Educational Planning Guide

2020-21
MISSION STATEMENT
Nurture and Challenge for Success

VISION
We are committed to the achievement of each individual’s potential by providing...

... A Nurturing Learning Community That:

● Provides safety and mutual respect
● Stimulates curiosity and creativity
● Promotes personal integrity
● Encourages good citizenship

... A Challenging Learning Community That:

● Establishes high expectations and promotes individual achievement
● Encourages critical thinking and problem solving
● Inspires lifelong learning
● Provides opportunities for extracurricular experiences
● Facilitates collaborative communication
● Embraces the richness of diversity

SHARED VALUES
We believe that our learners...

● Thrive best in a safe and nurturing environment
● Form strong partnerships among home, school, and community
● Approach life with strong personal convictions and ethical behavior
● Invest in their own learning
● Grow when challenged with high expectations
● Contribute to and benefit from a diverse learning community
● Embrace change and innovation
AN
EDUCATIONAL PLANNING GUIDE
FOR
STUDENTS, PARENTS, AND FACULTY

PRINCIPALS
Mr. David Rilatt - Principal
Mr. John Loose - Assistant Principal
Mrs. Lisa Lyons - Assistant Principal
Ms. Deborah Niemi - Principal on Assignment
Mr. Matthew Johns - Dean of Students

SCHOOL COUNSELORS
Mr. Kevin Elias
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Mrs. Denise Hall
Mrs. Michelle Pollis
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## Course Descriptions

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PURPOSE OF THE EDUCATIONAL PLANNING GUIDE

The purpose of the Educational Planning Guide is to provide students, parents and staff with an understanding of guidelines, policies and expectations regarding the courses offered by Manheim Township High School and the procedures related to scheduling of courses. The high school curriculum represented in this guide is prepared by the high school staff and is approved by the Manheim Township Board of School Directors.

DISCREPANCIES

The development of Board policy and administrative guidelines is a continually on-going process due to changing laws and the desire to more effectively run the school system. In the case of a discrepancy between a Board policy or a revised administrative guideline and the published provisions within this guide, the policy/guideline most recently adopted or revised shall prevail.

CHANGES TO THE PLANNING GUIDE

The Manheim Township School District reserves the right to alter the requirements and offerings as printed when deemed to be the result of sound educational planning or when the results are based on changes in federal, state, or local regulations. Changes that are made will be conveyed to students via an addendum sheet to this guide, and/or relayed by school staff via information meetings and/or announcements.

IMPORTANCE OF THE COURSE SELECTION PROCESS

Planning your educational program is a serious responsibility. The subjects that you choose to study in high school today will greatly influence your future life.

This guide is designed to assist in planning your secondary school program. It is intended to provide sufficient information so that students and parents may play a major role in this planning. In selecting your courses of study, give careful thought to future educational and career goals, past academic achievement, and your abilities, aptitudes and interests.

ACKNOWLEDGMENT

This Educational Planning Guide, and the instructional program described herein, is the direct result of positive cooperation, professional expertise and genuine staff support. In addition, input has been sought from the student body and parent advisory groups.

The entire staff of Manheim Township High School has been instrumental in developing the instructional program. This is a direct indication of their professional dedication and commitment to their students.
The Manheim Township School District Program of Study operates under a curriculum plan where all students who meet the requirements for graduation receive identical diplomas. A total of 22 credits including specific designated courses and successful completion of a Graduation Project are required to meet graduation requirements.

### 1st Requirement: Course Work (22 Total Credits)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4</td>
</tr>
<tr>
<td>*Arts &amp; Humanities</td>
<td>1</td>
</tr>
<tr>
<td>STEM 7</td>
<td>7</td>
</tr>
<tr>
<td>Health</td>
<td></td>
</tr>
<tr>
<td>***Physical Education</td>
<td>1 ½</td>
</tr>
<tr>
<td>**Financial Literacy</td>
<td>½</td>
</tr>
</tbody>
</table>

**Required:**

- Science – Biology + 1 Freshman Physical Science/Life Science Course and additional Science credit
- Math – Completion of Algebra I or Algebra 1B, and 2 additional math credits. (The recommended additional math credits are Algebra II and Geometry.)
- Student selected courses from the Sciences, Math or Tech Ed STEM offerings to complete the 7 credit minimum

**Elective Courses:** 3 ½ credits

### 2nd Requirement: Career Readiness Graduation Requirement (see next page)

### 3rd Requirement: Completion of Keystone Exams (see next page)

*Arts and Humanities credits may consist of Art, Music, Family and Consumer Science, World Language, and Reading courses, as well as English, Social Studies and select Tech Ed courses (Graphics 1 & 2, Design Build, CAD 1-3, Architectural Drawing) above and beyond those required for graduation.

**Financial Literacy credit is REQUIRED for all students.

***Students enrolled in an approved half-day (11th grade) CTC Program, or a full-day (12th grade) CTC program, may have modified Physical Education graduation requirements.

Transcripts of students transferring into the district will be evaluated on an individual basis.

3/2/20
Career Readiness Portfolio (CRP)

Career Readiness Portfolio (CRP) The Pennsylvania Department of Education requires every student to meet Career Standards Benchmarks and to complete a career portfolio prior to graduation. Manheim Township High School’s Career Readiness Portfolio (CRP) meets this requirement. The goal of the Career Readiness Portfolio is to help students determine their post-secondary pathway and to develop the employability knowledge, skills, and dispositions that will help them to navigate within the world of work throughout their lifetime. During their freshman year, students will be introduced to the CRP and the project requirements that must be completed.

Keystone Exams

The Keystone Exams are state-developed end-of-course assessments designed to evaluate proficiency in academic content. Each Keystone exam, Algebra I, Biology, and Literature is designed in modules that reflect distinct, related academic content common to the traditional progression of course work. Students will be offered multiple opportunities to pass the Keystones. Remediation for each of the exams will be offered for any student needing/requesting it.

Beginning with the 2021-2022 school year, all students will be required to demonstrate proficiency on these exams or complete an alternative pathway to be established by the state as a prerequisite to graduation.

An explanation of the alternative pathways will be made available to all in the near future. MTHS will be communicating these alternatives to our students at the earliest possible date.

MANVIANCE

Manheim Township High School utilizes Naviance, an online platform that offers tools to assist with self-discovery, college and career exploration, academic planning, and submission of transcripts to post-secondary institutions. Students will receive access to Naviance in their Freshman Year. Parents also have access to view their student’s Naviance activity by creating a parent account and should contact the Counseling Office to obtain a registration code. A link to Naviance is provided on the Manheim Township School District website.

Please Note These Important Changes to the AP Exam Registration Process

Last year the College Board, creators of Advanced Placement (AP), announced significant changes to the AP exam ordering process, deadlines, late fees and cancellation fees that will be mandated for all schools and all students.

Now, all students will decide whether or not to take exams and order their exams through The College Board by early November 2020. Payment is also due for the exams in Total Registration by this same deadline, as registration and payment are a two-part process. All students who register after this deadline will be assessed $40.00/exam late fee. In addition, a $40.00/exam cancellation fee will be assessed for any exam order canceled after the November deadline.

It is important that all families are aware of these recent changes, especially as students begin registering for their 2020-2021 courses. Please keep in mind that these changes are being mandated by the College Board and were not decided by the school. Additional details regarding the College Board’s process and the specific deadline will be made available to AP students at the beginning of the school year.
Manheim Township School District Board Policy #217 (Graduation Requirements) provides
students with opportunities to attend post-secondary institutions on a part-time basis as a junior
and/or senior, attend college full-time in lieu of their senior year, or graduate early from high
school.

To Access These Programs:
In addition to being academically eligible, the student would be required to:
- Meet the entrance requirements of the college or university
- Pay all costs associated with college enrollment including registration, tuition, dues, fees and
  transportation.

Early College - Dual Enrollment (Part-time):
Students may attend a post-secondary college or technical school part-time during their junior and/or
senior years while also attending the high school. Students interested in this option generally attend the
high school in the AM or PM to complete remaining credits needed for graduation and then attend
classes at a local institution during the remainder of their school day. College courses may also be used
to satisfy high school graduation requirements with advanced approval of administration. Students are
responsible for providing an official college transcript to their assigned counselor if they wish to have
the course appear on their high school transcript. The actual course grade earned is not figured in a
student’s GPA, but will appear as “P” (Pass) or “F” (Fail).

Although students choosing this option are not eligible for federal financial aid, most local colleges
have agreed to substantially reduced tuition rates for our dual enrollment students. Please see Mrs. Hall
in the Counseling Office for participating colleges and universities.

Early College (Full-time):
Students may enroll in any two-year/four-year college, university or technical school for the Full-time
Early College Program in lieu of their senior year. Students must be in good academic standing and on
track to graduate in order to qualify for this opportunity. Students must successfully complete 24
credits (typically 8 classes) during their early college freshman year to take advantage of this
program. Upon successful completion of the 24 credits and submission of an official transcript to their
school counselor, the student will be eligible to receive a Manheim Township Diploma. During the
early college freshman year, students are not considered high school graduates and are therefore
ineligible for federal financial aid.

Early Graduation (Graduation in Three Years):
Students who wish to graduate in three years must complete an Early Graduation Application, receive
approval of administration, and then plan carefully with their counselor to successfully complete all
course work and requirements. (See Graduation Requirement Section of this guide) With this option,
students are considered high school graduates and are eligible to apply for and potentially receive
federal financial aid for college.

