminology, score analysis and notational, compositional, and aural skills. Students prepare to take the Advanced Placement Examination in Music Theory.

Instrumental Activities **No. 756**

Grade 9-12 Year .5 5 Periods 0.5 Credits

Grade 9-12 Year 1 5 Periods 1.0 Credit

Fall: For players of wind and percussion instruments the course begins in August with preparation for the Marching Band season and continues through Sept. & Oct. during Early Bird (pre-homeroom and homeroom) with early a.m. practice. String players not in Marching Band will meet as a string ensemble during Early Bird period. Approximately Nov. 1, all instrumentalists will be assigned by instrument and ability level to various ensembles. All band front students must enroll in Instrumental Music Activities. Spring: Instrumentalists will be assigned to ensembles by instrument and ability level for public concert presentations. Membership is by audition.

Choral Activities **No. 757**

Grade 9-12 Year .5 5 Periods 0.5 Credits

Grade 9-12 Year 1 5 Periods 1.0 Credit

Choral Activities is a study, through rehearsal and public performances, of all aspects of the choral art: classical, pop, jazz, and show choir. This course, which offers an opportunity for anyone who wishes to learn and sing all types of music and perform on stage, is open to all students with or without experience. Competitive, travel and social opportunities are offered.

Band
No. 761
Grade 9-12 Year 1 3 Periods 0.6 Credits

Band includes the study and performance of works representative of the major forms (suite, overture, rhapsody, march, etc.) from baroque through contemporary periods of composition. Preparation for band performances includes participation in summer and after school rehearsals. Marching Band season begins in August and concludes in October. Concert Band begins following the football season and continues throughout the remainder of the school year.

Instrumental Instruction
No. 764
Grade 10-12 Year 1 5 Periods 1.0 Credit

Instrumental Instruction offers an individual or group development of comprehensive musicianship through careful attention to tone quality, accurate pitch, good blend and balance, sight-reading, and musical expression. Students may enroll in this course to receive individual help. (Continuing string and wind instrument players are especially encouraged to enroll.)

Voice I
No. 765
Grade 10-12 Year 1 5 Periods 0.5 Credits

Voice I is a course for beginners with little or no previous experience in singing. Any student may elect this course. No audition is required. Students must be willing and able to sing alone and with others. Students will study correct posture, breath control, enunciation and phrasing, tone production and control, and interpretation.

Piano I
No. 767
Grade 9-12 Year 1 5 Periods 0.5 Credits

Piano I is a course designed for students who have no previous piano experience. This course is the study of the basic skills involved in reading music and playing the keyboard, including varied types of music, from pop to classical. Each student will have his/her own practice instrument.

Theatre Electives

Improvisation
No. 741
Grade 10-12 Year .5 5 Periods 0.5 Credit

This course will provide students with the very important skill of thinking quickly. Students will learn and participate in “stage” and “character” situations that offer the opportunity for the actor to participate in scenes that maintain a good level of intensity. Warm-ups and whole group activities will also allow the student an opportunity to explore their leadership and the team building skills. The prerequisite course, Theatre I, may be taken concurrently. Note: this course may be repeated for additional credit.

Theatre Stagecraft
No. 746
Grade 10-12 Year .5 5 Periods 0.5 Credit

This course will provide students with practical and hands-on experience in the behind-the-scenes phases of theatrical production. Students will learn and participate in designing, constructing and decoration sets; creating and maintaining props; stage management; lighting, rigging, and sound design; and recording shows. Participation in the school’s after-school theatre activities is expected (either as a performer or stagehand). The prerequisite course, Theatre I, may be taken concurrently. Note: This course may be repeated for additional credit.

Theatre I
No. 747
Grade 9-12 Year 1 5 Periods 1.0 Credit

Theatre I introduces students to theatre as a vital, exciting art form. Students will have the opportunity to explore and participate in pantomime, improvisation, acting, scene design, stagecraft, lighting, costuming, and makeup. The history, development, and elements of theatre will be examined. Students may have the opportunity to attend theatrical productions.

Theatre II
No. 748
Grade 9-12 Year .5 5 Periods 0.5 Credit
Prerequisite: Theatre I

Theatre II students will continue to develop and polish skills learned in Theatre I. They will be introduced to dramatic characterization, emotional control, vocal techniques, and body movement as they relate to the actor. Script analysis, historical periods, and styles of acting will be emphasized. Performance in a prepared scene will be required. Students will have the opportunity to explore and participate in advanced forms of improvisation, as well as acting, lighting, stagecraft, scene design, costuming, and makeup.

Theatre III
No. 749
Grade 10-12 Year .5 5 Periods 0.5 Credit
Prerequisite: Theatre I & II

Theatre III will provide students with practical, hands-on experience in all phases of theatrical production. Students will be required to participate in some aspects of the school's dramatic activities: play/musical selection and analysis; stage management; scene, lighting and costume design; makeup; set construction and décor; publicity; or acting and directing. Note: This course may be repeated for additional credit

World Language Electives

Level I (All Languages)

Emphasis is placed on developing the four basic language skills; listening, speaking, reading and writing. Proper language habits are fostered through basic dialogues and through pattern practices of various kinds. Reading and writing involves material previously learned on the listening and speaking level. An understanding is developed of the heritage of the language, government, history, and the art of countries where the target language is spoken.

Level II (All Languages)
Prerequisite: Completion of level one

Work continues on the four basic skills. Grammatical structure is more complex. Class conversation arises from the reading lessons expanding into real-life situations. Use of oral language is increased. Cultures of various countries are explored.

Level III (All Languages)
Prerequisite: Completion of level two

Stress on reading and writing is now equal to that of listening and speaking. Reading delves more deeply into cultural materials. Writing exercises include autobiographical descriptions and picture descriptions. Language production, in speech or in writing, reflects a greater measure of student independence but emphasis is placed on using only those patterns that are thoroughly controlled.

Level IV (All Languages)
Prerequisite: Completion of level three

The program is similar to the third level but with a higher degree of difficulty. Listening and speaking receive the attention due, but reading and writing take to the foreground. Readings are more ambitious and may include such materials as newspapers and magazines. Writing becomes more spontaneous and freer, and paragraphs of reasonable sophistication and competence are expected.

Level V (All Languages)
Prerequisite: Completion of level four and teacher recommendation in German and Spanish.

Reading selections for the Advanced Placement courses are those suggested as preparation for the Advanced Placement Examinations. Students are introduced to the techniques of literary analysis and criticism as they apply both to poetry and to prose. A thorough review of the grammar and syntax of the language is also provided.

| | | | | |
|------------------------------|---------------|------------------|-------------------|----------------|
| German, I | | | | No. 511 |
| Grade 9-12 | Year 1 | 5 Periods | 1.0 Credit | |
| German II | | | | No. 51 |
| Grade 9-12 | Year 1 | 5 Periods | 1.0 Credit | |
| German III | | | | No. 51 |
| Grade 9-12 | Year 1 | 5 Periods | 1.0 Credit | |
| German IV* – Advanced | | | | No. 514 |
| Grade 10-12 | Year 1 | 5 Periods | 1.0 Credit | |

| | | | | |
|---|---------------|------------------|-------------------|-----------------|
| German Language and Culture*- AP | | | | No. 515A |
| Grade 12 | Year 1 | 5 Periods | 1.0 Credit | |

The AP Language and Culture courses emphasize communication applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. These courses strive not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the courses are taught almost exclusively in the target language. The AP Language and Culture courses engage students in an exploration of culture in both contemporary and historical contexts. The courses develop students' awareness and appreciation of cultural products, practices and perspectives.

Spanish for Spanish Speakers (Levels I, II, III)

| | | | |
|-------------------|---------------|------------------|-------------------|
| Grade 9-12 | Year 1 | 5 Periods | 1.0 Credit |
|-------------------|---------------|------------------|-------------------|

At each of the first three levels of Spanish, a separate course is offered to students who speak and understand Spanish as a native. The courses concentrate less on listening and speaking and focus more on reading and writing. These courses are intended for students who already have oral proficiency but need instruction in structure and grammar. All students who are native Spanish speakers must enroll in one of these three courses.

| | | | | |
|-------------------|---------------|------------------|-------------------|----------------|
| Spanish I | | | | No. 521 |
| Grade 9-12 | Year 1 | 5 Periods | 1.0 Credit | |

| | | | | |
|---------------------------------------|---------------|------------------|-------------------|-----------------|
| Spanish I for Spanish Speakers | | | | No. 521N |
| Grade 9-12 | Year 1 | 5 Periods | 1.0 Credit | |

| | | | | |
|-------------------|---------------|------------------|-------------------|----------------|
| Spanish II | | | | No. 522 |
| Grade 9-12 | Year 1 | 5 Periods | 1.0 Credit | |

| | | | | |
|--|---------------|------------------|-------------------|-----------------|
| Spanish II for Spanish Speakers | | | | No. 522N |
| Grade 9-12 | Year 1 | 5 Periods | 1.0 Credit | |

| | | | | |
|--------------------|---------------|------------------|-------------------|----------------|
| Spanish III | | | | No. 523 |
| Grade 9-12 | Year 1 | 5 Periods | 1.0 Credit | |

| | | | | |
|---|---------------|------------------|-------------------|-----------------|
| Spanish III for Spanish Speakers | | | | No. 523N |
| Grade 9-12 | Year 1 | 5 Periods | 1.0 Credit | |

| | | | | |
|-------------------------------|---------------|------------------|-------------------|----------------|
| Spanish IV – Advanced* | | | | No. 524 |
| Grade 9-12 | Year 1 | 5 Periods | 1.0 Credit | |

| | | | | |
|---|---------------|------------------|-------------------|-----------------|
| Spanish Language and Culture – AP* | | | | No. 525A |
| Grade 12 | Year 1 | 5 Periods | 1.0 Credit | |

The AP Language and Culture courses emphasize communication applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. These courses strive not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the courses are taught almost exclusively in the target language. The AP Language and Culture courses engage students in an exploration of culture in both contemporary and historical contexts. The courses develop students' awareness and appreciation of cultural products, practices and perspectives.

Spanish – DE*

No. 524DE

LCCC – Spanish SPN205

Prerequisite: requires two years of high school language

Grade 10-12 1 Semester

1.0 ASD Credit 3.0 College Credits

This course is the first semester of the second year of two years of Spanish studies and therefore, a continuation of study of grammar and vocabulary of the Spanish language. Spanish-speaking cultures and speaking, listening, reading, and writing skills are emphasized.

French – DE*

No. 534DE

LCCC – French FRN105

Grade 10, 11, 12 1 Semester

1.0 ASD Credit 3.0 College Credits

This course is offered to beginners and to some non-beginners who have had perhaps one year of French in high school, but who feel that their preparation is inadequate for an intermediate course at the college level. The basic communication skills are systematically developed: listening and speaking skills are emphasized in the classroom and expanded with participation in a language tape program. Reading and writing skills are progressively developed through various creative exercises, activities, and assignments. Cultural readings and materials are adapted to provide the student with the opportunity to practice communication skills, while at the same time discovering aspects of both daily life and traditional culture of Francophones all over the world and within the United States.

Air Force Junior Reserve Officer Training Corps Program Course

The mission of the AFJROTC program is to build better citizens for America. Program goals are to instill values of citizenship, service to the United States, personal responsibility and a sense of accomplishment in the students. AFJROTC objectives are to educate students in citizenship, promote community service, instill character and discipline, and provide instruction in air and space fundamentals. Teaching materials, textbooks and uniforms are supplied by the United States Air Force.