Updated information on these programs is posted on the school counseling website as it becomes
available.
“Non-remedial college courses may be awarded high school credit toward graduation with the prior approval of the high school principal.” Board Policy 217

_____________________________  Student Name (Print)

_____________________________  Course Title/# of College Credits
  1-2 Credit College Course = .5 MTHS Credit
  3-4 Credit college classes = 1 MTHS Credit

To apply for acceptance of college credits to supplant or supplement Manheim Township graduation requirements and to have them appear on their student transcript, a student must submit the following to the principal prior to beginning the college level course:

- This signed and completed form with all required documentation attached for each course the student is requesting be accepted (One form for EACH course)
- Course description including course number, number of credits, and/or Course syllabus
- If this course is accepted for high school graduation credit, I understand that upon successful completion of the class I must submit to the Dual Enrollment Coordinator an official college transcript listing the grade and credits awarded. I understand this is required for the accepted course to show on my high school transcript and that it will appear as a P-Pass or F-Fail.

I am requesting that this course be accepted: (check one – complete information if needed)

- As ELECTIVE credit
- To REPLACE the following MTHS graduation requirement: ____________________  (Name of MTHS course to be replaced)

- I understand that if I choose to withdraw from the above course I must notify my School Counselor within three days of the withdrawal. This withdrawal may result in an additional course being added into my schedule at MTHS.
- For college bound student-athletes: I understand that in Pass/Fail grading situations, the NCAA Eligibility Center will assign the lowest passing grade (D/1.0) for a course in which you received a Pass grade and will award only one quality point towards eligibility.

_______________________________________________  Student’s Signature  ___________________________  Date

_______________________________________________  Parent’s Signature  ___________________________  Date

_______________________________________________  School Counselor’s Signature  ___________________________  Date

I WILL/WILL NOT accept this course: _______ as ELECTIVE credit _______ to REPLACE course listed above

_______________________________________________  Principal’s Signature  ___________________________  Date

Revised 6/16/2020
Manheim Township High School
Application for Early Admission in Lieu of Senior Year

In accordance with Board Policy 217: “A student may attend an accredited college/university through Early Admission in lieu of his/her senior year. Upon successful completion of the Pennsylvania Department of Education graduation requirements and a minimum of twenty-four college/university credits, the student will be awarded a Manheim Township High School diploma.”

To access this privilege, a student must:

1 – Complete this application with required signatures
2 – Be in good academic standing and on track to graduate.
3 – Upon successful completion of 24 credit hours within 1st year of enrollment, present an official transcript to the principal for review in order to be awarded a high school diploma.

___________________________________________  Student Name (Print)

___________________________________________  School Counselor Name (Print)

I hereby request permission to attend ______________________________________, which is an accredited 2- or 4-year college, in lieu of my senior year at Manheim Township High School. If permission is granted, I understand that I must successfully complete at least 24 credit hours of non-remedial coursework during the year and submit an official transcript to the principal for review and acceptance. All signatures below are required for this application to be considered complete. Principal and Superintendent signatures will constitute acceptance of request for Early Enrollment.

___________________________________________  Student’s Signature  Date

___________________________________________  Parent’s Signature  Date

___________________________________________  School Counselor’s Signature  Date

___________________________________________  Principal’s Signature  Date

___________________________________________  Superintendent’s Signature  Date

11/1/2019
Manheim Township High School

Application for Early Graduation

“The fourth year of high school shall not be required for graduation if a student has completed all requirements for graduation.”

Board Policy 217

___________________________  ____________________
Student’s Name (Please Print Legibly)

To apply for early graduation, a student must submit the following documentation:

☐ This form (with required parent/guardian signatures below) to the principal by October 1st of their third year of high school

☐ A written request including the reason for early graduation, how graduation requirements will be met, and post-secondary plans.

☐ Transcript

☐ School counselor’s signature verifying that, after review of the student request and the transcript, the plan will allow the student to graduate early upon successful completion of all course work.

___________________________  ____________________
Student’s Signature  Date

___________________________  ____________________
Parent’s Signature  Date

___________________________  ____________________
School Counselor’s Signature  Date

___________________________  ____________________
Principal’s Signature  Date

1/20/16
Student-athletes who are considering participation in collegiate athletics should explore the NCAA (National Collegiate Athletic Association) requirements for eligibility. A high school diploma alone is not sufficient to permit a student to participate in college athletics. The NCAA has a set of minimum standards that students must meet to be eligible. Detailed information can be found at www.eligibilitycenter.org. The information included here is only the most basic information about requirements. Students interested in playing collegiate athletics are strongly encouraged to review the detailed requirements reported on the clearinghouse site to ensure they are making appropriate decisions about the course selections.

The following basic information is taken from NCAA Freshman-Eligibility Standards Quick Reference Sheet:

To be eligible to participate, students must meet minimum GPA and minimum SAT/ACT standards while completing a minimum number of core courses at the College Preparatory Level. Students should access the above documents to determine GPA/SAT/ACT requirements. See your counselor to discuss your options.

Core Courses
16 Core Courses
- NCAA Divisions I and II require 16 core courses. See the chart included in this section of the EPG.
- Beginning August 1, 2016, NCAA Division I will require 10 core courses to be completed prior to the seventh semester (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become "locked in" at the start of the seventh semester and cannot be retaken for grade improvement.
- Beginning August 1, 2016, it will be possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to compete.

Test Scores
- Division I uses a sliding scale to match test scores and core grade-point averages (GPA). The sliding scale for those requirements is shown on chart included in this section of the EPG.
- Division II requires a minimum SAT score of 920 or an ACT sum score of 70.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the following four sections: English, mathematics, reading and science.
- When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.

Grade-Point Average
- Be sure to look at your high school’s List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
Division I GPA required to receive athletics aid and practice is 2.000-2.299 (corresponding test-score requirements are listed on the Sliding Scale).
Division I GPA required to be eligible for competition is 2.300 (corresponding test-score requirements are listed on the Sliding Scale).
The Division II core GPA requirement is a minimum of 2.2.
Remember, the NCAA GPA is calculated using NCAA core courses only.

NCAA Division I:
- 4 years of English.
- 3 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 1 year of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

NCAA Division II:
- 3 years of English.
- 2 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 3 years of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

Any student who is considering participating in collegiate athletics should only elect College Preparatory or Honors level courses. Any core course (English, mathematics, science, or social studies) that is not a College Prep or Honors level course will not be accepted by the NCAA. If you have any questions regarding NCAA eligibility contact your school counselor.

All courses that are approved by the NCAA Eligibility Center are noted with an NCAA logo following the course description.

NCAA information updated as of 2/16/18
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
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.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>YEARS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>4</td>
</tr>
<tr>
<td>NATURAL/PHYSICAL</td>
<td>2</td>
</tr>
<tr>
<td>SCIENCE (including one year of lab science or if offered)</td>
<td></td>
</tr>
<tr>
<td>MATH (Algebra I or higher)</td>
<td>3</td>
</tr>
<tr>
<td>SOCIAL SCIENCE</td>
<td>2</td>
</tr>
<tr>
<td>ADDITIONAL (English, math or natural/physical science, social science, foreign language, comparative literature or philosophy)</td>
<td>1</td>
</tr>
<tr>
<td>ADDITIONAL English, math, natural/physical science, social science, foreign language, comparative literature or philosophy</td>
<td>4</td>
</tr>
</tbody>
</table>

DIVISION II

<table>
<thead>
<tr>
<th>COURSE</th>
<th>YEARS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>3</td>
</tr>
<tr>
<td>NATURAL/PHYSICAL</td>
<td>2</td>
</tr>
<tr>
<td>SCIENCE (including one year of lab science, if offered)</td>
<td></td>
</tr>
<tr>
<td>MATH (Algebra I or higher)</td>
<td>2</td>
</tr>
<tr>
<td>SOCIAL SCIENCE</td>
<td>2</td>
</tr>
<tr>
<td>ADDITIONAL (English, math or natural/physical science, social science, foreign language, comparative literature or philosophy)</td>
<td>3</td>
</tr>
<tr>
<td>ADDITIONAL English, math, natural/physical science, social science, foreign language, comparative literature or philosophy</td>
<td>4</td>
</tr>
</tbody>
</table>

GRADE-POINT AVERAGE
The NCAA Eligibility Center calculates your grade-point average (GPA) based on the grades you earn in NCAA-approved core courses.
- DI requires a minimum 2.3 GPA
- DII requires a minimum 2.2 GPA

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 sliding scales at ncaa.org/playcollegesports.

TEST SCORES
Take the ACT or SAT as many times as you want before you enroll full time in college, but remember to list the NCAA Eligibility Center (code 9000) as a score recipient whenever you register to take a test. If you take a test more than once, send us all your scores and we will choose the best scores from each test section to create your sum score. We accept official scores only from the ACT or SAT, and won’t use scores shown on your high school transcript. Remember to apply the College Board concordance table for SAT tests taken in March 2016 and after.
HIGH SCHOOL TIMELINE

GRADE 9
Plan
- Start planning now! Take the right courses and earn the best grades you can.
- Ask your counselor for a list of your high school’s NCAA core courses to make sure you take the right classes. Or, find your high school’s list of NCAA core courses at eligibilitycenter.org/courseslist.

GRADE 10
Register
- Register for a Certification Account or Profile Page with the NCAA Eligibility Center at eligibilitycenter.org.
- If you fall behind on courses, don’t take shortcuts to catch up. Ask your counselor for help with finding approved courses or programs you can take.