The AFJROTC program explores the civilian, industrial and military aspects of Aerospace Science. Extracurricular activities of cadets are varied and interesting. The unit offers educational field trips to Air Force bases, airports, aerospace industries, and museums. Air Force JROTC carries no military obligation. There are tangible benefits for cadets that complete the course: cadets who attend college may receive special consideration for Air Force ROTC scholarships and they may receive credit for a full year of Air Force ROTC. Cadets who enlist in the military directly after high school may enter two pay grades higher than other enlistees.

| AFJROTC CURRICULUM Four-Year Program | | | | | | |
|---|-----------------------|---|-----------------------------------|----------------------------------|-------------------------------|--|
| Year 1 | AS History | The Heritage of Flight | Development of Air Power | Toward Military Aerospace | Contemporary Aviation | |
| | LE I | Heritage, Organization, and Traditions | Individual Self-Control | Citizenship in the United States | Wellness, Health, and Fitness | |
| Year 2 | AS Science | The Aerospace Environment | Human Requirements of Flight | Principles of Aircraft Flight | Principles of Navigation | |
| | LE II | Effective Communication Skills | Understanding Individual Behavior | Understanding Group Behavior | Basic Leadership Concepts | |
| Year 3 | AS Space | The Space Environment | Space Programs | Space Technology | Manned Spaceflight | |
| | LE III | Choosing Your Path | The Job Search | Financial Planning | Career Opportunities | |
| Year 4 | AS Options | Option 1 – Management of Cadet Corps | | | | |
| | | Option 2 – Advanced Program – Ground School | | | | |
| | | Option 3 – Aerospace Careers | | Lab Manual | Survival | |
| | | | | Geography | Policy and Organization | |
| LE IV | Management Techniques | Management Decisions | Management Functions | Managing Self and Others | | |

AS – Aerospace Science
LE – Leadership Education

AFJROTC I
Grades 9-12
Credit

No. 951
1.0

Grade 12
Credit

1 Year

1.0

AFJROTC II
Grades 10-12
Credit

No. 952
1.0

AFJROTC Early Bird (EB)
Grades 9-12

No. 957

AFJROTC III
Grades 11-12
Credit

No. 953
1.0

A student may enroll in an ROTC program at William Allen or Dieruff High School regardless of where he or she lives in the district. The student should work with the guidance department of his/her home middle or high school to arrange placement. A written parental request for transfer approval must be submitted to the Director of Community & Student Services by the first week of August.

AFJROTC IV
No. 954

Naval Junior Reserve Officer Training Corps Program Courses

An elective program, Navy Junior ROTC offers students opportunities to grow as citizens. Students learn through classroom academic classes and hands-on field work. Each week includes two academic classes, a drill period, and one physical fitness period. Students are provided uniforms at no cost. The courses and concurrent extracurricular activities support development of community service, self-discipline, and patriotism. Courses are offered during academic periods including Early Bird. Courses are sequential, but upper class may start as Naval Science I students. Participation in NJROTC incurs no military service obligation but offers many advantages to those who decide to enlist or enter an officer commissioning program after graduation. New enlistees gain accelerated advancement and increased pay. If qualified, NJROTC graduates can be awarded a nomination to the United States Naval Academy and other service academies. NJROTC graduates also earn an advantage in competition for Navy ROTC scholarships to attend colleges and universities.

Naval Science I **No. 961**
Naval Science I (Early Bird) **No. 965**
 Grade 9-12 Year 1 5 Periods 1.0 Credit
 This course presents an introduction to naval organization. Instruction includes basic first aid, naval history, and seamanship. Students learn basic drill and proper wear of the uniform.

Naval Science II **No. 962**
Naval Science II (Early Bird) **No. 966**
 Grade 10-12 Year 1 5 Periods 1.0 Credit
 This course introduces meteorology, naval weapons, leadership, survival skills, and citizenship. Moving beyond NS I material, students will expand knowledge in areas of seamanship, shipboard organization, and naval history.

Naval Science III **No. 963**
Naval Science III (Early Bird) **No. 967**
 Grade 11-12 Year 1 5 Periods 1.0 Credit
 This course continues to build knowledge in leadership, naval history and naval organization. Students explore electronics, astronomy, sea power, and practical leadership.

Naval Science IV **No. 962**
Naval Science IV (Early Bird) **No. 968**
 Grade 12 Year 1 5 Periods 1.0 Credit
 This course offers continued study of citizenship, naval history, naval organization and electronics. It also offers advanced work in leadership, examining ethical behavior and organizational psychology. As seniors lead underclassman in activities, they learn from practical experience.

A student may enroll in an ROTC program at Building 21 Allentown, William Allen or Louis E. Dieruff High School regardless of where he or she lives in the district. The student should work with the guidance department of his/her home middle or high school to arrange placement. A written parental request for transfer approval must be submitted to the Director of Community & Student Services, by the first week of August.

ASD Academics

The Allentown School District has established specialty academies to provide high school students the opportunity to select electives in a concentrated field of study. The virtual academies provide students with the opportunity to enroll in elective, core, and credit recovery courses.



The student should work for placement with the guidance department of the middle or high school in which he or she is enrolled. Students transferring from their home high school for an academy must stay one semester before having the option to transfer back to their home school. For the Arts and Informational Academies, transportation will be provided between the high schools. Students are required to go to their home school for pick-up.

The following academies are offered:

Secondary Newcomer Academy at Midway Manor
Grades 9 – 12

The ASD Virtual Campus
Grades 9 – 12

The Allentown Academy of the Arts at William Allen High School
Grades 11 – 12

The Academy of Computer Technology
Grades 10 – 12

Secondary Newcomer Academy at Midway Manor

Academy Purpose

The Newcomer Academy is designed to provide support for culturally and linguistically diverse students from around the world new to the United States. Adolescent English Learners have double the work of their native English-speaking peers, striving to acquire English skills while simultaneously increasing their content knowledge (Short, & Fitzsimmons, 2007). The Newcomer Academy offers intensive English language instruction and supported core content courses. Program goals for students include:



- acquiring adequate English skills for academic success.
- adjusting to United States schools and culture.
- obtaining college and career readiness skills.

Academy Description

The Newcomer Academy is a temporary placement for students designed to support their academic and cultural adjustment needs. Created in 2010 to assist the district's immigrant and refugee community, the program serves students in grades 7 through 12. The program offers a small learning environment where students are free to take risks with the new language and culture. Our students receive core content instruction in Mathematics, Science, Social Studies and English Language Development through a block schedule format. Students are also afforded guidance on ways to cope with changes to a new country and culture.

Transition back to the home school is dependent upon the rate of English language acquisition, academic achievement, and social acclimation. While the program is designed for an academic school year, some students flourish quickly and are eligible for a mid-year transition to their home school.

Staff at the Newcomer Academy are specially trained to work with English learners. Teachers work to improve English language acquisition and prepare students for future academic and career successes. The language of instruction at the Newcomer Academies is English. Native language support is provided. Bilingual teachers and auxiliary staff assist with communication for English learners and families.

At the Newcomer Academy, best practices for ELs are embraced that support language and learning. Staff at the Newcomer Academy offer lessons to enhance English language skills. Authentic assessments are utilized to measure and celebrate students' individual language growth. Cultural experiences, social emotional learning activities and pre-career activities are incorporated to ease the transition for students.

| Courses Aligned to Grade Level | Course Code with Supported Content |
|---|------------------------------------|
| ESL Newcomer English | ENA 100 |
| Developmental Algebra | ENA 304 |
| Algebra | ENA 301 |
| Algebra II | ENA 311 |
| Physical Science | ENA 464 |
| Biology | ENA 401 |
| Environmental Science | ENA 466 |
| United States History | ENA 201 |
| World Cultures | ENA 211 |
| *United States History/ United States Government | ENA 201/ ENA 231 |

English to Speakers of Other Languages Program

ESL Newcomer English

No. 100

Grade 9-12 Year 1 15 Periods 3.0 Credits

This is a fundamental English course for newcomers only. Essential content level and survival vocabulary are stressed. All four domains (listening, speaking, reading and writing) are taught with an emphasis on establishing literacy skills for success in high school. Students who take this course satisfy one of the four English units required for graduation.

ESL English 9

No. 101

Grade 9 Year 1 10 Periods 2.0 Credits

This course provides instruction in English as a second language across the 4 domains of listening, speaking, reading and writing. Students work at the appropriate language proficiency level to develop academic and social proficiency in vocabulary, language forms and functions, literacy and writing. Reading skills and strategies with both authentic literature and content texts are stressed. Students who take this course satisfy one of the four English units for graduation.

ESL English 10

No. 111

Grade 10 Year 1 10 Periods 2.0 Credit

This course provides instruction in English as a second language across the 4 domains of listening, speaking, reading and writing. Students work at the appropriate language proficiency level to develop academic and social proficiency in vocabulary, language forms and functions, literacy and writing. Reading skills and strategies with both authentic literature and content texts are stressed. Students who take this course satisfy one of the four English units for graduation.

ESL English 11

No. 121

Grade 11 Year 1 10 Periods 2.0 Credits

This course provides instruction in English as a second language across the 4 domains of listening, speaking, reading and writing. Students work at the appropriate language proficiency level to develop academic and social proficiency in vocabulary, language forms and functions, literacy and writing. Reading skills and strategies with both authentic literature and content texts are stressed. Students who take this course satisfy one of the four English units for graduation.

ESL English 12

No. 131

Grade 12 Year 1 10 Periods 2.0 Credits

This course provides instruction in English as a second language across the 4 domains of listening, speaking, reading and writing. Students work at the appropriate language proficiency level to develop academic and social proficiency in vocabulary, language forms and functions, literacy and writing. Reading skills and strategies with both authentic literature and content texts are stressed. Students who take this course satisfy one of the four English units for graduation.

ASD Virtual Campus

Academy Purpose

Allentown School District (ASD) is a leader in K-12 for preparing our students for the 21st Century. The ASD Virtual Academy offers high quality, Internet-delivered high school courses that equip students to thrive in the complex life and work environment of the 21st Century.

Program Description

A virtual school can be defined as a location where students can complete their coursework online, while the student and teacher work together from a distance. In a virtual environment, students work at their own pace (within broad deadlines) and complete a combination of assignments; tests; quizzes; projects; and assessments that permit a teacher to follow the educational progress of the student. The ASD Virtual Academy offers the hallmarks of truly effective traditional education programs – quality teachers, quality curriculum, and frequent student-teacher interaction. All courses are taught by ASD teachers and meet national, state and ASD School District curriculum standards.

In addition to rigorous course content that meets state and district performance standards, ASD Virtual Academy's online learning environment fosters creativity, critical thinking, communication, and collaboration, as well as mastery of information, media, and technology skills--all of which are essential for preparing students for the future.

The ASD Virtual Campus High School offers students the ability to complete all their high school courses online with support from ASD teachers and guidance counselors. ASD students can enroll in the ASD Virtual Campus High School full-time or take certain courses at their home school during their school day. For high school students to enroll in credit recovery online course options, they must work with the guidance office at their home school to determine if this program is appropriate for their learning style. Current ASD high school students can enroll in blended online courses, which are available during the first or last period of the school day. To apply, students must work with their guidance office to schedule courses that are academically appropriate. The students and parents/guardians must attend the orientation before the students can take the course(s).

Virtual Campus Core Courses

| Course ID | Course Title | Credits | Duration |
|----------------------------------|---|---------|----------|
| English | | | |
| VA101/VA101AD | English Language Arts 9 (Regular/Advanced) | 1.0 | 1 Year |
| VA111/VA111AD | English Language Arts 10 (Regular & Advanced) | 1.0 | 1 Year |
| VA121/VA 121AD | English Language Arts 11 (Regular & Advanced) | 1.0 | 1 Year |
| VA131/VA131AD | English Language Arts 12 (Regular & Advanced) | 1.0 | 1 Year |
| Math | | | |
| VA301 | Algebra I | 1.0 | 1 Year |
| VA321 | Geometry | 1.0 | 1 Year |
| VA311 | Algebra II | 1.0 | 1 Year |
| VA350 | Precalculus | 1.0 | 1 Year |
| VA245 | Math of Personnel Finance | 1.0 | 1 Year |
| VA341 | Trigonometry | .5 | .5 Year |
| VA390 | Statistics and Probability | 1.0 | 1 Year |
| VA312 | Foundations of Algebra II | 1.0 | 1 Year |
| Science | | | |
| VA401 | Biology | 1.0 | 1 Year |
| VA411 | Chemistry | 1.0 | 1 Year |
| VA466 | Environmental Science | 1.0 | 1 Year |
| VA464 | Physical Science | 1.0 | 1 Year |
| VA421 | Physics | 1.0 | 1 Year |
| Social Studies | | | |
| VA201 | US History I | 1.0 | 1 Year |
| VA221 | US History II | 1.0 | 1 Year |
| VA211 | World Cultures | 1.0 | 1 Year |
| VA231 | US Gov/Politics | .5 | .5 Year |
| VA242 | Economics | .5 | .5 Year |
| Health/Physical Education | | | |
| VA910 | Lifetime Fitness (Gym) | .5 | .5 |
| VA931 | Contemporary Health | .5 | .5 Year |
| AP Options | | | |
| VA360 | Calculus AB | 1.0 | 1 Year |
| VA120A | English Language & Composition | 1.0 | 1 Year |
| VA130A | English Literature & Composition | 1.0 | 1 Year |
| VA466A | Environmental Science | 1.0 | 1 Year |
| VA282A | Psychology | 1.0 | 1 Year |

| | | | |
|------------------|---|-----|---------|
| VA525A | Spanish Language & Culture | 1.0 | 1 Year |
| VA230A | US Government and Politics | 1.0 | 1 Year |
| VA250A | US History | 1.0 | 1 Year |
| VA210A | World History | 1.0 | 1 Year |
| Electives | | | |
| VA521 | Spanish 1 | 1.0 | 1 Year |
| VA522 | Spanish 2 | 1.0 | 1 Year |
| VA523 | Spanish 3 | 1.0 | 1 Year |
| VA501 | French 1 | 1.0 | 1 Year |
| VA502 | French 2 | 1.0 | 1 Year |
| VA503 | French 3 | 1.0 | 1 Year |
| VA551 | Chinese 1 | 1.0 | 1 Year |
| VA511 | German 1 | 1.0 | 1 Year |
| VA512 | German 2 | 1.0 | 1 Year |
| VA531 | Latin 1 | 1.0 | 1 Year |
| VA711 | Intro to Art | .5 | .5 Year |
| VA282 | Psychology | .5 | .5 Year |
| VA283 | Sociology | .5 | .5 Year |
| VA132 | Reading skills & Strategies | .5 | .5 Year |
| VA171 | IDEA Writing | .5 | .5 Year |
| VA198F | Keystone Literature Module Fiction | .5 | .5 Year |
| VA198N | Keystone Literature Module Non-Fiction | .5 | .5 Year |
| VA3981 | Keystone Algebra Module 1 | .5 | .5 Year |
| VA3982 | Keystone Algebra Module 2 | .5 | .5 Year |
| VA498A | Keystone Biology Module A | .5 | .5 Year |
| VA498B | Keystone Biology Module B | .5 | .5 Year |
| VA601 | Information Technology APP 1 | .5 | .5 Year |
| VA6012 | Information Technology APP 2 | .5 | .5 Year |
| VA631 | Computer Applications: Office 2010 Basics 1 | .5 | .5 Year |
| VA632 | Computer Applications: Office 2010 Basic 2 | .5 | .5 Year |
| VA181 | Career Explorations Semester I | .5 | .5 Year |
| VA182 | Career Explorations Semester II | .5 | .5 Year |
| VA652 | Career Planning and Development | .5 | .5 Year |

* Advanced Placement and AP are registered trademarks of the College Board

Credit Recovery Courses

| Course ID | Course Title | Credits | Duration |
|-----------|--------------------------|---------|----------|
| VACR101 | English I | 1.0 | 1 Year |
| VACR111 | English II | 1.0 | 1 Year |
| VACR121 | English III | 1.0 | 1 Year |
| VACR131 | English IV | 1.0 | 1 Year |
| VACR301 | Algebra I | 1.0 | 1 Year |
| VACR311 | Algebra II | 1.0 | 1 Year |
| VACR 321 | Geometry | 1.0 | 1 Year |
| VACR401 | Biology I | 1.0 | 1 Year |
| VACR411 | Chemistry I | 1.0 | 1 Year |
| VACR464 | Physical Science | 1.0 | 1 Year |
| VACR466 | Environmental Science | 1.0 | 1 Year |
| VACR201 | US History I | 1.0 | 1 Year |
| VACR211 | World History | 1.0 | 1 Year |
| VACR221 | US History II | 1.0 | 1 Year |
| VACR231 | US Government & Politics | 1.0 | 1 Year |

Course descriptions available through the online Edgenuity program.

Allentown Academy of the Arts at William Allen High School

Academy Purpose

The Allentown Academy of the Arts is dedicated to providing high school students with maximum opportunities to grow and develop through a high quality, comprehensive and integrated education in music, theatre, dance, and the visual arts. We are committed to furthering students' academic abilities and performing talents while preparing them to pursue their arts interest in life, college, or career.

Program Description

The Allentown Academy of the Arts believes that the arts constitute one of the five fundamental components of basic education, along with language, mathematics, natural sciences, and social studies. We further believe that strong arts programs should be an essential part of every school system and that arts programs within the school should be suited to the needs of the students. Therefore, the Allentown Academy of the Arts believes that high school students who have a strong interest and potential for success in the arts must be identified and provided an opportunity for artistic growth.

We further believe that artistic young people have special needs and abilities, and those talented students should be provided opportunities to develop their talents through intense study in their artistic disciplines. They should also be taught to evaluate, analyze, and interpret their art form through studies in technique, creative expression, and craftsmanship. Additionally, students should be afforded performance opportunities that will serve as vehicles for self-expression, artistic growth, and pre-professional training. These talented students should also be provided artistic exposure to all fine arts areas in order to further their knowledge of an appreciation for all art forms.

The Allentown Academy of the Arts believes that providing talented students with specialized training will enhance their appreciation and understanding of all art forms. It will provide them an advantage in post-secondary arts studies; it will teach essential socialization, organizational, and leadership skills; it will provide them a strong advantage in work-related, college, and scholarship opportunities; and it will enhance their enjoyment of the arts throughout their lives.

Academy of the Arts Recommended Curriculum

| Grade 11 | Grade 12 |
|-------------------------------|--------------------------------|
| English III | English IV |
| United States History II | United States Government |
| Mathematics (on level) | Physical Education ** |
| Science | Focused Electives (Early Bird) |
| Physical Education** | Studio I & II (2 Periods) |
| Focused Elective (Early Bird) | Elective(s) |
| Studio I & II (2 Periods) | |
| Elective | |

Dance Studio Concepts
No. 733AA
Grade 11-12 Year 1 5 Periods 1.0 Credit
Prerequisite: Dance I

Dance Studio Concepts students will study how dance elements and techniques influence movement and personal expression. Students will demonstrate advanced levels of ballet, jazz, and modern techniques. The course will also emphasize elementary dance composition, and help students gain a clear understanding of the physics of dance. Students will be required to perform mini solos in front of their classmates. Analysis and technique should give the student experience in demonstration, conceptualization, and dance execution. An additional semester arts elective is required.

Dance Studio I
No. 734AA
Grade 11-12 Year 1 10 Periods 2.0 Credit

Dance Studio I is an intermediate technique course which will include vocabulary, movement concepts, positions and combinations in ballet, modern, and jazz dance. Dance history and composition will also be studied. Performance is required. Audition and teacher recommendations are required.

Dance Studio II
No. 735AA
Grade 12 Year 1 10 Periods 2.0 Credit
Prerequisite: Dance Studio I or Dance Studio Concepts

Dance Studio II is for advanced students and continues to expand and develop the concepts and techniques learned in Dance Studio I. There will be extensive work on composition and the creation of an exit project. Performance is required. An audition and teacher recommendations are required

Music Arts Concepts
No. 753AA
Grade 11-12 Year 1 5 Periods 1.0 Credit

Musical Arts Concepts students will experience the elements of music including melody, harmony, form, and color from a theatrical and practical perspective. Students will also gain music literacy skills as they learn to play the piano. In addition, the class will study the different types of music from around the world. Students will have the opportunity to gain first-hand musical experience through in class performances. An additional semester arts elective is recommended.

Instrumental and Vocal I
No. 754AA
Grade 11-12 Year 1 10 Periods 2.0 Credit

Instrumental and Vocal-I students will further develop their understanding of music theory, literature/history, aural studies, keyboard skills and performance techniques. An audition and teacher recommendation are required.

Instrumental and Vocal II
No. 755AA
Grade 12 Year 1 5 Periods 1.0 Credit

An audition and teacher recommendation is required. This course is run in conjunction with Music Theory - Advanced Placement.

Music Theory – AP*
No. 750AA
Grade 12 Year 1 5 Periods 1.0 Credit
Prerequisite: Instrumental and Vocal I

Music Theory AP is designed for the highly motivated student interested in the serious study of music. Components include the study of musical terminology, score analysis and notational, composition, and aural skills. Students prepare to take the Advanced Placement Examination in Music Theory. This course runs in conjunction with Instrumental and Vocal II.

For Allentown Academy of the Arts music students, this level of courses will include:

Music Theory

Students will participate in a thorough study of advanced chromatic harmonies and modulations, composition in various forms (Theme and Variation, Fugue, and Sonata-allegro), basic concepts in standard orchestration techniques and a survey of 20th century composition techniques and trends.

Music Literature and History

Students will complete further analysis of the form of all style periods, study of comparative performance practices and styles. A survey of the history of jazz, American folk music, rock and musical comedy (operetta and Broadway) is also part of this activity.

Aural Studies

Students will work toward further mastery of techniques in sight singing with advanced chromatic and modulatory material with an emphasis on harmonic dictation. Aural recognition of modes, meters, performance media, forms and styles in relation to historical periods will be stressed.

Performance

In addition to their personal private instrumental or vocal studio work, included will be solo performance and recital seminars, master classes, ensemble experience and coaching.

Acting Studio Concepts

No. 743AA

Grade 11-12 Year 1 5 Periods 1.0 Credit

Prerequisite: Theatre I or Acting Studio Integrated

Students will explore theatre through partner scene work and solo monologue work. Different concepts will be explored such as method acting, sense memory, and emotional recall, along with improvisation and relation techniques. A unit on musical theatre will be investigated. Students will be asked to write their own scene and direct it.

Acting Studio I

No. 744AA

Grade 11-12 Year 1 10 Periods 2.0 Credit

Acting Studio I is for the serious acting student. Students will gain hands-on experience by being involved in the inner-workings of the theatre, from scene shop and costumes to the technical aspect of lights and sound, acting techniques and the marketing of productions. Dramatic literature and theatre history will be studied and analyzed. Involvement in the fall play and the spring Main Stage Musical at Allen is required. An audition and teacher recommendation is required. (Auditions can be a monologue, a scene with a partner, or a vocal audition with a Broadway show tune.)

Acting Studio II

No. 745AA

Grade 12 Year 1 10 Periods 2.0 Credit

Prerequisite: Acting Studio I or Acting Studio Concepts

Acting Studio II is for the advanced acting student. This course will build on the skills and techniques developed in Acting Studio I with the addition of a group project of writing a short One Act play and performing it. Students will be responsible for sets, lights, costumes, directing and performing the piece. Involvement in the fall play and the spring Main Stage Musical at Allen is required. An audition and teacher recommendation are required. (Auditions can be a monologue, a scene with a partner, or a vocal audition with a Broadway show tune.)

Studio Art – AP*
No. 720AA
Grade 12 Year 1 5 Periods 1.0 Credit
Prerequisite: Visual Arts I

Studio Art Advanced Placement is a quality-oriented studio course. Included is concentrated theme and media development. An individualized professional portfolio will be finalized, meeting the standards of evaluation and described in the College Entrance Examination Board Advanced Placement Program. This course prepares the student to take the Advanced Placement Examination in Studio Art. A portfolio review and teacher recommendation is required. This course is run in conjunction with Visual Arts II.

Visual Arts Integrated
Grade 10 Year 1 5 Periods 1.0 Credit
No. 722AA
Prerequisite: Art I

This course is a focused foundation program in studio art that emphasizes integrating the arts historically through World Cultures and English II. This course is designed to develop strong drawing and design skills by working with a variety of media. A student sketchbook is required.

WAHS: Work completed can be used as the portfolio to apply to the Arts Academy at the end of the sophomore year. Students interested in the Arts Academy are encouraged to take this course.

Visual Arts Concepts
No. 723AA
Grade 11, 12 Year 1 5 Periods 1.0 Credit
Prerequisite: Art I or Visual Arts Integrated

Visual Arts Concepts extends experiences in drawing, composition, color, and design to provide experiences with techniques and idea development involving various drawing and painting mediums as well as relief printing, photography, computer graphics, ceramic design, fibers, wood, metal, and glass. A student sketchbook is required, and an additional semester arts elective is recommended.

Visual Arts I
No. 724AA
Grade 11, 12 Year 1 10 Periods 2.0 Credit

Visual Arts I is for those students interested in an intense preparation for future study of the visual arts. Studio experiences involving drawing, painting, printmaking, photography, sculpture, metals, glass, fibers, communication design, and computer graphics. A working knowledge of techniques, principles of design, personal course concepts, and media culminate in a portfolio review at year's end. This course prepares the student for the presentation and continued development of a professional portfolio. A portfolio review and teacher recommendation are required.