GRADE 11
Study
- Check with your counselor to make sure you are on track to graduate on time.
- Take the ACT or SAT, and make sure we get your scores by using code 9999.
- At the end of the year, ask your counselor to upload your official transcript.

GRADE 12
Graduate
- Take the ACT or SAT again, if necessary, and make sure we get your scores by using code 9999.
- Request your final amateurism certification after April 1.
- After you graduate, ask your counselor to upload your final official transcript with proof of graduation.

Core Courses
This simple formula will help you meet Division I and II core-course requirements.

4x4=16
+ 4 English courses (one per year)
+ 4 math courses (one per year)
+ 4 science courses (one per year)
+ 4 social science courses (one per year)
= 16 NCAA CORE COURSES

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

Search Frequently Asked Questions
ncaa.org/studentfaq

Follow us on Twitter:
@NCAAEC
DIVISION I ACADEMIC REQUIREMENTS

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

Core-Course Requirement
Complete 16 core courses in the following areas:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 years</td>
</tr>
<tr>
<td>Math (Algebra I or higher)</td>
<td>3 years</td>
</tr>
<tr>
<td>Natural/Physical Science</td>
<td>2 years</td>
</tr>
<tr>
<td>Additional</td>
<td>1 year</td>
</tr>
<tr>
<td>Social Science</td>
<td>2 years</td>
</tr>
<tr>
<td>Additional Courses (may also be foreign language or comparative religion/philosophy)</td>
<td>4 years</td>
</tr>
</tbody>
</table>

Full Qualifier
• Complete 16 core courses.
  • Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
  • Seven of the 10 core courses must be in English, math or natural/physical science.
  • Earn a core-course GPA of at least 2.300.
  • Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
  • Graduate high school.

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

Academic Redshirt
College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

Nonqualifier:
College-bound student-athletes cannot practice, receive athletics scholarships or compete during their first year of enrollment at an NCAA Division I school.

International Students: Please visit ncaa.org/international for information and academic requirements specific to international student-athletes.
# Test Scores

When a student registers for the SAT or ACT, he or she can use the NCAA Eligibility Center code of 9999 so his or her scores are sent directly to the NCAA Eligibility Center from the testing agency. Test scores on transcripts will NOT be used in his or her academic certification.

A combined SAT score is calculated by adding reading and math sub scores. An ACT summary score is calculated by adding English, math, reading and science sub scores. A student may take the SAT or ACT an unlimited number of times before he or she enrolls full time in college. If a student takes either test more than once, the best sub scores from each test are used for the academic certification process.

If you took the SAT in March 2010 or after, and plan to attend an NCAA Division I college or university in the 2013-14 or 2013-14 academic years, use the following charts to understand the core course GPA you need to meet NCAA Division I requirements.

For more information on the SAT, click [here](#) to visit the College Board's website.

---

**DIVISION I FULL QUALIFIER SLIDING SCALE**

<table>
<thead>
<tr>
<th>Core GPA</th>
<th>New SAT*</th>
<th>Old SAT (Prior to 3/2016)</th>
<th>ACT Sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.850</td>
<td>400</td>
<td>400</td>
<td>37</td>
</tr>
<tr>
<td>3.855</td>
<td>410</td>
<td>410</td>
<td>38</td>
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**DIVISION I FULL QUALIFIER SLIDING SCALE**

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*Final concordance research between the new SAT and ACT is ongoing.*

NCAA is a trademark of the National Collegiate Athletic Association.
2018 DIVISION II NEW ACADEMIC REQUIREMENTS

College-bound student-athletes first enrolling at an NCAA Division II school on or after Aug. 1, 2016, need to meet new academic rules to practice, compete and receive athletics scholarships during their first year.

Core-Course Requirement
Complete 16 core courses in the following areas:

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<th>Course Area</th>
<th>Requirement</th>
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<tr>
<td>English</td>
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<tr>
<td>Math (Algebra I or higher)</td>
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</tr>
<tr>
<td>Natural/Physical Science (including one year of lab, if offered)</td>
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<tr>
<td>Additional (Eng. 1 year at natural/physical science)</td>
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<tr>
<td>Social Science</td>
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<td>Additional Courses</td>
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Full Qualifier
- Complete 16 core courses.
- Earn a core-course GPA of at least 2.200.
- Earn the ACT/SAT score matching your core-course GPA on the Division II full qualifier sliding scale (see back page).
- Graduate high school.

Partial Qualifier
- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn the ACT/SAT score matching your core-course GPA on the Division II partial qualifier sliding scale (see back page).
- Graduate high school.

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

Partial Qualifier:
College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

Nonqualifier:
College-bound student-athletes may not practice, compete or receive athletics scholarships during their first year of enrollment at an NCAA Division II school.

International Students: Please visit ncaa.org/international for information and academic requirements specific to international student-athletes.
Test Scores

If you took the SAT in March 2018 or after, and plan to attend an NCAA Division II college or university in the 2018-19 or 2019-20 academic years, use the following charts to understand the core-course GPA you need to meet NCAA Division II requirements.

A combined SAT score is calculated by adding reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. You may take the SAT or ACT an unlimited number of times before you enroll full time in college. If you take either test more than once, the best subscores from each test are used for the academic certification process.

For more information on the SAT, click here to visit the College Board’s website.

### DIVISION II FULL QUALIFIER SLIDING SCALE

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### DIVISION II PARTIAL QUALIFIER SLIDING SCALE

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</table>

*Final concordance research between the new SAT and ACT is ongoing.

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GRADING SYSTEM

Course Grades: Marking Period, Semester, and Course
Students earn numerical grades. In each course, the students earn a grade ranging from 0 to 100%. Letter grades are not officially utilized as part of the Manheim Township Grading System. Students’ marking period grades are based upon the grading system utilized by individual teachers. These systems are at the teacher discretion and are announced at the beginning of the course.

Students’ semester grades are a weighted average of their marking period grades and their midterm/final exam grade. The grade can be calculated using the following formula:

- For courses with a midterm or final exam:
  o 0.4 x Marking Period 1 + 0.4 x Marking Period 2 + 0.2 x Midterm/Final Exam
- For courses without a midterm or final exam:
  o 0.5 x Marking Period 1 + 0.5 x Marking Period 2

Students’ course grades for year-long courses are the average of the 1st semester and 2nd semester grades. For semester-long courses, the course grade is equal to the semester grade.

IMPORTANT NOTE: For the semester and year-long calculations, only values rounded to the nearest whole number are used in the calculation and reported. Decimal parts are not utilized or reported.

Grade Point Average (GPA)
On each quarterly report card, a weighted numerical grade point average is calculated and reported for the grades of that marking period. Additionally, at the end of each school year, a cumulative GPA is calculated and reported. As part of the GPA calculations, the rigor of the course (called weighting) and the number of credits awarded is factored in.

The GPA is calculated as follows:

- For each course, take the grade times weight times number of credits.
- Add up the calculations and divide by the number of credits attempted.

IMPORTANT NOTE: Different schools, both high school and college, use many different systems for reporting GPA’s including but not limited to weighted vs. un-weighted, 4.0 scales, 5.0 scales, … Counselors can be of assistance in calculating alternative GPA’s if the specific system is known. On college transcripts, the high school will report a weighted and unweighted Numeric Grade Average, as well as a weighted and unweighted 4.0 scale conversion.

Final/Midterm Exams
As part of their course grades, students take midterm and final examinations in English, social studies, science, mathematics, world language, and health courses. These examinations count as one-fifth of the semester grades and are reported on the student report card.

Honor Roll
There is a First Honor Roll and a regular Honor Roll. To be eligible for the First Honor Roll a student must have a marking period weighted NGA of 93% with no grade lower than an 80% in any subject. The regular Honor Roll is comprised of students with a marking period NGA of 83% with no grade lower than a 70% in any subject. A student must be attempting four credits (or the equivalent of five courses) to be eligible for either Honor Roll.
Grade Level Status: Freshman, Sophomore, Junior, and Senior
The classification of sophomore is given after a student has completed 4.5 credits of work. The classification for a junior is given after a student has completed 11 credits of work, and the classification of senior is given upon the completion of 16 credits of work. The students' grade levels generally change at the conclusion of school year, but students can be promoted at mid-year if through passing semester courses their number of credits reaches the next classification. Credits are not awarded for coursework completed prior to the end of grade 8. To determine the credit value of a course, refer to the course description section printed in this guide.

Dropping a Course
Students who drop a course [See Schedule Changes], prior to the end of the 1st marking period (1st semester and year-long courses), or prior to the end of the 3rd marking period (2nd semester courses) will have the course removed from their record. Courses dropped after that time will remain as part of the record and reflect a WP (Withdrawn Passing) or WF (Withdrawn Failing) based on their classroom performance to that time.

Importance of Attendance and Classroom Behavior
While student attendance and classroom behavior will not be directly factored into a student's grade, good attendance and behavior is an important factor in successfully mastering a course. When absent, it is the student's responsibility to see the instructor and make arrangements for completing the work missed in a timely fashion. Failure to do so may result in a failing grade for any work missed.

Course Level Changes
Students changing course levels (i.e., Honors to College Prep) [See Schedule Changes] will have their grades from the earlier course transfer along to their new course placement. Students who drop a level will take their UNWEIGHTED grade with them to the new class.

Repeating a Course
Students may repeat a course for grade improvement or to earn credit. Students doing so will retain both the “new” course grade and the original course grade as part of their permanent record. All attempted credits are documented and calculated in the NGA; however, only one credit will count toward meeting graduation requirements.