Visual Arts II
No. 725AA
Grade 12 Year 1 5 Periods 1.0 Credit

Visual Arts II is for advanced students who wish to continue to expand and develop the concepts and techniques learned in Visual Arts I. This course is run in conjunction with Studio Art – Advanced Placement

Academy of Computer Technology

Academy Purpose

The purpose of the Academy of Computer Technology is to provide instruction and experiences, which will lead to computer-based careers in the 21st century.

The Computer Technology Academy prepares students for college and career. Students should possess the academic, social, and technical abilities to succeed in college, apprenticeships, community college certification programs, and skilled jobs in the field. Students will graduate from the academy with potential certifications or college credits (AP) that will support their career path.

Program Description

Students can follow one or part of four career pathways in the academy: Technology Pathway (General), Graphic Design Pathway, Computer Networking & Hardware Pathway.

Academy of Computer Technology Recommended Curriculum Pathways:

| | 9th Grade | 10th Grade | 11th Grade | 12th Grade |
|--|-------------------------|---|--|--|
| ASD Requirement | Computer Programming I | | | |
| Technology Pathway (General) | Computer Programming II | Computer Architecture | © Computer Networking | © AP Computer Science Principles |
| | | © Computer Graphics I Visual Communications & Product Design | Web Page Design Internet/Media Applications | Advanced Web Page Design & Multimedia Imaging © Creating Computer Presentations |
| Graphic Design Pathway | Computer Programming II | Internet/Media Applications | Web Page Design | Advanced Web Page Design & Multimedia Imaging |
| | | © Computer Graphics I | © Computer Graphics II | Visual Communications & Product Design Game Design |
| Computer Networking & Hardware Pathway | Computer Programming II | Electricity/Electronics I | Technology & Electronics | © AP Computer Science Principles |
| | | Computer Architecture | © Computer Networking | Cybersecurity |
| Information Technology & Coding Pathway | Computer Programming II | Game Design | © AP Computer Science Principles | © AP Computer Science A |
| | | Web Page Design | Advanced Web Page Design & Multimedia Imaging | |
| | | Computer Architecture | © Computer Networking | Cybersecurity |

© denotes courses that prepare students for industry certifications or potential college credit based on exam performance

Building 21

The mission of Building 21 is to empower networks of learners to connect with their passions and build agency to impact the world. Our [learning model](#) allows students to learn at their own pace, to engage with content and curriculum that they find interesting and relevant, and to apply and further develop their skills in real-world environments. At Building 21, you will experience:

Relationships at the Core

Every student is known and understood - this provides the motivation, safety, and confidence that students need to discover and pursue their passions.

All students at Building 21 are assigned to an advisory that loop with them through graduation. Advisory focuses on personal development through our Habits of Success competencies, building relationships with adults and peers, and supports the development of our students' Personalized Learning Plans.

*Support in developing and managing **Personalized Learning Pathways and Real-World Learning Experiences.***

Students' own strengths, interests, and passion shape their pathway across foundation and design years towards college and career readiness.

We base our elective coursework around student interest using career inventories. Our five pathways are focused on careers in:

1. Business
2. Healthcare
3. Public Service
4. Science, Technology, Engineering, and Mathematics
5. Visual Arts

Students receive opportunities in their foundational years (years 1 & 2) to be exposed to these career pathways through our Foundations course and choice studios. Students learn through real-world application and career exposure as we work alongside our community partners in designing our studios.

Students begin to design their pathway during their design years (years 3 & 4) diving deeper into the electives that pertain to their passions. Alongside this course work, students have opportunities for:

Students begin to design their pathway during their design years (years 3 & 4) diving deeper into the electives that pertain to their passions. Alongside this course work, students have opportunities for:

Students begin to design their pathway during their design years (years 3 & 4) diving deeper into the electives that pertain to their passions. Alongside this course work, students have opportunities for:

- Dual Enrollment / Advanced Placement Courses
- Internships / Fellowships
- Work Experience
- Project Development and Implementation
- Building an ePortfolio for post-secondary preparation

Problem-Based Instruction

Learning is organized into studios that last for 6-8 weeks. Studios provide students the opportunity to integrate content and apply their skills and knowledge to solve real-world problems. Each studio ends with an impact module where students get to implement their project/product/solution for an authentic audience.

Competency-Based Instruction

Learning in the core content areas (English, Math, Science, Social Studies, Health, Art, Physical Education) is aligned to a set of skills that students must master in order to graduate.

The core element of a competency-based approach is that students' progress to more advanced work upon demonstration of mastery, not their age or grade.

- Students work at levels that are appropriately challenging.
- Students are assessed on performance or the application of the skills.
- Some students may complete courses more rapidly than others. Students can be at different performance levels -- such as 10th level in an English portfolio and 8th level in a math portfolio.
- Teachers guide students to produce sufficient evidence to determine proficiency.

ASD Graduation Requirements

| Subject Area | Building 21 Courses | Building 21 Credits |
|---|---|---------------------|
| English | English 1,2*,3,4 | 4.0 |
| Social Studies | Integrated Social Studies 1,2,3, 4 | 3.5 |
| Mathematics | Mathematics | 3.0 |
| Science | Science | 3.0 |
| Arts / Humanities (at least .5 of each) | Visual Art 1 / Humanities | 2.0 |
| Health | Health | 0.5 |
| Physical Education | Physical Education | 2.0 |
| Computer Application for Career Planning | Technology Essentials | 0.5 |
| Electives | Habits of Success 1,2,3,4 (0.25 credits each) Wayfinding 1,2,3,4 (0.5 credits each) NextGen Essentials 1,2,3,4 (0.5 credits each) | 5.0 |
| Total Minimum Credits | Total Minimum Credits | 23.5 |

**Represents courses culminating with a Keystone assessment*

In addition to the core content areas, coursework is aligned to a set of competencies that are targeting and assessing 21st Century Skills (NextGen): Collaboration, Project Quality, Presentation, and Written Communication in the Workplace. Students receive feedback to hone these skills with equal importance to our core content areas.

Students also complete a checklist of experiences to complete their Wayfinding portfolio including but not limited to: completion of personality and career inventories, developing a post-secondary plan, writing a resume, participating in a mock interview.

The compilation of our portfolios supports students in making informed choices for their post-secondary plan while preparing them with the skills necessary to be successful for college or career.

Courses that qualify for Humanities: Reading, Journalism, Media Print, Foreign Languages, DE British Literature, DE Speech, DE Interpersonal Communication, Psychology, Sociology, Economics, Genetics, and any Family and Consumer Science elective. The Arts includes any course listed in Art, Dance, Theatre, and Music Electives.

Year 1 (Grade 9) Academic Program

| Subject | Traditional | Advanced |
|------------------------------|---|--|
| Mathematics | Algebra 1* or Algebra 2 or Geometry | Any student can earn advanced credit by performing 1 level above the expected average performance level on the continua. |
| Science | Biology* | |
| Social Studies | Integrated Social Studies 1 | |
| English | English 1 | |
| Health | Health | |
| Physical Education | Co-Ed Physical Education | |
| Computer Applications | Technology Essentials | |
| Electives | Reading and Habits of Success 1 and Wayfinding 1 and NextGen Essentials 1 | |

*Indicates a Keystone Exam is given at the end of the course.

Year 1 Advanced Crediting for Core Classes

In order to earn an advanced credit, students must level up in their portfolio. For year 1 students, this means they will need to get an average performance level of 9 at the end of their core portfolio to earn an Advanced A.

Any student who has received a C or higher in a MS Algebra 2 course and received Prof. or Adv. on the Algebra Keystone exam will enroll in an Algebra 2 course.

Year 1 Course Descriptions

Reading

Grade 9 Full Year 1.0 credit

This course, integrated in their English 1 course, is designed to strengthen basic reading proficiency through the teaching of specific skills in comprehension, word recognition, and study techniques. It stresses both written and media texts. Through the use of instructional strategies designed to enable students to gain competence in the application of reading skills, students will have the opportunity to develop skills needed for success in the high school curriculum and beyond.

Integrated Social Studies 1

Grade 9 Full Year 1.0 Credit

Social studies is the integrated study of the social sciences and humanities to promote civic competence through a regional, national and global lens. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an

interdependent world. The integrated course progression will ask students to demonstrate mastery of competencies at an increasing level of complexity as they explore these themes.

Year 1 Elective Crediting

The Year 1 students will be fulfilling **3 major elective portfolios** to earn their elective credits. The three portfolios are below and will appear on the transcript as progression courses (i.e. Habits of Success 1, Habits of Success 2, etc.):

- Habits of Success 1 (0.25 credit)
- Wayfinding 1 (0.5 credit)
- Nextgen Essentials 1 (0.5 credit)

All Year 1's are enrolled in a **Foundations** course that brings the menu of experiences to them. Students will learn how to use their device and will demonstrate this through their **Technology Essentials** competencies. Students will earn 0.5 credit for this course on their transcript after 1st semester. While learning how to use the technology, students will be developing the skills to navigate the Building 21 model. The Year 1's will experience rotations during the second semester to the different career pathways we offer at Building 21. The different career pathways we currently offer our STEM, Business, Visual Arts, Healthcare, Education and Public Service. They will also be completing work for their Habits of Success, Nextgen, and Wayfinding portfolios.

All Building 21 students are scheduled to a daily **Advisory** studio. During Advisory, students develop their Habits of Success skills, demonstrate experiences through the Wayfinding checklist, and will learn more about their Nextgen competencies.

We believe that Math and English are essential building blocks for students to prepare for post-secondary success, specifically college-bound students. We schedule our Foundational (years 1 & 2) students in a double period of ELA and Math. Students in English will complete a mini-portfolio of Reading Critically competencies. They will earn a **Reading** credit on their transcript for completing this portfolio.

Year 1 Elective Course Descriptions

Habits of Success 1

Grade 9 Full Year 0.25 Credit

In this portfolio, students will be introduced to the Habits of Success Competencies and will begin a process of self-reflection, self-evaluation, and goal setting, focusing on their continual growth and personal improvement.

Wayfinding 1

Grade 9 Full Year 0.5 Credit

Wayfinding 1 includes a set of experiences that focus on building essential technology skills, identifying interests and strengths, exposure to a variety of career fields, beginning a portfolio and personalized plan and participating in an exhibition of learning.

NextGen Essentials 1

Grade 9 Full Year 0.5 Credit

This portfolio encompasses a broad range of communicative skills that are important for success in any career or activity. Students will begin to collaborate with each other while solving real-world problems and creating projects.

Reading

Grade 9 Full Year 1.0 Credit

This course is designed to strengthen basic reading proficiency through the teaching of specific skills in comprehension, word recognition, and study techniques. It stresses both written and media texts. Through the use of instructional strategies designed to enable students to gain competence in the application of reading skills, students will have the opportunity to develop skills needed for success in the high school curriculum.

Co-Ed Physical Education

Grade 9, 10, 11, 12 Learning Cycle 1 & 4 0.5 Credits

Physical Education is required for graduation and includes instruction in lifetime sports, physical fitness and conditioning, rhythmic movement, aquatics and adaptive physical education. Students will be expected to wear, for health and safety reasons, the Allentown School District approved physical education uniform.

Health Education

Grade 9 Learning Cycle 2 & 3 0.5 Credits

Health Education provides an understanding of the human body systems and substance abuse with an emphasis on human sexuality. The curriculum explores positive daily life skills that include wellness, nutrition, first aid and community health.

Tech Essentials

Grade 9 Sem 1 0.5 Credits

In this course, students will learn the essential technology skills they need to be successful in a one-to-one school. Students will learn how to use productivity software and other tools to prepare them for an increasingly digital world. Students will also use computer applications to explore potential careers.