Senior Pass/Not Pass Option
Seniors who have successfully completed the required courses through grade 11 will be able to take one course with a Pass (P)/Not Pass (NP) evaluation. Classroom teachers, school counselors and principals must approve a student's written request. The course cannot be needed as a graduation requirement. All contracts (available in the School Counseling Office) must be completed by the last day of the first marking period for first semester and full-year courses and the last day of the third marking period for second semester courses. The same deadlines apply for rescinding a request.
HOW TO DETERMINE WHAT COURSES TO SELECT

1. Carefully study the entire planning guide in order to take full advantage of the variety and flexibility of offerings. Refer to your grade level’s suggested guidelines for grade-specific guidance on requirements and recommended courses.

2. Identify the courses you wish to take in your core areas (English, mathematics, science, social studies, and world languages) and determine if you meet the prerequisites. Your current teacher can give you advice regarding what course(s) you may want to elect.

3. Identify other courses you may need to take in the upcoming year to satisfy specific graduation requirements (i.e., Financial Literacy, Health, and Physical Education) - and choose your physical education course.

4. 9th, 10th, and 11th grade students must schedule the time equivalent of six major subjects (credits) per year [12th grade students must schedule five].

5. The maximum number of credits students may select is seven. Students will only be permitted to take more than seven credits if it is necessary to stay on track to graduate. Students wishing to take more than seven credits must meet with their counselor to select their courses.

6. After choosing your core courses and other required courses, identify elective courses that interest you to complete your schedule. You must also identify alternate choices. Having a “back-up” alternate selection for every elective course will help ensure that you have a complete schedule if courses become full or your primary choices conflict with one another.

7. Ask questions. Your fellow students (particularly those older than you), your parents, your teachers and your counselor are all great sources of information.

HOW TO SCHEDULE YOUR COURSE SELECTIONS

Once you have identified the courses you wish to take, you’ll need to enter your selections via the community portal. If you do not have a community portal account, you’ll need to obtain one prior to being able to schedule. [Students who do not obtain a community portal account will be able to make their course selections after the online selection ends.]

Detailed information on how to select your courses is provided in the High School portion of the district web site (www.mtwp.net) under Course Selection.

COURSE OFFERINGS & ALTERNATE SELECTIONS

The listing of a specific course in this planning guide does not guarantee that it will be taught each school year. Administration determines whether or not a course will be offered based upon the total course enrollment, the type of course involved, and available staffing. Even if a course is offered, students are not guaranteed enrollment. Students may have conflicts in their schedule or the capacity of a course may be reached. Consequently, it is very important that students select alternate choices to maximize the chance that they will have a complete schedule.
MTHS offers many courses in a virtual format through Lancaster-Lebanon Virtual Solutions (LLVS) as well as courses managed by Manheim Township teachers. Virtual courses offer students the advantage of 24/7 access to course lessons. Students may use virtual courses to facilitate work schedules (when possible) to pursue early graduation, or to earn credit recovery.

Students will find course descriptions for virtual courses throughout the EPG, including those with NCAA approval. Courses that are offered in the virtual format will be clearly noted for students wishing to select those courses. These classes are available for students in grades 9 through 12 unless a counselor specifies otherwise. Students wishing to participate in the full-time online learning program should thoroughly read over the Virtual Academy Handbook.

Students interested in taking an online course must select the MTHS Virtual Course ADM200 and meet with their counselor to complete the Online Course Application prior to registering for any online classes.

There are two required courses for Virtual Academy students who take 4.0 or more credits in one year. To meet their career readiness requirements, students must take Career Explorations and Cyber and Digital Citizenship. Each course is worth .25 credits (see course descriptions at the end of this section).

Students taking online or virtual courses through the LLVS platform have 10 calendar days from time of enrollment in the course to inform their counselor or the virtual program coordinator that they would like to drop the course. After 10 calendar days, students will be expected to complete the course, since all courses removed after the 10-day grace period will be reflected on a student’s transcript.

Manheim Township will offer the following virtual courses* in 2020-21:

**Business:**
- Entrepreneurship
- International Business
- Financial Literacy

**Health & Physical Education:**
- Physical Education
- Health Education

**Social Studies:**
- Careers in Criminal Justice
- Philosophy
- Social Problems
- Human Geography
- History of the Holocaust
- Anthropology

**Science:**
- Introduction to Nursing
- Health Careers
- Veterinary Science
- Forensic Science
- Marine Science
- Medicine
- Earth Science

**World Language:**
- Spanish 1, 2, 3, & 4

**Elective Courses:**
- Microeconomics
- Macroeconomics
- Mythology & Folklore
- Popular Music in America

*Other courses may be available in consultation with school counselor
The following .25 credit courses are required for all students taking four or more credits in a virtual format. They will automatically be added to the student’s schedule and must be completed during the first semester of virtual enrollment.

**Career Explorations (Grade 9/10/11/12) #GUI101VT**

¼ credit / one marking period

How do you decide what type of career to pursue? What steps can you take to get a job in your desired field? Career Explorations provides students with employment data and career resources to analyze job opportunities and prepare for their careers. Students learn about careers and the relationships between education, career, and earning potential. Students then match their interests with career opportunities and build a career map. The course defines essential professional skills such as communication, teamwork, organization, and leadership. Lessons also include explanations of personal attributes including flexibility, responsibility, and dependability. At the end of the course, students explore networking, résumés, using social media, and how to apply for jobs and prepare for interviews.

**Note:** This course is required for all students who complete more than four credits online in one year in conjunction with the Cyber and Digital Citizenship course, in which case ¼ credit will be awarded. This course is required in order to meet the career readiness requirements as outlined by Chapter 339. Students cannot pre-select this course – it is offered by placement only.

**Cyber and Digital Citizenship (Grade 9/10/11/12)**

¼ credit / one marking period

Cyber and Digital Citizenship is a required course for students taking classes through the school's LLVS program for the first time. It is an introductory how-to course that will teach students how to use the e-courses system. Lessons include videos providing a walk-through to maximize student learning through their virtual classes. This course includes lessons on internet safety and digital citizenship. This course is required in order to meet the career readiness requirements as outlined by Chapter 339. Students cannot pre-select this course – it is offered by placement only.
SCHEDULE CHANGES

Students must carry at least six credits each school year. Any changes to student schedules must maintain a minimum of six credits. [Exception: Seniors must carry at least five credits.]

1. Students complete their initial selections via the community portal. After course selection is closed on the portal, all changes will need to be requested through the school counseling office.

2. **The drop/add period will be 5/26/20 – 7/26/20 only.**

Requests to change schedules in an effort to have certain teachers or to have certain classes/lunch periods will not be honored. Exceptions to this rule will only be made under circumstances where a student previously had the teacher and was unsuccessful in the class (a 70% or below), or the student is scheduled to have the same teacher for a third year.

**Changes Once School Begins:**

1. For year-long courses, students may drop a course up until the end of the 1st marking period, as long as the minimum credit requirement is met; the course will be removed from the students’ academic record. Students may drop a course during the 2nd or 3rd marking period, as long as the minimum credit requirement is met; however, the course will remain on their permanent record with a grade of WP (Withdrawn Passing) or WF (Withdrawn Failing) based upon their performance to that point. Students may not drop a year-long course during the 4th Marking Period.

2. For semester courses, students may drop a course up until the end of the 1st or 3rd marking period, as long as the minimum credit requirement is met; the course will be removed from the students’ academic record. Students may not drop a semester course during the 2nd or 4th Marking Period.

3. There will be an additional add period for students to replace a study hall during second semester with an open seat in an elective course that runs during the same period. Students will be able to make this request via a google form that will be available from 1/4/2021-1/15/2021 only. The elective requested must be offered during the same period in which the student has a study hall; no other courses can be adjusted during this time. Health, PE, and PFL courses are only available to seniors needing these courses to fulfill requirements for graduation. Communication regarding any changes will be sent to the student’s school email account.

Students may request a level change (Level 1/College Prep/Honors/AP) through their counselor. Level changes will not be considered until the midpoint of the 1st marking period of the year or semester. These changes must be completed by the end of the 1st marking period for year-long and 1st semester courses, and the end of the 3rd marking period for 2nd semester courses. The student’s grade for the 1st MP (or the 3rd MP for 2nd semester courses) will be calculated based on the percentage of days in each class, without weighting.
SUGGESTED FRESHMAN GUIDELINES

1. **A freshman schedule must include between six and seven credits.**

   **Core Courses (4 credits):**
   - English (full year – 1 credit)
   - Social Studies (full year – 1 credit)
   - Science (full year – 1 credit)
   - Mathematics (full year – 1 credit)

   **Additional Recommended Course (1/2 credit):**
   - Physical Education (semester – ½ credit)

   **Elective Courses (1 ½ - 2 ½ credits):**
   - World Language (full year – 1 credit)
   - and/or
   - Basic Culinary Arts, Technology Electives, Business Electives, Art Electives, Music Electives

2. **English, Mathematics, Science, and Social Studies:**

   Your eighth grade teachers will be recommending your selection in these core areas based upon your performance at the middle school. If you have questions about their recommendation or would like to elect a different course you should talk with your teacher and school counselor.

3. **World Languages:**

   Taking Chinese 1, French 1, 2, Spanish 1, 2 or German 1, 2 is recommended for college preparatory students. Students with an aptitude for world languages should plan four or five years of one world language rather than two years of two world languages. Students are not required to take a world language to meet graduation requirements.

4. **Electives and Alternates:**

   Wherever possible, the pursuit of electives is encouraged. You should also identify alternate elective choices in case your first choices are not available. Carefully read through the entire planning guide to identify courses that may interest you.

5. **International Baccalaureate:**

   Students intending to apply to the International Baccalaureate (IB) program during their junior year should be electing honors courses and year two of their world language. See the International Baccalaureate section of this guide for more information.

6. **Career and Technology Center (CTC):**

   The CTC programs are options for junior and senior students. The CTC provides students with practical training in a variety of careers that allow students to move into the workforce upon graduation. Additionally, most programs at the CTC include collegiate level course work that is transferred to colleges and universities if the student prefers that route over entering the workforce. Additional information about the CTC is available in this planning guide, on the course selection website, and at www.lcctc.org. Students planning to attend the CTC should consult with their counselor to ensure that they have chosen all the appropriate courses.

7. **4-Year Plan:**

   Consider writing out all the courses you think you’d like to take for the next four years. Many courses are only offered in alternate years and many programs have prerequisites that you will need to complete before taking other courses. By putting together a four year plan, it becomes more likely that you will be able to take all the courses you would like. This is also critical if you are considering attending the CTC or participating in the IB program during your Junior Year.
SUGGESTED SOPHOMORE GUIDELINES

1. A sophomore schedule must include between six and seven credits.

   **Core Courses (4 credits):**
   - English (full year – 1 credit)
   - Social Studies (full year – 1 credit)
   - Science (full year – 1 credit)
   - Mathematics (full year – 1 credit)

   **Elective Courses (1½ - 2½ credits):**
   - World Language (full year – 1 credit)
   - and/or
   - Basic Culinary Arts, Technology Electives, Business Electives, Art Electives, Music Electives

   **Additional Required Courses (½ credit):**
   - Physical Education (semester – ½ credit)

2. English, Mathematics, Science, and Social Studies:
   You should consult with your current teacher to determine the appropriate selection in these areas. Some courses have prerequisite requirements you must meet during your freshman year.

3. World Languages:
   Continued study of a world language is recommended for college preparatory students. Students with an aptitude for world languages should plan four or five years of one world language rather than two years of two world languages. Students are **not** required to take a world language to meet graduation requirements. Sophomore students are permitted to elect the 1st year of a world language.

4. Electives and Alternates:
   Wherever possible, the pursuit of electives is encouraged. You should also identify alternate elective choices in case your first choices are not available. Carefully read through the entire planning guide to identify courses that may interest you.

5. International Baccalaureate:
   Students intending to apply to the International Baccalaureate (IB) program during their junior year should be electing honors courses and year three of their world language. See the International Baccalaureate section of this guide for more information.

6. Career and Technology Center (CTC):
   Sophomore students planning to attend the CTC during their junior or senior year should consult with their counselor to ensure that they have chosen all the appropriate courses to meet entrance requirements. Students typically apply to the CTC during the winter of their sophomore year. Additional information about the CTC is available in this planning guide, on the course selection website, and at www.lcctc.org.

7. 4-Year Plan:
   Consider writing out all the courses you think you’d like to take over your remaining three years. Many courses are only offered in alternate years and many programs have prerequisites that you will need to complete before taking other courses. By putting together a four year plan, it becomes more likely that you will be able to take all the courses you would like. This is also critical if you are considering attending the CTC or participating in the IB program during your Junior Year.

8. Early Graduation/Early College Attendance Options:
   Students who earn more than the required number of credits during their first three high school years may be eligible to graduate from high school early or to attend college part-time or full-time during their Senior Year. Students who are interested in this option should see the Early Graduation/Early College Attendance section in the Planning Guide and consult with their school counselor.
## SUGGESTED JUNIOR GUIDELINES

1. **A junior schedule must include between six and seven credits.**

   **Core Courses (4 credits):**
   - English (full year – 1 credit)
   - Social Studies (full year – 1 credit)
   - Science (full year – 1 credit)
   - Mathematics (full year – 1 credit)

   **Elective Courses (1 - 2 credits):**
   - World Language
   - and/or
   - Basic Culinary Arts, Technology Electives, Business Electives, Art Electives, Music Electives

   **Additional Required Courses (1 total credit):**
   - Physical Education (semester – ½ credit)
   - Health (semester – ½ credit)
   - Personal Financial Literacy or Honors PFL or Virtual PFL

2. **English, Mathematics, Science, and Social Studies:**
   You should consult with your current teacher to determine the appropriate selection in these areas. Some courses have prerequisite requirements you must meet during your sophomore year.

3. **World Languages:**
   Continued study of a world language is recommended for college preparatory students. Students with an aptitude for world languages should plan four or five years of one world language rather than two years of two world languages. Students are not required to take a world language to meet graduation requirements.

4. **Electives and Alternates:**
   Wherever possible, the pursuit of electives is encouraged. You should also identify alternate elective choices in case your first choices are not available. Carefully read through the entire planning guide to identify courses that may interest you.

5. **Career and Technology Center (CTC):**
   Juniors who have already been accepted into a cluster program should select an English 11 course, a U.S. History course, 2 semesters of Mathematics and also select Half-Day CTC Program. Students should also consult with their counselor to ensure that they have completed all requirements for graduation. Additional information about the CTC is available in this planning guide, on the course selection website, and at www.lcctc.org.

6. **4-Year Plan:**
   Consider writing out all the courses you think you’d like to take over your remaining two years. Many courses are only offered in alternate years and many programs have prerequisites that you will need to complete before taking other courses. By putting together a four year plan, it becomes more likely that you will be able to take all the courses you would like.

7. **Early Graduation/Early College Attendance Options:**
   Students who earn more than the required number of credits during their first three high school years may be eligible to graduate from high school early or to attend college part-time or full-time during their Senior Year. Students who are interested in this option should see the Early Graduation/Early College Attendance section in the Planning Guide and consult with their school counselor.
1. **A senior schedule must include between five and seven credits.**

   **Core Courses (2 credits):**
   - English (full year – 1 credit)
   - Social Studies (2 semesters – 1 total credit)

   **Elective Courses (2 ½ - 4 ½ credits):**
   - World Language
   - and/or
   - Basic Culinary Arts, Technology Electives,
   - Business Electives, Art Electives, Music
   - Electives

   **Additional Required Courses (1 total credit):**
   - (ONLY IF NOT COMPLETED PRIOR TO SENIOR YEAR)
   - Physical Education (semester – ½ credit)
   - Health (semester – ½ credit)
   - Personal Financial Literacy or Honors PFL
   - or Virtual PFL

2. **English, Mathematics, Science, and Social Studies:**

   Senior students generally must select courses to complete their 4th English and Social Studies credit. If students have already completed three credits in Mathematics and/or Science they need not select any courses in those areas; however, students planning to attend college after graduation are encouraged to complete four years of Mathematics and Science.

3. **World Languages:**

   Continued study of a world language is recommended for college preparatory students. Students with an aptitude for world languages should plan four or five years of one world language rather than two years of two world languages. Students are not required to take a world language to meet graduation requirements.

4. **Electives and Alternates:**

   Wherever possible, the pursuit of electives is encouraged. You should also identify alternate elective choices in case your first choices are not available. Carefully read through the entire planning guide to identify courses that may interest you.

5. **Career and Technology Center (CTC):**

   Seniors who have already been accepted into a full-day program should select Full-Day CTC Program. Students should also consult with their counselor to ensure that they have completed all requirements for graduation.

6. **College Coursework:**

   Students interested in pursuing college coursework during their senior year should see the “Early Graduation and Early College Attendance” section of the planning guide. College courses may be used to meet the senior five credit requirement.

7. **Senior Privileges:**

   Senior students can take advantage of a variety of privileges so long as they maintain certain attendance, disciplinary, financial and grade requirements. Students can get more information about senior privileges in the student handbook.
HOW TO UNDERSTAND COURSE DESCRIPTIONS

All courses are described in paragraph form on the following pages. Below is an example of how to interpret the additional information associated with a course description. This information is very helpful when deciding who may take the course and the credit value assigned to each course.

EXAMPLE:

<table>
<thead>
<tr>
<th>Course title</th>
<th>Usual student grade level</th>
<th>Course number (course number followed by “VT” indicates a virtual course)</th>
<th>Credit earned by successfully completing the course</th>
<th>Course weights a re 1.05 or 1.10. If no weight is listed, the course weight is 1.</th>
<th>Number of periods per week the class meets</th>
<th>(S) indicates the course is one semester in length, (FY) indicates the course is for the full year</th>
<th>Prerequisite describes requirements that must be satisfied before taking the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors Global Perspectives</td>
<td>(Grades 10/11/12) #0133VT</td>
<td>(a)</td>
<td>(b)</td>
<td>(c)</td>
<td>(d)</td>
<td>(e)</td>
<td>(f)</td>
</tr>
<tr>
<td>½ credit</td>
<td>weight 1.05</td>
<td>5 periods (S)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Prerequisite: successful completion ....

The listing of a specific course in this planning guide does not guarantee that it will be taught each school year. Administration determines whether or not a course will be offered based upon the total course enrollment, the type of course involved, and available staffing. Even if a course is offered, students are not guaranteed enrollment. Students may have conflicts in their schedule or the capacity of a course may be reached. Consequently, it is very important that students select alternate choices to maximize the chance that they will have a complete schedule.