Year 1 Total Potential Earned Credits

Students in year 1 have the potential to earn the following credits:

- English 1 (1 credit)
- Reading (1 credit)
- Integrated Social Studies 1 (1 credit)
- Integrated Science 1 (1 credit)
- Algebra 1 OR Algebra 2 or Geometry (1 credit)
- Technology Essentials (0.5 credit)
- Habits of Success 1 (0.25 credit)
- Wayfinding 1 (0.5 credit)
- Nextgen 1 (0.5 credit)
- PE (0.5 credit)
- Health (0.5 credit)

Total 7.75 credits

Year 2 (Grade 10) Academic Program

| Subject | Traditional | Advanced |
|---------------------------|---|---|
| Mathematics | Algebra 2 Or Geometry Or Precalc / Trig | **Students can earn advanced credit by performing 1 level above the expected performance level on the continua |
| Science | Integrated Science Or Chemistry | |
| Social Studies | Integrated Social Studies 2 Or AP World History | |
| English | English 2* | |
| Physical Education | Co-Ed Physical Education | |
| Electives | Habits of Success 2 And Wayfinding 2 And NextGen Essentials 2 | Students take Personal Finance and Visual Art 1. Year 2 students choose 2 of the following pathways to explore in our quarter long courses: -STEM -Public Service -Business -Healthcare |

*Indicates a Keystone Exam is given at the end of the course.

Year 2 Advanced Crediting for Core Classes

In order to earn an advanced credit, students must level up in their portfolio. For year 2 students, this means they will need to get an average performance level of 10 at the end of their core portfolio to earn an Advanced A.

Year 2 Course Descriptions

Integrated Science

Grade 10 Full Year 1.0 Credit

Integrated Science draws upon planning a scientific investigation around inquiry-based thematic units including ecological and environmental principles. Common themes covered may include systems, models, patterns and change within various scientific areas, such as earth, physical and biological sciences.

Integrated Social Studies 2

Grade 10 Full Year 1.0 Credit

Social studies is the integrated study of the social sciences and humanities to promote civic competence through a regional, national and global lens. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. The integrated course progression will ask students to demonstrate mastery of competencies at an increasing level of complexity as they explore these themes.

Year 2 Elective Crediting

The Year 2 students will be fulfilling **3 major elective portfolios** to earn their elective credits. The three portfolios are below and will appear on the transcript as progression courses (i.e. Habits of Success 1, Habits of Success 2, etc.):

- Habits of Success 2 (0.25 credit)
- Wayfinding 2 (0.5 credit)
- Nextgen 2 (0.5 credit)

All Building 21 students are scheduled to a daily Advisory studio. During Advisory, students develop their Habits of Success skills, demonstrate experiences through the Wayfinding checklist, and will learn more about their Nextgen competencies. Advisory is the point person for questions and support for both students and families.

Year 2 students will be exposed to at least 1 pathway per learning cycle:

- Business
- Healthcare
- STEM
- Public Service
- Visual Arts

Students will experience a rotation of career pathway studios in order to build a foundation in the pathway and to be informed about their decisions during their Design years (11th&12th grade). The studio options are below. Students choose the top 2 they'd like to have during their second year. All Year 2 students will be scheduled for P.E., Personal Finance, and Visual Art 1.

Exploring Business Careers - Students will investigate business innovation, choose a problem that is relevant to them and create a business plan that can not only solve an applicable problem, but also pave the way for entry into an emerging market.

Exploring Healthcare Careers - Students will learn about the different career opportunities in the Healthcare field. A partnership with Lehigh Valley Health Network allows students to visit their campus in conjunction with hands-on learning in the classroom.

Exploring STEM Careers - Students are introduced to the Design Thinking model. Students will design or redesign a product. Emphasis is on process, not product. This course will allow students to become familiar with the Maker Space and its tools. Students will work with different community partners to complete an authentic project.

Exploring Public Service Careers - Students will explore the different public service careers and interact with professionals in the field. Students will also consider their post-secondary choices for these careers. Students will participate in many mini-projects / group activities. Be ready to participate with peers and adults in this studio.

Personal Finance - In this course, students will learn basic principles of economics and best practices for managing their own finances. Students will learn core skills in creating budgets, developing long-term financial plans to meet their goals, and making responsible choices about income and expenses.

Year 2 Elective Course Descriptions

Habits of Success 2

Grade 10 Full Year 0.25 Credit

In this portfolio, students will continue their self-evaluation and self-reflection on the Habits of Success. They will revisit and revise their goals as they focus on their continual growth and personal improvement.

Wayfinding 2

Grade 10 Full Year 0.5 Credit

Wayfinding 2 includes a set of experiences that focus on exploring areas of interests through elective studios, continuing to build a portfolio and personalized plan, participating in an exhibition of learning and completing the Foundations Capstone.

NextGen Essentials 2

Grade 10 Full Year 0.5 Credit

This portfolio focuses on the oral and written communication skills that are necessary to be successful in both college and career experiences. Students will continue to build collaboration and teamwork skills while solving real-world problems and creating projects.

Co-Ed Physical Education

Grade 9, 10, 11, 12 Learning Cycle 1 or 4 0.5 Credits

Physical Education is required for graduation and includes instruction in lifetime sports, physical fitness and conditioning, rhythmic movement, aquatics and adaptive physical education. Students will be expected to wear, for health and safety reasons, the Allentown School District approved physical education uniform.

Visual Art 1

Grade 10 Learning Cycle 0.5 Credits

Through a sequential study of artistic elements, art media, drawing and painting techniques and art criticism, this course introduces students to the fundamentals of studio art. Students will be encouraged to explore media and think, talk and write about art.

Year 2 Total Potential Earned Credits

Students in year 2 have the potential to earn the following credits:

- English 2 (1 credit)
- Integrated Social Studies 2 (1 credit)
- Integrated Science 2 (1 credit)
- Algebra 2 (1 credit) OR Geometry (1 credit) OR Trig. / Pre-Calc. (1.5 credit)
- Habits of Success 2 (0.25 credit)
- Wayfinding 2 (0.5 credit)
- Nextgen 2 (0.5 credit)
- PE (0.5 credit)

Total 5.75 credits (potential 6.25 for students on Trig/Pre-Calc sequence)

Year 3 (Grade 11) Academic Program

| Subject | Traditional | Advanced |
|---------------------------|---|--|
| Mathematics | Algebra 2 Or Geometry Or Precalc / Trig Or Statistics Or AP Calculus (AB) | **Students can earn advanced credit by performing 1 level above the expected performance level on the continua |
| Science | Chemistry Or Environmental Or Astronomy & Forensic Science | |
| Social Studies | Integrated Social Studies 3 | |
| English | English 3 Or DE College English 1 | |
| Physical Education | Co-Ed Physical Education | |
| Electives | Habits of Success 3 And Wayfinding 3 And NextGen Essentials 3 | |

Year 3 Advanced Crediting for Core Classes

To earn an advanced credit, students must level up in their portfolio. For year 3 students, this means they will need to get an average performance level of 11 at the end of their core portfolio to earn an Advanced A.

Year 3 Course Descriptions

Integrated Social Studies 3

Grade 11 Full Year 1.0 Credit

Social studies is the integrated study of the social sciences and humanities to promote civic competence through a regional, national and global lens. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. The integrated course progression will ask students to demonstrate mastery of competencies at an increasing level of complexity as they explore these themes.

Year 3 Total Potential Earned Credits

Students in year 3 have the potential to earn the following credits:

- English 3 (1 credit)
- Integrated Social Studies 3 (1 credit)
- Chemistry OR Environmental (1 credit)
- Algebra 2 (1 credit) OR Geometry (1 credit) OR Trig. / Pre-Calc. (1.5 credit) OR Calc (1 credit)
- Habits of Success 2 (0.25 credit)
- Wayfinding 2 (0.5 credit)
- Nextgen 2 (0.5 credit)
- Dual Enrollment Elective (1 credit)

Total 5.25 credits (potential 6.25 for students taking 1 Dual Enrollment course)

Year 4 (Grade 12) Academic Program

| Subject | Traditional | Advanced |
|---------------------------|---|--|
| Mathematics | Algebra 2 Or Geometry Or Precalc / Trig Or Statistics Or AP Calculus (AB) | **Students can earn advanced credit by performing 1 level above the expected performance level on the continua |
| Science | Chemistry Or Environmental Or Astronomy & Forensic Science Or Physics | |
| Social Studies | Integrated Social Studies 4 Or AP US Gov't & Politics | |
| English | English 4 Or DE College English 2 Or AP English Lit & Comp | |
| Physical Education | Co-Ed Physical Education | |
| Electives | Habits of Success 4 And Wayfinding 4 And NextGen Essentials 4 | |

Year 4 Advanced Crediting for Core Classes

To earn an advanced credit, students must level up in their portfolio. For year 4 students, this means they will need to get an average performance level of 12 at the end of their core portfolio to earn an Advanced A.

Year 4 Course Descriptions

Integrated Social Studies 4

Grade 12 Full Year 1.0 Credit

Social studies is the integrated study of the social sciences and humanities to promote civic competence through a regional, national and global lens. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. The integrated course progression will ask students to demonstrate mastery of competencies at an increasing level of complexity as they explore these themes.

Year 4 Total Potential Earned Credits

Students in year 4 have the potential to earn the following credits:

- English 4 (1 credit)
- US Gov (0.5 credit)
- Physics (1 credit)
- Algebra 2 (1 credit) OR Geometry (1 credit) OR Trig. / Pre-Calc. (1.5 credit) OR Calc (1 credit) OR DE Prob / Stats
- Habits of Success 4 (0.25 credit)
- Wayfinding 4 (0.5 credit)
- Dual Enrollment Elective (1 credit)

Total 5.25 credits

Year 3/Year 4 Elective Studio Options

| Business | Healthcare | Public Service | STEM | Visual Art |
|-----------------------------------|-----------------------------------|-----------------------------------|----------------------------|---------------|
| Media Print: Yearbook (FY) | Anatomy & Physiology 1 | Psychology | Coding 1: Python (FY) | 2D Art |
| Entrepreneurship | Urban Agriculture | Sociology | Electronics | Photography |
| Business Management | Psychology | Intro to Education | 3D Modeling | Digital Media |
| Digital Media | Intro. to Psychology (DE) | Education Methods 1 | Engineering Design | 3D Art |
| Urban Agriculture | Anatomy & Physiology 2 | Criminal Justice | Urban Agriculture | Fashion Show |
| Intro. to Psychology (DE) | Forensic Science | Intro. to Psychology (DE) | Computer Applications (DE) | |
| Computer Applications (DE) | Human Growth & Development (DE) | Education Methods 2 | Coding 2: Python (FY) | |
| Social Media Marketing | Interpersonal Communications (DE) | Human Growth & Development (DE) | Manufacturing / Logistics | |
| Speech (DE) | | Speech (DE) | Engineering Development | |
| Interpersonal Communications (DE) | | Interpersonal Communications (DE) | | |

The Year 3 / Year 4 students will be fulfilling **3 major elective portfolios** to earn their elective credits. The three portfolios are below and will appear on the transcript as progression courses (i.e. Habits of Success 1, Habits of Success 2, etc.):

- Habits of Success 3 (4) (0.25 credit)
- Wayfinding 3 (4) (0.5 credit)
- Nextgen 3 (4) (0.5 credit)

All Building 21 students are scheduled to a daily **Advisory** studio. During Advisory, students develop their Habits of Success skills, demonstrate experiences through the Wayfinding checklist, and will learn more about their Nextgen competencies. Advisory is the point person for questions and support for both students and families.

Elective Course Descriptions

Habits of Success 3 (4)

Grade 11 (12) Full Year 0.25 Credit

In this portfolio, students will continue their self-evaluation and self-reflection on the Habits of Success. They will revisit and revise their goals as they focus on their continual growth and personal improvement.

Wayfinding 3 (4)

Grade 11 (12) Full Year 0.5 Credit

Wayfinding 3 includes a set of experiences that focus on choosing areas of interest to explore more deeply, building a resume through a variety of experiences and projects, visiting colleges or other post-secondary programs to inform post-secondary plan, continuing to build a portfolio and participating in an exhibition of learning.

NextGen Essentials 3 (4)

Grade 11(12) Full Year 0.5 Credit

This portfolio focuses on the oral and written communication skills that are necessary to be successful in both college and career experiences with an emphasis on interviewing, writing resumes, essays and applications. Students will continue to build collaboration and teamwork skills while solving real-world problems and creating projects.

Year 3 and Y4 students will select semester long studios that they are interested in to build the HOS, WF, and NG portfolios from the following pathways:

- Business
- Healthcare
- STEM
- Public Service
- Visual Arts

2D Art (The Art Experience – Two Dimensional)

Grade 11, 12 Fall Sem

Two-Dimensional design is an introductory level course in art that focuses on the basics of design, drawing, and painting. A variety of two-dimensional techniques will be explored such as drawing, painting, collage, and printmaking.