Curriculum revision is an ongoing process with students, faculty and administrators making recommendations for curriculum additions periodically. Therefore, the course offerings may be modified after this guide is published and before student schedules are generated. When possible, students will be notified of these changes so that selections can be modified. The Board of School Directors makes the final determination on the curriculum offered by the school district.
ART COURSES

Foundations of Art (Grades 9/10/11/12) #ART011

½ credit 5 periods (S)
This course is a prerequisite for all other art classes. Throughout this half-year course, students will be immersed in a vast array of art vocabulary, concepts, and technical understanding for both two-dimensional and three-dimensional applications. By the end of the course, students will produce a journal/sketchbook that has examples of all the elements and principles of art.

Art 1 (Grades 9/10/11/12) #ART021

½ credit 5 periods (S)
Prerequisite: 80% average in Foundations of Art.
Art 1 is a drawing-based course. Exposure to diverse drawing techniques, drawing mediums and ideas will be explored. Although drawing will be the focus, students will also paint, print, collage, and work in other two-dimensional media available. By the end of the course, students should understand a vast array of art vocabulary, concepts, and be technically sufficient in two-dimensional media.

Art 2 (Grades 10/11/12) #ART022

½ credit 5 periods (S)
Prerequisite: 80% average in Art 1
Art 2 focuses on painting and mixed media. Color theory, painting approaches, and painting techniques will all be explored. Mixed media will lean on knowledge gleaned from Art 1 with the new information gained in Art 2. By the end of the course, students should understand and apply a vast array of art vocabulary, concepts, and be technically advanced in two-dimensional media.

Art 3 (Grades 11/12) #ART023

½ credit 5 periods (S)
Prerequisite: 80% average in Art 2.
Students taking Art 3 should be serious about art as a potential career option. Students will draw, paint, print, collage, and work in other two-dimensional media available. Building and understanding how to present portfolios is a main focus of this course. Students will also have a dedicated gallery space where they will work on curation skills.

Ceramics 1 (Grades 9/10/11/12) #ART031
½ credit 5 periods (S)

**Prerequisite:** 80% average in Foundation of Art.

Ceramics 1 is designed to provide a solid foundation of technical skills and aesthetic concepts in clay. Students will learn pinch, slab, coil, and extrusion hand building methods, along with the Pottery Wheel introduction to allow students to develop their throwing skills. Decorative surface treatments including: texturing, burnishing, sgraffito, press-molding, and carving will be covered. Newspaper kilns will be constructed by students as a primitive firing method along with traditional electric and gas kiln firings to complete their artworks.

Ceramics 2 (Grades 10/11/12) #ART032
½ credit 5 periods (S)

**Prerequisite:** 80% average in Ceramics 1.

Ceramics 2 artwork creations are intentionally larger due to students' improved technical skills and confidence in ability gained from Ceramics 1. Creative planning process is relied on heavily as students begin to make individual decisions within the boundaries of the class assignment allowing a personal aesthetic to develop. Firing methods for student artwork include: offsite Wood Firing, outdoor Raku Firing, along with gas and electric kiln methods learned in previous Ceramics 1 class.

Ceramics 3 (Grades 10/11/12) #ART033
½ credit 5 periods (S)

**Prerequisite:** 80% average in Ceramics 2.

Students taking Ceramics 3 should be serious art students who will build their 3-D portfolios as a focus of this course. Students who have extensive understanding of the ceramic materials and techniques, along with a high degree of motivation, will be given a high degree of creative freedom within the assignments. Sketchbooks are valued and used regularly by Ceramic 3 students. Sculptural and functional work are the focus of this course. The goal is for students in Ceramics 3 to evolve into true ceramic artists who function independently within the studio environment.

Fibers & Crafts (Grades 9/10/11/12) #ART041
½ credit 5 periods (S)

**Prerequisite:** 80% average in Foundations of Art.

Fibers & Crafts is designed to gain a higher level of mastery on particular concepts and skills in traditional craft materials such as fibers, metals, ceramics, and glass. This course requires students to investigate a variety of craft media used in construction of both functional and decorative contemporary works of art. Sketchbooks are used as a part of the creative planning process to ensure high quality artwork is produced. By the end of the course, students should understand a vast array of fine craft/art vocabulary, concepts, and be technically sufficient in three-dimensional craft media.
Sculpture (Grades 9/10/11/12) #ART051

½ credit 5 periods (S)

Prerequisite: 80% average in Foundations of Art.

Sculpture course is designed for students to gain a higher level of mastery on specific concepts and skills relative to various sculpture materials. This course requires students to investigate a variety of sculpture media used in construction of both functional and decorative contemporary works of art. Materials may include: wire, plaster, cloth, wood, foam, clay, as well as recycled materials gathered by the teacher and students. Sketchbooks are used as a part of the creative planning process to ensure high quality artwork is produced. By the end of the course, students should understand a vast array of sculpture vocabulary concepts, and be technically sufficient in three-dimensional art materials.

Independent Art Studio (Grade 12) #ART024
(This course may not be selected by students)

½ credit 5 periods (S)

Prerequisite: a minimum grade of 80% in Art 2 and teacher recommendation.

This course will challenge art students to create a body of artwork that allows advanced technical exploration and individual expression. Students will have the opportunity to expand their creative thinking through idea and media experimentation while researching elements of art history and current art trends. Students will be engaged in ideas of perspective, full-ranged observational studies, media exploration, concept exploration, and sketchbook exploration. Students will also research and define an artist or movement and use the research to create a new concept of art that the students will use as the foundation for projects. Throughout the course students will develop a portfolio of artwork that represents the student’s artistic self.

Enrollment Information: Placement into this course is at the discretion of the art department.

IB Art (Grade 12) #IBO613

1 credit weight 1.10 5 periods (FY)

Prerequisite: Art 2

This IB elective is open to non-IB students who are interested in studying visual arts as well as to IB diploma candidates. The course description can be found in the International Baccalaureate section of the planning guide.
BUSINESS COURSES

**Introduction to Business (Grades 9/10) #BUS011**

½ credit 5 periods (S)

This course has been designed to introduce students to the functional areas of business including, but not limited to: decision making, accounting, marketing, discovering careers, career success, and business and technology tools (Microsoft Office Suite, Web Page Design, Web 2.0 tools, etc.). In addition, students will be using the latest technology to complete real-world projects. This course is perfect for students who are planning to take future courses in business as well as students who would just like to increase their overall business knowledge. Every aspect of this course has real-life application for all students.

This course is not a prerequisite for enrollment in other business courses.

**Accounting 1 (Grades 10/11/12) #BUS031**

1 credit 5 periods (FY)

Accounting 1 introduces the student to the orderly procedures of the accounting cycle and to specific problem solving within that cycle. It provides a background into the financial operation of a business. Emphasis is placed on the analysis of transactions for sole-proprietorship businesses. Students will be introduced to computerized accounting and use accounting software during the course. This is a valuable course for anyone planning to enter the business world after high school or college. It is also profitable for anyone considering a career in accounting. Two accounting courses are normally required for graduation if a college major in a business associated field is chosen. One third of all college majors end up in a field associated with business, such as marketing/sales, banking, insurance, real estate, law, financial management or accounting.

**Honors Accounting 2 (Grades 11/12) #BUS032**

1 credit weight 1.05 5 periods (FY)

**Prerequisite:** a minimum grade of 80% in Accounting 1.

This course concentrates on the various types of accounting systems such as partnerships and corporate accounting, and the systems and controls used in accounting. Included in this course are procedures of accounting for taxes, notes and drafts as well as the study and use of computerized accounting. Students will complete a simulation at the end of the course using both computerized and manual accounting concepts learned during the year. The course content is similar to what students would learn in 1st and 2nd year college Accounting Course.

**Honors Accounting 3 (Grade 12) #BUS033**

1 credit weight 1.05 5 periods (FY)

**Prerequisite:** a minimum grade of 75% in Honors Accounting 2 and a teacher recommendation.

Students will meet five times per week to utilize the computer, which will be their guided instructor throughout the course. Students will work at their own pace but will be required to meet teacher-appointed deadlines. Topics covered will be procedures used in the accounting systems of departmentalized, branch and manufacturing businesses, and not-for-profit organizations; analysis and interpretation of financial statements; and the role the computer plays in maintaining accounting records. Students will master and use the numeric keypad. The course content is similar to what students would learn in 2nd and 3rd year college Accounting Course.
Marketing (Grades 11/12) #BUS041
½ credit 5 periods (S)
Marketing is one of the largest and most exciting careers in business today. It is the business function that identifies customer needs and wants, determines which target markets the organization can serve best, and designs appropriate products, services, and programs to serve these markets. It guides the entire organization. This class has been developed to help students learn basic marketing skills and concepts with emphasis on selling, promotion, product/service management, pricing and distribution. Students will be introduced to real-world marketing activities by participating in authentic projects. Students will learn the fundamental marketing functions, analyze ethical and legal issues, recognize how technology is used in marketing, and acquire an in-depth knowledge on marketing-information, product/service management, advertising and selling functions.

**NOTE** – Students who have passed Open Campus Marketing Essentials for Business and Open Campus Sports and Entertainment Marketing are not eligible to take this course.

Sports and Entertainment Marketing (Grades 11/12) #BUS042
½ credit 5 periods (S)
**Prerequisite**: a minimum grade of 70% in Marketing.