3D Art (The Art Experience – Three Dimensional)

Grade 11, 12 Spring Sem

The course is an entry level to three-dimensional design, focusing on clay, glass, metals, and construction. These experiences will develop intermediate to advanced skills in the creation of three-dimensional forms and pottery. With emphasis on studio production, this course is designed to develop higher level thinking, art related technology skills, art criticism, art history, and aesthetics.

3D Modeling

Grade 11,12 Fall Sem / Spring Sem

Learn how to design using TinkerCad and print on a 3D printer. Students will use their Geometry and Entrepreneurship skills to navigate authentic problems. Don't forget about aesthetic appeal. This course will also build an artistic mindset.

Anatomy and Physiology 1

Grade 11,12 Fall Sem

In this course, students will continue to investigate real world issues related to careers in Healthcare through the lens of an Anatomy and Physiology curriculum. This semester focuses on the Integument, Skeletal, Muscular and Nervous systems.

Anatomy and Physiology 2

Grade 11,12 Spring Sem

In this course, students will continue to investigate real world issues related to careers in Healthcare through the lens of an Anatomy and Physiology curriculum. This semester focuses on the Circulatory, Lymphatic, Respiratory, Digestive, Urinary, and Reproductive systems.

Business Management

Grade 11,12 Spring Sem

This course acquaints students with management opportunities and effective human relations. This course provides students with the skills to perform planning, staffing, financing, and controlling functions within a business. In addition, they usually provide a macro-level study of the business world, including business structure and finance, and the interconnections among industry, government, and the global economy. The course may also emphasize problem-based, real-world applications of business concepts and use accounting concepts to formulate, analyze, and evaluate business decisions.

Coding 1 (Computer Programming I)

Prerequisite: Algebra I

Grade 11, 12 Full Year

Computer Programming I in Python introduces students to the capabilities of computers and provides a fundamental knowledge of programming structures. By writing programs, students will use microcomputers as a problem-solving tool and learn techniques that are transferable to other programming languages.

Coding 2 (Computer Programming II)

Prerequisite: Computer Programming I

Grade 11, 12 Full Year

This rigorous course is designed for students interested in writing programs using Python. Students will expand their sequential and random-access file management, and graphics and audio applications. This course will stress writing programs with applications to fields and a final project.

Coding 3 (Computer Programming III)

Prerequisite: Computer Programming II

Grade 11, 12 Full Year

This course provides students with the knowledge and skills necessary to construct computer programs in one or more languages. Students will continue to build skills to complete a project.

Criminal Justice

Grade 11, 12 Fall Sem / Spring Sem

“What is the responsibility of the American Criminal Justice System in Our Society?” This course is designed to provide students with an overview of the various facets of the American criminal justice system. Particular emphasis will be placed on corrections, policing, and the courts. In addition, time will also be spent examining explanations of criminal behavior and exploring policy issues, such as community policing, specialty courts, victims’ rights, and incapacitation.

Digital Media

Grade 11, 12 Fall Sem

In this course, students will enhance their learning about digital media technology. Topics covered in the course include internet research, copyright laws, web-publishing, use of digital imagery, electronic forums and presentation tools.

Education Methodology 1

Grade 11, 12 Fall Sem

This course introduces students to the principles underlying teaching and learning, the responsibilities and duties of teachers, and the techniques of imparting knowledge and information. This course exposes students to and trains them in classroom management, student behavior, leadership and human relations skills, assessment of student progress, teaching strategies, and various career opportunities in the field of education.

Educational Methodology

Grade 11, 12 Spring Sem

This course prepares students to teach and guide others. These courses typically provide opportunities for students to develop their own teaching objectives, to design lesson plans, and to experience teaching in a controlled environment. Students examine and practice teaching strategies, learning styles, time management and planning strategies, presentation and questioning skills, classroom management, and evaluation techniques. The students in this class will participate in an off-site tutoring program within our districts' elementary schools.

Electronics

Grades 11, 12 Fall Sem

The electronics course is designed to provide an opportunity to develop a basic background or career related skill in electricity or electronics, or engineering. Students will also apply concepts through projects and activities in conjunction with designing and testing various electronic circuits.

Engineering Design

Grades 11, 12 Fall Sem

This course offers students experience in solving problems by applying a design development process. Using solid modeling computer design software, students develop, analyze, and test product solutions models as well as communicate the features of those models.

Engineering Development

Grades 11, 12 Spring Sem

This course provides students with the opportunity to apply engineering research principles as they design and construct a solution to an engineering problem. Students typically develop and test solutions using computer simulations or models but eventually create a working prototype as part of the design solution.

Entrepreneurship

Grades 11, 12 Fall Sem

Entrepreneurship focuses on recognizing a business opportunity, starting a business, operating and maintaining a business. Students will be exposed to the development of critical thinking, problem solving, and innovation in this course as they will either be the business owner or individuals working in a competitive job market in the future.

Fashion Show

Grades 11, 12 Spring Sem

Fashion Show studio includes practical applications on how to successfully produce a fashion show and related events. Students will gain a firm command of industry terminology, ideas, as well as practical application of skills and concepts. Students will get authentic experience as they prepare and manage our Spring Fashion Show. Students will be rated on Visual Art competencies.

Forensic Science

Grades 11, 12 Spring Sem

The course surveys key topics in forensic science, including the application of the scientific process to forensic analysis, procedures and principles of crime scene investigation, physical and trace evidence, and the law and courtroom procedures from the perspective of the forensic scientist. Through online lessons, virtual and hands-on labs, and analysis of fictional crime scenarios, students learn about forensic tools, technical resources, forming and testing hypotheses, proper data collection, and responsible conclusions. Students will be rated on Science competencies in this course.

Intro to Education

Grade 11,12 Fall Sem / Spring Sem

This course introduces students to the principles underlying teaching and learning, the responsibilities and duties of teachers, and the techniques of imparting knowledge and information. This course exposes students to healthy learning communities while experiencing authentic assessment of our own school community.

Manufacturing & Logistics

Grade 11,12 Spring Sem

You will learn the basic principles and practices of a safe and productive manufacturing environment, as well as the principles of planning, production, and product distribution. Elements to be covered include understanding the product life cycle from conception through distribution. Other topics include inventory control, protective packaging, and customer service.

Media Print (Yearbook)

Grade 11, 12 Full Year

Media Print allows students to explore the varied aspects and functions of the contemporary periodical, concentrating on what it is and how it works. Comparisons of popular, mass-circulation, and specialized magazines are made to explain and to understand individual philosophies and functions. Students study feature writing, advertising techniques, layout, photography, and typography. Members of this class will be directly involved in yearbook production. Students can repeat this course.

Personal Finance

Grade 11,12 Fall Sem / Spring Sem

In this course, students will learn basic principles of economics and best practices for managing their own finances. Students will learn core skills in creating budgets, developing long-term financial plans to meet their goals, and making responsible choices about income and expenses. Topics include college financial planning. Personal Finance is a Wayfinding experience, thus required to complete prior to graduation.

Psychology

Grade 11, 12 Fall Sem / Spring Sem

Psychology provides an introduction to the behavioral sciences. Psychology deals with elementary principles of the discipline and with personality development. Consideration will be given to abnormal and social psychology. Studies will be presented to illustrate specific instances of wholesome and unwholesome behavior.

Sociology

Grade 10, 11, 12 Fall Sem / Spring Sem

Sociology provides students with background information about modern societies and social institutions. This course emphasizes analysis of problems that individuals and institutions encounter as they attempt to adjust to the ever-changing conditions that exist in the world today. Topics for examination include social organization, cultural and social change, and social problems.

Urban Agriculture

Grade 11, 12 Fall Sem / Spring Sem

This course is specifically designed to expose students to exciting agricultural opportunities from many angles. Through participation in the course it will be understood that farming is no longer just a countryside pursuit, but one that needs to take place right here in American cities. With a worldwide challenge of feeding a population nearing 9 billion, students will learn that the agricultural industry is more important than ever. Fall semester topics include agri-business and green friendly businesses for those passionate about Business. Spring semester topics include healthy eating and growing, sustainability and other STEM topics for those pursuing those careers.

Y3/Y4 Dual Enrollment Options

ASPIRA FYE - DE*

Grade 10, 11, 12 1 Semester 1.0 ASD Credit 1.0 College Credit

A comprehensive course designed to help students with college retention as well as navigating college, succeeding in academics, and identifying personal and career goals. Students will also address issues about Latinx identity, community, and leadership. Students will use guided journaling throughout the semester to explore skills, desires.

College English I – DE*

Prerequisite: COLLEGE SUCCESS Writing Score of 66 or exemptions – SAT or PSAT – Critical Reading of 490; PSSA Reading of 1492

Grade 11, 12 1 Semester 1.0 ASD Credit 3.0 College Credits

Dual Enrollment in College English I (ENG 105), students write essays, develop a research paper, and master library skills. Students strive for sound logic, effective use of details, appropriate diction, and correct grammar and mechanics. Students study models of good writing, which include student essays as well as professionally written essays. This course meets the graduation requirement for English IV.

College English II – DE*

Prerequisite: 120DE College English I

Grade 11, 12 1 Semester 1.0 ASD Credit 3.0 College Credits

Dual Enrollment in College English II (ENG 106) is a writing course in which students write analytical essays about literature (short fiction, drama, novels, and poetry). Students strive for good logic, effective use of details, correct grammar and mechanics, and appropriate vocabulary and diction.

Human Growth and Development – DE*

Prerequisite: 282 DE Introduction to Psychology

Grade 12 1 Semester 1.0 ASD Credit 3.0 College Credits

This course offers an overview of development throughout the entire life cycle. Developmental themes that emerge in and across different stages of life, including physical cognitive, social and emotional factors are surveyed. The role of heredity, culture, personal experience and the environment are discussed.

Interpersonal Communications – DE*

Grade 11, 12 1 Semester 1.0 ASD Credit 3.0 College Credits

Designed to provide a fuller understanding of self and others through the study and practice of interpersonal communication skills. Topics will include verbal and nonverbal messages, perception, listening, intercultural communication, and conflict resolution skills.

Introduction to Psychology – DE*

Grade 11, 12 1 Semester 1.0 ASD Credit 3.0 College Credits

This introductory course will provide students with an overview of the current body of knowledge and methods of the science of psychology. With an emphasis on empirical examination, this course focuses on the historical and contemporary foundations of psychology, cognition, emotions, learning, memory, consciousness, human development, biological bases of behavior, personality, psychological disorders, therapy and social behavior. Emphasis will be placed on the application of psychology to diverse human endeavors and on the students' ability to recognize and cope with uncertainty and ambiguity in human behavior.

Introduction to Computer Applications– DE*

Grade 11, 12 1 Semester 1.0 ASD Credit 3.0 College Credits

Intended for students with little or no previous computer experience. The topics presented in this course include a survey of computer hardware, application and system software, data communications and networks, the societal impacts of computerization, and ethics in the context of digital information. Students will have hands-on experience with popular spreadsheet, word processing, database, presentation, and web design software packages in a networked environment. Students will also consider the criteria used to evaluate computer equipment for personal as well as organizational purchase.

Probability and Statistics – Dual Enrollment

Prerequisite: COLLEGE SUCCESS Algebra 66 and two years of high school Algebra

Grade 11, 12 1 Semester 1.0 ASD Credit 3.0 College Credits

This math course is for students in programs where measurements and predictions are made. Topics include the following: tabulation of data, measures of central tendency and dispersion, sampling, types of distributions, probability, hypothesis testing and elementary aspects of correlation. A graphing calculator is required.

Speech – DE*

Prerequisite: COLLEGE SUCCESS Writing Test, minimum score of 66

Grade 11, 12 1 Semester 1.0 ASD Credit 3.0 College Credits

A public speaking course designed to develop self-confidence through several types of speaking situations: formal, informal, and impromptu. Students learn how to analyze an audience and how to prepare an effective presentation through research and use of visual aids. In addition, students learn to develop listening skills and a greater command of the English language. Constructive evaluation and videotaping of student speeches lead to self-improvement. NOTE: It is recommended that ESL students complete ESL 252 or obtain permission from an ESL instructor before enrolling in this course.

Additional Opportunities

Fellowship

Grade 11, 12 Semester

Qualified students work with our Partnership Coordinator to find either a paid or unpaid fellowship. Students report to our partner from 1-3 days a week learning authentic, on-the-job experiences. Students are placed in opportunities that align to their passions so they can make informed decisions for the future. Students are also given the opportunity to learn professional development to help build employability skills.

Work-Experience

Grade 12 Semester

Students who are employed in the community can provide documentation to earn work experience credit. Students 17 and younger must receive clearances from their supervisor at their place of employment. Students 18 or older do not need clearances. Students then report their pay stubs to their counselor for credit.

Student Mentor / Teacher Apprentice

Grade 11, 12 Semester

Students can sign up to tutor an underclassmen course in Science, Math, English, or Social Studies. Students must have demonstrated course success in order to tutor. Students will be assigned during a period instead of an elective course to help teachers in the classroom.

Art Studio Time

Grade 11, 12 Semester

Students can elect to have a period where they can be assigned to the art room to work on their art portfolios. The time would be used to work on their art products with access to supplies and resources.

School Store Manager

Grade 11, 12 Semester

Students can elect to have a period where they can be assigned to the school store and be in charge of the day-to-day operations of selling and inventory. Students will work with administration and the lead teacher to order products and create opportunities for sales.

Lehigh Career & Technical Institute

Career and technical education, or CTE, helps students get more out of high school. Specifically, more opportunities to master practical skills, secure industry credentials, earn college credit, win scholarships, explore careers, develop leadership ability and gain real-world experience. That's why Lehigh Career & Technical Institute is the smart choice for students who want to be college and career ready when they graduate.



Operating with the support of all nine Lehigh County school districts, LCTI offers dozens of CTE programs taught by industry experts in five areas of study: Arts & Humanities, Business & Communication Technology, Engineering & Advanced Manufacturing, Health & Human Services and Industrial Technology.

We are the largest career and technical school in Pennsylvania and, thanks to the support of our education and industry partners, among the best equipped nationwide. LCTI's campus is adjacent to Lehigh Carbon Community College in the Schnecksville section of North Whitehall Township and boasts a 450,000-square-foot facility outfitted with the latest software, tools and equipment.

Enrollment Options

Academic Center: The Academic Center provides students in **grades 9-12** with the option of taking both their academic and career & technical course work at LCTI as full-day students. These rigorous academic courses will satisfy graduation requirements as well as complement the career & technical major of each student. Students will still graduate from their resident school districts and are encouraged to participate in extracurricular activities back at their sending school. Students will be able to register for the full-day program during their school district's regular course registration time.

Half-day enrollment: Students in **grades 9-12** may choose the half-day enrollment option. The half-day option provides students with career & technical education at LCTI and the required academics at their respective school districts. Students are encouraged to take high-level coursework at the sending district which will provide the academic background necessary to be successful in today's highly technical careers.

Flex time enrollment: Another option that may suit students' individual needs is the flex-day program. The flex program is designed to provide students with technical coursework on a limited schedule. Students may choose to come to LCTI for one or more periods per day depending upon their needs. Students may attend one or both semesters and may attend for multiple years. Many students use this technical educational training as a jump start to a technical degree in a four-year institution. Both the half-day and flex-day options may be chosen during the regular course registration process.

Academic Center Course Offerings

All courses in the LCTI Academic Center are college-preparatory and meet graduation requirements. Courses are assigned based on classes completed at the sending district prior to attending LCTI. All science courses are lab-based and a graduation project is required for all Academic Center students. The courses offered in the Academic Center are listed below.

| English | Mathematics | Science | Social Studies | Other |
|--------------------------------|--------------------------|----------------------------------|---|--------------------------|
| ELA I | Algebra I | Principles of Scientific Inquiry | American Studies I | |
| ELA II | Geometry | Biology | American Studies II | Wellness/ Fitness 11 |
| ELA III Accelerated ELA III | Algebra II | Chemistry | World Cultures | Wellness & Fitness 12 |
| ELA IV Accelerated ELA IV | Pre-Calculus | Physics I Physics II | American Government/ Civics/Economics Accelerated American Government/Civics/Economics | |
| LCCC English Course | Calculus | Environmental Science | | |
| | LCCC Academic Courses | | | |

LCTI Academic Center Course Schedule 2022-2023

| Grades | Semester I | Semester II |
|--------|--------------------------------------|--------------------------------------|
| 9 | Math | Math |
| | Science | Science |
| | ELA I | ELA I |
| | American Studies I | American Studies I |
| 10 | Math | Math |
| | Science | Science |
| | ELA II | ELA II |
| | American Studies II | American Studies II |
| 11 | Math | Math |
| | Science | Science |
| | ELA III | ELA III |
| | *World Cultures or *Wellness/Fitness | *World Cultures or *Wellness/Fitness |
| 12 | ELA IV | ELA IV |
| | American Government/Civics/Economics | American Government/Civics/Economics |
| | Wellness & Fitness | Wellness & Fitness |
| | Math or Science | Math or Science |

**Semester Course*

LCTI Academic Options for Half-Day Students

Lehigh Career & Technical Institute (LCTI) provides academic courses to some half-day students who attend the school. It is very important for students to be successful in both their academic and technical course work. The courses taken at LCTI are necessary to meet the student's graduation requirements. If a student does not complete an academic course with a passing grade, the course must be retaken. LCTI does not offer a summer school; however, this option may be available through the sending high school. It may also be possible for courses to be made up during the students' senior year; however, make up courses scheduled in the senior year can cause the student to lose the opportunity for a Cooperative Education job placement. If the coursework is not made up, graduation from high school may be jeopardized.

The following academic courses for half-day students may be required while attending LCTI.

American Studies II

The American Studies II course addresses the development of the United States throughout the twentieth century. This course is aligned to the Pennsylvania Core Standards for Social Studies as well as Reading, Writing, and Listening and Speaking. Through various activities and lessons, these standards will be met to understand the development of the United States as a world power; focusing on economic and industrial development, political trends, society and cultural problems and achievements. The students will develop an understanding of the progress of technology and social groups. They will be expected to evaluate the changes of culture in society and analyze the political contributions of individuals and events of the periods studied. American Studies assignments also include the integrated concepts between this history course and various Career & Technical Labs. Students will be assessed formally and informally to determine mastery of the content for the duration of the academic year.

Wellness & Fitness

Course Overview: The Wellness Program provides students with life-changing information on nutrition and various techniques on stress management that they can use throughout life. The most common mental disorders will be researched and students will receive training on suicide prevention. During nutrition, students will investigate the harmful ingredients found in the foods they eat on a daily basis, analyze products served by several fast food chains and research healthy alternatives.

The Fitness Program is designed to acquaint students with the benefits of physical activity in their lives and to promote life-long wellness and fitness. The course, which is held in the state-of-the-art LCTI Fitness Center, will feature various strength and conditioning principles, such as specificity, progression and overload, along with multiple training techniques, such as CrossFit, Tabata, Yoga, and an assortment of technology-based exercises.

LCTI Career & Technical Education Options

At Lehigh Career & Technical Institute, students learn by doing. Teachers guide students from instruction to action, helping them tackle projects that mirror on-the-job challenges as they develop the knowledge and skill necessary to secure industry credentials, earn college credit or both. For example, marketing students manage a store on their way to earning National Retail Federation certification. Programs are identified as either Program of Study (POS) or Career & Technical which designates the type of postsecondary credit options available. Students who participate in the POS programs have the ability to earn advanced college credits through SOAR (Students Occupationally and Academically Ready) or through articulation credit with a specific post-secondary school. Career & Technical programs only offer articulation credit where available.

LCTI's programs fall into five areas of study:

Arts & Humanities

Advertising Design/Commercial Art: Students will learn the latest Adobe graphic design software currently used in the professional workplace. The emphasis of the program is based on Adobe Photoshop, Illustrator and InDesign and creating a printed and electronic portfolio of work produced through these programs. Students are able to receive certification for Adobe Photoshop, Illustrator and InDesign through Adobe endorsed Certiport. In addition to the Adobe Creative Cloud, students will learn traditional illustration skills such as pencil drawing and shading, water color, color pencil, scratch board and various other mediums. Photography for advertising is used in class and students will learn the use of a Digital Single Lens Reflex camera and the setup of strobe lights. Students are able to concentrate in three different career objectives which are Graphic Design, Sign-Making or Illustration. **(POS)**

Commercial Photography/Electronic Imaging: Students who select this specialty will receive training in photography both in the studio and on location using the latest digital camera techniques and computer technology for processing and printing images. The course includes professional lighting techniques and design elements for a wide variety of subjects including wedding and portraiture, products for advertising, as well as photojournalism and editorial markets. **(CAREER & TECHNICAL)**

Emerging Digital Media & Social Communications: Social media is big business and video content is king. In our Emerging Digital Media program, students learn about the creative and technical processes that drive video production for multimedia platforms ranging from Snapchat and TikTok to YouTube and Netflix. They also explore deejaying and electronic dance music production as they master a variety of concepts, software and skills. **(POS)**

Business & Communication Technology

Computer Information Technology: Students will be at the forefront of cyber-security related issues as a means to safeguard sensitive data and preserve confidentiality. Computer Information Technology will challenge students to develop meaningful business solutions through computer programming in Visual Basic, C+, C#, and Java. Students will learn to work with data in order to produce relevant information that will help to drive the direction of organizations and solve real problems. *This program participates in the IT Academy* **(POS)**

Computer & Networking Technology: Students are prepared for advanced network training and the industry standard CompTIA A+ and Network+ Service Technician certifications. The program takes students from basic PC hardware through operating systems and networking. Students will also learn the MS Office Suite, customer service and support, and advanced network support. Students have the opportunity to participate in dual enrollment coursework for college credit; additionally, satisfactory completion of the program may grant college course credit through articulation agreements with LCCC. . *This program participates in the IT Academy* **(POS)**

Marketing & Entrepreneurship: Students learn about finance, retail marketing, banking, entrepreneurship, promotions and other important aspects of marketing through virtual business software and retail experience in the school's store. They examine what is necessary to run a business, promote a product or manage a department. Practical experience is available through the student-managed school store and by participating in community internship opportunities. **(POS)**

Print Technology/Graphic Imaging: Students creatively design printed materials such as full-color books, posters, packaging, displays, stationary, as well as specialty items like mugs and shirts. Using the most current versions of Adobe Creative Cloud software on Apple Macintosh computers, students then reproduce their attractive projects on state-of-the-art copiers, printing presses, and bindery machines in a real production environment. **(POS)**

Web Design/Web Programming: Students learn the fundamentals related to web page design and website development, graphics, multi-media and HTML coding. Students are taught the tools for rapid web page production and basic server-side programming techniques to handle everything from forms transmittal to building dynamic interactive web pages, intranet, extranet and e-commerce applications. . *This program participates in the IT Academy* **(POS)**

Engineer & Advanced Manufacturing

Electromechanical/Mechatronics Technology: Students learn an innovative curriculum which combines hands-on training with real world industrial equipment and software. Students get a solid background in industrial, electrical and electronic systems, A.C. and D.C. motors, motor controls, power distribution systems, programmable controllers, hydraulics, pneumatics, mechanical drives, transformers, process control systems and troubleshooting. **(POS)**

Electronics Technology/Nanofabrication: Students are taught the principles of electronics. From DC Circuits to Semi-Conductive Devices they learn to design, build, and test electronic circuits. LCTI has a fully functioning Class 1000 fabrication room (cleanroom) where students create the silicon chips that are the foundation of the information age and the heart and soul of modern electronics. **(POS)**

Engineering Drafting & Design: Students utilize computer-aided drafting and design software to create accurate representations of solutions to engineering design challenges. They hone their skills by designing and then producing three-dimensional models for machine parts, home additions, bridges and more. In the process, students learn to use 3D and wide-format printers, as well as common model-building materials. **(POS)**

Precision Machine Tool Technology: LCTI's Precision Machine lab is recognized as a Haas Technical Education Center and incorporates lessons and demonstrations, as well as extensive applications training in reading blueprints, operating a digital lathe, milling machine, drill press and other machine shop operations in the curriculum. Students train on state-of-the-art CNC machine tools placed in the lab by Haas Automation. **(POS)**

Pre-Engineering & Engineering Technology: This pre-engineering program is a sequence of courses which, when combined with traditional mathematics and science courses, introduces students to the world of engineering. Students study the principles of engineering, engineering design, digital electronics and computer integrated manufacturing. **(POS)**