Sports and Entertainment Marketing is a multi-billion-dollar industry that has a definite impact on the economy and is rapidly growing. Whether it’s the family vacation centered on a soccer tournament or the Orange Bowl for a national football championship, large sums of money are spent on sporting events and entertainment related products and services. In this class you will explore the intriguing world of sports and entertainment in the American culture. Sports and Entertainment Marketing is an extension of the Marketing course in which students will apply their introductory knowledge of marketing to these two specific industries. This course would interest those considering careers in marketing and advertising.

Honors Personal Financial Literacy (Grades 11/12) #BUS047
½ credit weight 1.05 5 periods (S)
This course addresses ADVANCED financial literacy skills at an ACCELERATED pace. This course is designed to provide students with a comprehensive overview of financial literacy skills and is recommended for students who enroll in Honors or AP courses.

Personal Money Management enables teenagers to understand complex money management skills that will empower them for a future of successful financial management. Students will learn financial skills using real-world problems and activities. Topics to be covered, but not limited to, include: life planning, credit and debt, educational planning, income and taxes, financial services, budgeting and spending, insurance, and investments. A strong emphasis will be placed on learning about stocks, bonds, and mutual funds. Students will have the opportunity to participate in H&R Block’s Budget Challenge, Economics Pennsylvania’s 10-week Stock Market Game, The Capital Hill Challenge, and InvestWrite competition.

**NOTE** - Students who have passed Personal Financial Literacy are not eligible to take this course. This course satisfies the Personal Financial Literacy graduation requirement.
**Personal Financial Literacy** (Grades 11/12) #BUS049

**Personal Financial Literacy (Virtual)** (Grades 11/12) #BUS049VT

½ credit 5 periods (S)

This course addresses **BASIC** financial literacy skills and is **NOT** recommended for students who enroll in Honors or AP courses. The virtual course is self-paced; however, students will be required to meet teacher-appointed deadlines.

Students will develop the fundamental financial skills related to money management, borrowing, earning power, investing basics, financial services, and insurance. This course will allow students to develop the knowledge and skills needed to make informed decisions as a consumer. Technological integrated learning experiences will be experienced throughout the course.

**NOTE** - Students who have passed the classroom Honors Personal Financial Literacy course are not eligible to take this course. This course satisfies the Personal Financial Literacy graduation requirement beginning with the Class of 2016.

**Cooperative Education – 10 Hour** (Grade 12) #BUS062

**Cooperative Education – 15 Hour** (Grade 12) #BUS063

1 or 2 credits 10/15 hours per week (FY) 1 Period (S)

Cooperative Education (Co-op) is a school-to-career program of study designed to assist students in making a smooth transition into the world of work. This course offers students opportunities to experience the work world firsthand while still in school and obtain credit for their efforts. During a normal school day, students selecting Cooperative Education will have school-based instruction for the first six periods of the day, and employability skills training and work release time during period seven. **Students will meet with their teacher one day a week during Period 7.** This program prepares students for paid work-based experiences with Lancaster County businesses and/or industries outside the traditional classroom setting in a matched job that links the student’s academic and career objectives. Learning is supervised and monitored by a certified cooperative education teacher/coordinator and an employer/mentor who assesses the student’s performance while on the job. Students who work ten hours per week will earn one credit, and those who work 15 hours per week will earn two credits.

**Entrepreneurship** (Grades 11/12) #BUS046

½ credit 5 periods (S)

This course is currently under curriculum review and the description is subject to change.

**Prerequisite:** a minimum grade of 70% in Accounting 1 or Marketing or teacher recommendation.

Have you ever wondered what it is like to run your own business? Do you dream of becoming an entrepreneur some day? Are you interested in pursuing a business degree in post-secondary education? Then this is the class for you! Besides classroom instruction, you will gain valuable “hands-on” experience by helping to manage and operate the Manheim Township High School Store. You will participate in the financial, management and sales/marketing teams working in both the classroom and the school store. From the start of the class, you will learn to develop business plans, hire and train employees done in collaboration with the full-time Learning support class, order, price, and stock inventory, choose and work with vendors, keep financial records, perform inventory audits, manage and provide customer service, advertise and promote the school store, plus more! Come and be a part of this unique learning experience.

**NOTE** - As a result of handling school funds and merchandise, student discipline records will be reviewed prior to enrollment.
Entrepreneurship I: Starting Your Business (Virtual) (Grades 10/11/12) #BUS050VT

½ credit 5 periods (S)
Do you dream of owning your own business? This course can give you a head start in learning about what you'll need to own and operate a successful business. Students will explore creating a business plan, financing a business, and pricing products and services.
Note: This course is an independent learning online elective. Students will be responsible for completing the coursework independently.

International Business: Global Commerce in the 21st Century (Virtual) (Grades 10/11/12) #BUS051VT

½ credit 5 periods (S)
From geography to culture Global Business is an exciting topic in the business community today. This course is designed to help students develop the appreciation, knowledge, skills, and abilities needed to live and work in a global marketplace. It takes a global view on business, investigating why and how companies go international and are more interconnected. The course further provides students a conceptual tool by which to understand how economic, social, cultural, political and legal factors influence both domestic and cross-border business. Business structures, global entrepreneurship, business management, marketing, and the challenges of managing international organizations will all be explored in this course. Students will cultivate a mindfulness of how history, geography, language, cultural studies, research skills, and continuing education are important in both business activities and the 21st century.
Note: This course is an independent learning online elective. Students will be responsible for completing the coursework independently.

Internship (Grades 11/12) #BUS 061

½ credit 90 hours (S)
An internship is a work-related experience for junior/senior students who wish to gain exposure to an occupational field of interest. The program provides students with the opportunity to interact with, observe, and assist individuals in business and professional work settings. The intent of the internship is to provide activities that will enable students to make informed career decisions. Students interested in this experience must register for the course during course selection, read the Internship Guidelines, and submit an application. Students who log 90 hours during the semester and meet all other requirements will earn ½ credit.
Over forty unique programs of study are available to students through the Lancaster County Career and Technology Centers. Through these programs, students can receive specific training in a field of interest and earn required certifications necessary to work in the field. Additionally, many of the programs include dual enrollment courses where students can earn college credit while completing their Mathematics and English courses at the CTC.

Manheim Township students participate in ½ day programs as a junior and full day programs as a senior. If you are interested in learning more about the Career and Technology Center programs, see the supplemental Pathways materials on the Course Selection of the website, visit www.lcctc.org, or make an appointment with your counselor. For those viewing this document online, the individual programs are linked to the Career and Technology Center webpages that describe the programs.

The application process for the CTC typically occurs in January of students’ sophomore and junior years. If any rising junior or senior is interested in attending the CTC but has not yet applied, they should contact their counselor immediately to see about any remaining openings. Rising freshman and sophomores should make note of the application timeframe and begin talking with their counselor to ensure they are on track for admission.

The available CTC Programs are listed on the following page.
**Half-Day CTC Programs** (Grades 11/12) #CTC001

3 credits  
appx. 3 1/2 hours per day (FY)

Students who have already applied to the Half-Day programs should select CTC001 during the course selection process while also selecting an English, Social Studies, Mathematics, and the CTC PE Contract course. The high school will enter the student’s specific program numbers in the fall when students begin attending. The CTC offers the following half-day programs for our students:

- Construction Cluster
- Culinary Cluster
- Health Care Cluster
- Manufacturing Cluster
- Transportation Cluster
- Visual Communications Cluster

**Full-Day CTC Programs** (Grade 12) #CTC002

6 credits  
appx. 6 1/2 hours per day (FY)

Students who have already applied to the Full-Day programs should select CTC002 during the course selection process while also selecting the CTC PE Contract Course. The high school will enter the student’s specific program numbers in the fall when students begin attending. The CTC offers the following full-day programs for our students:

- **Advanced Manufacturing Center**  
  Electromechanical Engineering Technology
  Sheet Metal Technology
  Welding Technology
  Precision Metals

- **Agriscience Center**  
  Large Animal Science
  Veterinary Assistant

- **Consumer Services Center**  
  Cosmetology
  Early Childhood Education

- **Construction Technologies Center**  
  Architectural CAD – Design
  Cabinet Making & Millwork
  Commercial Construction/Management
  Electrical Construction Technology
  HVAC/R
  Painting, Ceramic Tile & Vinyl
  Plumbing
  Residential Carpentry

- **Culinary Arts Center**  
  Baking & Pastry Arts
  Culinary Arts/Chef
  Event Planning & Tourism Services
  Management

- **Health Care Center**  
  Clinical Care Assistant (Hospital)
  Dental Assistant
  Medical Administrative Assistant
  Medical Assistant
  Nursing Assistant/Home Health Aide
  Sports Medicine

- **Information Technology Center**  
  Computer Systems Technology

- **Protective Services Center (at the Lancaster County Public Safety Training Center)**  
  Emergency Medical Services
  Fire Protection
  Law Enforcement, Corrections & Security
  Protective Services

- **Transportation Technologies Center**  
  Automotive Mechanics
  Automotive Technology
  Collision Repair
  Diesel Equipment Technology
  Highway Construction/Heavy Equipment
  Operation & Maintenance
  RV & Outdoor Power Equipment

- **Visual Communications Center**  
  Commercial Art
  Digital Design/Print Media
  Photography & Digital Imaging
Community Service (Grades 9/10/11/12)

\[ \frac{1}{4} \text{ credit per 25 hours of community service} \]

Manheim Township high school wishes to encourage and recognize students who are actively involved in community service. Students who are engaged in community service can be recognized with a \( \frac{1}{4} \) credit for every 25 hours of service they perform. While this credit will not count toward graduation requirements, it will appear on students' official transcripts as if it were an elective course. Credit will only be awarded for hours served during the high school years. Interested students should see their school counselor for more information and/or an application. The College and Career Center maintains a list of possible service opportunities.
ENGLISH COURSES

REQUIRED COURSEWORK

**Fundamentals of English 9** (Grade 9) #ENG001
**Fundamentals of English 10** (Grade 10) #ENG002KS
**Fundamentals of English 11/12** (Grades 11/12) #ENG003

1 credit 5 periods (FY)

Fundamentals of English is designed to assist students with reading comprehension and written language with the goal of providing students with the fundamental skills necessary to move into and be successful in the regular education program. Students will develop skills and receive instruction as appropriate in grammar, mechanics, vocabulary, structured sentence writing, structured paragraph writing, speaking, composition, and research (including completion of a research project and paper). Students will also read selections from the approved canon and will complete a modified curriculum developed from the curriculum of the traditional regular education course for that grade level. English 11/12 can be repeated for credit

**Enrollment Information:** To enroll in the course, students must have an IEP. Placement into the course is at the discretion of the special education staff.

**English 9** (Grade 9) #ENG011

1 credit 5 periods (FY)

**Registration Restriction:** Enrollment in this class is restricted to students identified to take Strategic Literacy 1 and/or scored Below Basic on the Reading or Writing PSSA in 8th Grade, or by recommendation of the 8th grade English teacher.

Freshman English is designed to offer intensive help to students struggling with grade level proficiencies in reading, writing, speaking and listening. The class is designed to meet the needs of students who are considering advancing to college preparatory courses. Activities in grammar, spelling, vocabulary, usage and composition will be an integral part of the course and will be designed to meet the needs of the students in the class. Required reading will be in accordance with the district-approved literary canon. **Students will be introduced to the research process and will be required to complete an informative research project.**

**College Prep English 9** (Grade 9) #ENG012

1 credit 5 periods (FY)

College Prep Freshman English serves as a transitional step from the development of basic skills in reading, writing, speaking and listening in the middle school to the application of those skills in appreciation of all literary forms in senior high school. The course is intended for freshmen who are considering college enrollment. Activities in grammar, spelling, vocabulary, usage and composition will be an integral part of the course and will be designed to meet the needs of the students in the class. Required reading will be in accordance with the district-approved literary canon. **Students will be introduced to the research process and will be required to complete a persuasive research project.**
Honors English 9 (Grade 9) #ENG013

1 credit  weight 1.05  5 periods (FY)

The Honors English 9 course is designed for those students who already possess interest and motivation in the discipline of language arts and receive a recommendation from their 8th grade Language Arts teacher; students must also complete a summer reading assignment. As in all English courses, activities in grammar, vocabulary, usage and composition are an integral part of the curriculum. In this course, however, the study of language is integrally related to the study and analysis of literature. Students who choose this level of study will most likely proceed through the Honors courses to Advanced Placement courses in the junior and senior years although other acceptable options are available at all grade levels. **Students at this level must complete an extensive, persuasive research project.**

English 10 (Grade 10) #ENG021KS

1 credit  5 periods (FY)

**Registration Restriction:** Enrollment in this class is restricted to students who previously took Strategic Literacy 1 or took English 9 (ENG011) and earned less than 75%.

Sophomore English offers intensive help to students struggling with grade level proficiencies in reading, writing, speaking and listening. The class is designed to meet the needs of students who are considering advancing to college preparatory courses in the future. Sophomore English is an overview of world literature from either a genre or world literature perspective. In the former, emphasis is placed upon short stories, non-fiction, poetry, drama and the novel; in the latter, emphasis is placed upon a survey of literature from various cultures, past to present. Continued instruction in grammar, spelling, vocabulary, usage and composition will be an integral part of the course. Required reading will be in accordance with the district-approved literary canon. **Students will be required to complete a persuasive research project.** **Students enrolled in this course will be required to take the Keystone Exam at the completion of the course.**

College Prep English 10 (Grade 10) #ENG022KS

1 credit  5 periods (FY)

College Prep Sophomore English is an overview of world literature from either a genre or world literature perspective. In the former, emphasis is placed upon short stories, non-fiction, poetry, drama and the novel; in the latter, emphasis is placed upon a survey of literature from various cultures, past to present. The course is intended for sophomores who are seriously considering enrolling in college after high school. Continued instruction in grammar (as needed), spelling, vocabulary, usage and composition will be an integral part of the course. Reading will be in accordance with the district-approved literary canon. **Students complete a literary analysis and criticism research project. Students enrolled in this course will be required to take the Keystone Exam at the completion of the course.**
Honors English 10 (Grade 10) #ENG023KS

1 credit weight 1.05 5 periods (FY)

**Prerequisite:** successful completion of College Prep English 9 or Honors English 9. Students who select this course after College Prep English 9 are recommended to have had a minimum grade of 85%, or teacher recommendation. A minimum grade of 80% in Honors English 9 is recommended to continue in Honors English 10. **Students must complete a summer reading of, and paper on, one of three novels.**

The Honors English 10 course is designed for those students who have succeeded in their freshman year of study and want to continue with a rigorous program of English instruction. Grammar, vocabulary, usage and composition are taught on an as-needed basis, assuming that students in this course already possess a working knowledge of the language. Literature study includes selections from the world’s masterpieces as well as a number of required full-length texts. Students who successfully complete this course will most likely opt for Advanced Placement Language and Composition, IB English I or Honors English II in their junior year although other acceptable options are available at all grade levels. **Students will complete an extensive a literary analysis and criticism research project. Students enrolled in this course will be required to take the Keystone Exam at the completion of the course.**

English 11 (Grade 11) #ENG031

1 credit 5 periods (FY)

**Registration Restriction:** Enrollment in this class is restricted to students who previously took Strategic Literacy 1 or took English 10 (ENG021S) and earned less than 75%.

Junior English offers intensive help to students struggling with grade level proficiencies in reading, writing, speaking and listening. The class is designed to meet the needs of students who are considering advancing to college preparatory courses in the future or considering a senior year placement at the Career and Technology Center. Junior English is primarily a course in the study of American literature and in composition based on literary study. Grammar, spelling, vocabulary, usage and composition are taught as needed and as they relate to the literature under consideration. Required reading will be in accordance with the district-approved literary canon. **Students will be required to complete a research project.**

College Prep English 11 (Grade 11) #ENG032

1 credit 5 periods (FY)

College Prep Junior English is primarily a course in the study of American literature and in composition based on literary study. The course is intended for juniors who are considering enrolling in college after high school. Grammar, spelling, vocabulary, usage and composition are taught as needed and as they relate to the literature under consideration. Required reading will be in accordance with the district-approved literary canon. **Students will be required to complete a research project.**
Honors English 11 (Grade 11) #ENG033

1 credit

Prerequisite: successful completion of College Prep English 10 or Honors English 10. Students who select this course after College Prep English 10 are recommended to have had a minimum grade of 80%. A minimum grade of 75% in Honors English 10 is recommended to continue in Honors English 11.

The Honors English 11 course is designed for those students who have succeeded in their sophomore year of study but who do not wish to attempt Advanced Placement Language and Composition. Grammar, vocabulary, usage and composition are taught on an as-needed basis, building upon the instruction provided in the freshman and sophomore years. Literature study includes selections from the masterpieces of American literature, as well as a number of required full-length texts. Students who successfully complete this course may opt for Advanced Placement Literature and Composition, Western Literature and Thought, or Honors English 12 in their senior year. Students must complete an extensive research project.

Advanced Placement English Language and Composition (Grade 11/12) #ENG037

1 credit

Prerequisite: 10th grade teacher recommendation and students who select this course are recommended to have had a minimum grade of 85% in Honors English 10. A minimum grade of 90% is recommended for students wishing to enter AP from College Prep English 10.

Advanced Placement English Language and Composition is offered in lieu of English 11. The course is a seminar that encourages independent thinking and research through discussion and writing about representative works of American literature. The writing component emphasizes the expository, analytical and argumentative writing that forms the basis of academic and professional communication as well as the personal and reflective writing that fosters the development of writing facility in any context. Its purpose is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. Many colleges award credit and/or placement if a student scores satisfactorily on the Advanced Placement Examination, which is given nationwide in May. Students must complete two summer reading/writing assignments before the beginning of the course.

Honors American Studies in Context (Grade 11) #ENG034

1 credit

This course is offered in lieu of English 11. As an interdisciplinary course, this course is designed to supplement and integrate materials of American history from 1850 to present day, using primary and secondary texts from non-fiction, literature and media studies. Masterpieces of the American academic and folk canons will be studied. This course will examine events, people and art of the US American experience within its cultural context, as a reading and writing intensive, interdisciplinary experience. Students will read, write and study language as prescribed by the traditional English classroom; however, research projects will largely incorporate literary, media or other material cultural analysis and synthesis.
IB English Year 1 (Grade 11) #IBO111

1 credit weight 1.10 5 periods (FY)

Students participating in the International Baccalaureate Diploma Program during their junior year will satisfy their 11th grade English graduation requirements through the completion of this course. This course may also be elected by students who are not participating in the International Baccalaureate Diploma Program if they satisfy the entrance requirements for the program. The course description can be found in the International Baccalaureate section of the planning guide.

English 12 (Grade 12) #ENG041

1 credit 5 periods (FY)

**Registration