Supply Chain Management & Logistics Technology: Students learn inventory control, purchasing, receiving, shipping, equipment operation and maintenance in a state-of-the-art 17,000 square foot distribution center. Students train with current industry technology including handle-held track pads and computers, vertical and horizontal carousels, a computer-controlled conveyor and a computer-integrated warehouse management system. Students explore the supply chain of products from their global origin to the consumer including modes of transportation. **(POS)**

Welding Technology: This course teaches students shielded metal arc welding, gas metal arc welding, flux cord arc welding, welding inspection, testing, and safety/emergency procedures. The program operates under entry level certification authorization by the American Welding Society and a special arrangement with Lehigh Carbon Community College permits students to earn a national skills certificate and an Associate Degree. **(POS)**

Health & Human Services

Animal Sciences: The Animal Sciences program provides high school seniors with the opportunity to explore a variety of veterinary and animal-centric careers in a professional setting while taking Lehigh Carbon Community College science courses for college credit. In a typical school week, students spend one half day immersed in the program curriculum at LCTI, two half days in dual enrollment courses (Fundamentals of Biology, Introduction to Veterinary Technology, and Veterinary Terminology) at LCCC and two half days shadowing professionals or participating in other activities at Lehigh Valley Zoo and local veterinary clinics. Successful participants complete the program with at least seven readily-transferable college credits. Students also get the chance to earn industry credentials that signal their readiness for higher learning to college admissions officers. **This program is only available to senior students. (POS)**

Commercial Baking: Cake decorating, breads, rolls, sweet goods, pastries, pies, doughnuts and nutrition are all part of this course. Students learn the fundamental principles and procedures of operating a fully functioning bakery and retail bake shop, including preparation, display and management. With attention to both theory and practice, this course is designed to prepare students for entry-level positions in the commercial baking industry. LCTI's program is certified by the American Culinary Federation and is nationally recognized as exemplary in all areas of the curriculum. **(POS)**

Cosmetology: Students learn hair styling, hair cutting, hair coloring, chemical texturizing, nail/skin care and salon business operations. Students learn these skills through clinical practices offered at the school salon. Preparation for the Pennsylvania State Board Examination will enable students to become licensed as a cosmetologist and will allow them to work in a challenging and creative profession. **(CAREER & TECHNICAL)**

Criminal Justice: Students learn Pennsylvania criminal and traffic laws, the legal use of force, search/seizure/evidence procedures, arrests and other aspects of law enforcement. Students also train in a fire arms simulator and conduct mock disaster drills to gain practical emergency skills. The program includes opportunities to earn Emergency Medical Responder (EMR) and Emergency Medical Technician (EMT) certifications. **(POS)**

Culinary Arts: Stocks, soups, sauces, appetizers, desserts, main dishes, menu planning and nutrition are just some of the aspects of this program. Students learn front of the house and back of the house skills working in the school restaurant. LCTI's program is certified by the American Culinary Federation and is nationally recognized as exemplary in all areas of the curriculum. **(POS)**

Dental Technology: Students who enroll in this program learn a variety of skills that will enable them to become a dental assistant, dental laboratory technician, and/or pursue a career as a dental hygienist. The major areas of study in the course include: dental radiology, oral pathology, chair-side dental assisting, anatomy and physiology, dental materials, sterilization, and dental office business procedures. **(POS)**

Emerging Health Professionals: The Emerging Health Professionals Program provides high school seniors with an opportunity to experience a variety of health care careers in a hospital setting and take Penn State/Lehigh Carbon Community College science courses for college credit. Students spend one day a week rotating among various departments of a hospital. Students will experience these departments throughout the three Lehigh Valley Hospital & Health Network facilities, St Luke's University Health Network Allentown Campus, Country Meadows, and Good Shepherd Rehabilitation Network. The hospital portion of the program provides students with observational experience that enables students to observe various health care professionals as they work with patients. In addition to these experiences, students are given an overview of the healthcare industry and all that it entails throughout their coursework at LCTI. **This program is only available to senior students. (POS)**

Health & Medical Sciences: Health care is among the nation's fastest growing industries and offers a broad range of professional opportunities. In our Health & Medical Sciences program, students learn about the practical applications of medical science as they explore careers in physical therapy, athletic training and comparable fields. Students can earn CPR, AED and other certifications through the American Heart Association and may pursue internship and co-op positions at local health care facilities. **(CAREER & TECHNICAL)**

Teacher Education: Students studying childcare will learn child and staff health, child development, early childhood education, elementary education, special education, discipline and guidance of children, childcare program development and professional development. **(POS)**

Industrial Technology

Auto Collision Repair Technology: Students learn about the tools and equipment associated with the collision repair industry, while learning welding, non-structural and structural damage analysis, estimating, and repair techniques, along with paint preparation and refinishing systems used on today's technologically advanced automobiles. This comprehensive course of study and the volume of exposure students receive allows them to step into the workforce immediately following graduation or continue studies at the post-secondary level. **(POS)**

Auto Technology: Students in this program are prepared to diagnose and repair automobile systems including electrical systems, ignition and emission systems, engine cooling and lubrication, front ends, air conditioning, brakes, transmissions, engines and drive trains. Students participate in the nationally recognized Automotive Youth Education Systems (AYES) industry partnership. The program teachers are Master Certified ASE Technicians who utilize state-of-the-art equipment to prepare students to become automotive technicians. **(POS)**

Cabinetmaking & Millwork: Cabinetry, wood products design and layout and construction open the world of cabinetmaking & millwork to students. Students are taught to read blueprints, make shop drawings, and produce components with trade-related hand and power tools and machinery. The newly expanded lab and curriculum provides knowledge of lumber products, adhesives, fastener, finishing, 32mm cabinets and countertop fabrication. Technology has entered this rewarding construction trade with the addition of CNC router technology. **(POS)**

Carpentry: Blueprints, site work, construction footings, framing floors/walls/ceilings/roofs, radon control, insulation and power tools are some of the areas taught in Carpentry. Students participate in the LCTI Student House Project where a home is built and sold at auction upon its completion. Students learn how the building industry works, its standards, and what is required to complete a project on time and at cost. **(POS)**

Diesel Medium & Heavy Truck Technology: Students gain experience with drive trains, clutch assemblies, transmissions, diagnostics, steering and other aspects of this industry. Students also study suspension, diesel engines, gasoline engines, bearings and seals. The trucking industry needs professionals to service the truck fleet that keeps industry and commerce moving in the United States. LCTI can provide students with the necessary expertise they need to succeed in this industry. **(POS)**

Electrical Technology: Students learn residential, commercial, and industrial electrical wiring, as well as fluid power technology planning and wiring. Students are taught to install duplex and split wired duplex receptacles, single pole switches, 3-way and 4-way switches and Ground Fault Circuit Interrupters. **(POS)**

Heating/Air Conditioning & Refrigeration: Students learn to install, troubleshoot and repair air conditioning, heat pumps, commercial refrigeration units and gas and oil heating equipment. Skilled technicians are proficient in reading electrical diagrams, diagnosis of electrical problems, air distribution designs, copper and steel pipe cutting, soldering and fabricating fiberglass and sheet metal duct systems. **(POS)**

Heavy Equipment Operations & Preventive Maintenance: As a student in this fast-paced and diverse program, you will learn the safety, maintenance and operating techniques for a wide variety of earthmoving equipment. Students will also receive instruction in soils, erosion and sediment control, site preparation, aggregate production, concrete and asphalt paving, surveys and grades, and utility installation. In addition, students will have the opportunity to learn machine systems, parts identification and ordering, and preventative maintenance techniques in a state-of-the-art facility. **This program is not available to ninth grade students. (CAREER & TECHNICAL)**

Masonry: Students will learn various layouts and pattern designs using brick, concrete masonry units, stone and ceramic tile. This comprehensive program teaches students how to correctly use the necessary tools and equipment to build simple wall structures, fireplaces and brick sculptures. Ceramic tile installation and thin stone veneer applications are also included in the curriculum. Students also participate in the student-built house project. **(POS)**

Painting & Design: Students learn to refresh and highlight interior and exterior spaces (residential and commercial) as well as improve and restore historical buildings. Painting, wallpaper hanging, furniture refinishing, line striping, staining and spraying are among some of the topics emphasized in this program. **(CAREER & TECHNICAL)**

Plumbing & Heating: In this high priority occupation program, Students will learn the basic to the advanced skills of Plumbing & Pipe Fitting. Repairing and installation of items such as, but not limited to; Faucets, Bathtubs, Toilets, Sump Pumps, Sewage Pumps, Water Heaters, Boilers, Water Softeners, Well Pumps, Solar Heating Systems, Chilled Water, Air Conditioning and Radiant Heating Systems. This lab will teach skills such as but not limited to; brazing, soldering, threading, pressed, rolled/grooved, flared, pipe fitting and measurement and fused joints. Students will work with PEX, Copper, Steel, Cast Iron, PP-R, PVC and CVPC Pipe and Tubing. This program incorporates a multi-level and fast paced; technology enriched learning environment. **(POS)**

Small Engines/Recreational Vehicle Repair: Students will learn to diagnose and repair lawn mowers, chain saws, jet skis, motorcycles and go-karts. Students will learn about the small engine and the vital components to effectively make the engine perform to maximum efficiency. Students will also learn about brake systems, transmissions, hydraulics, hydrostatics and drive systems. Students will learn skills that involve welding, cutting with a torch, cylinder honing and boring. **(POS)**

Other Program Options

Service Occupations Cluster: Five curricular areas are offered in this program: Auto Specialization Technology, Building Trades Maintenance, Food Services, Indoor/Outdoor Maintenance, and Supply Chain Management & Logistics Technology. Each area is designed to help the student transition from basic entry-level skill development to more advanced technical training or directly into the workforce. A skills screening will be done to determine the readiness and interest of the student. Results of the screening will be provided to the student's IEP team.

Career Academy Program: Provides the nine participating school districts of Lehigh County an alternative for at-risk students to receive a high school diploma and work toward a career goal in their program of choice. Selected technical programs at LCTI are available to Career Academy Program (CAP) students. They receive academic instruction in English, mathematics, social studies, science, health/wellness, physical education, job readiness, and enrichment coursework. The program operates on a three-day rotation schedule with two out of three days focused on Career & Technical Education Programs. Programs include: Applied Horticulture, Building Trades Maintenance, Electrical Technology, Graphic Communications and Office Systems Technology.

School-To-Career

- **Job Shadow:** Students accompany employees through part of a typical day and learn about the varied aspects of their job and skills required to work in the field.
- **Internship:** Students may participate in a business match program that allows them to spend a period of time working in their field of study.

- **Cooperative Education:** Students in 11th and 12th grade may participate in a business match program that allows them to spend a portion of the school year working in their field of study. Students pursue their academic coursework on a half-day schedule and report to their place of employment for the remainder of the day.

Dual Enrollment Program

Did you know you can take college classes while attending LCTI?

You won't have to break the bank to attend college. Each credit course at Lehigh Carbon Community College (LCCC) costs about half the regular tuition rate and less than a fourth of the cost for a comparable credit course at any one of Pennsylvania's State universities.

What is a placement test? A placement test is given to students who are interested in taking college courses at LCCC. Students must obtain a minimum score to be eligible for college classes. More information regarding placement testing can be found on lccc.edu.

Dual Enrollment requirements? Students must be Level II or higher in their lab programs and maintain a minimum of a "B" average to participate in Dual Enrollment. Students must also have good attendance and no discipline referrals. The tuition and associated costs for dual enrollment courses must be paid by the student/parent.

Want to see if Dual Enrollment is right for you? Our free, one credit course "**The College Experience**" is an opportunity to explore dual enrollment. In "**The College Experience**" you'll learn what to expect if you go to college, as well as what will be expected of you. Upon completion of the course, students have the option of taking a placement test to determine eligibility for future classes at a reduced rate paid by the student/parent.

Lehigh Career & Technical Institute does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities. Inquiries may be directed to LCTI's Title IX Coordinator or the Section 504 Coordinator at 4500 Education Park Drive, Schnecksville, PA 18078 or 610-799-1358.



VISION

Each and every student, with the active support of the entire community, will graduate ready to thrive in a diverse and complex world.

MISSION

Each and every student will graduate college and career ready by having their individual needs met through active engagement in a rigorous, safe and nurturing learning environment.

www.allentownsd.org

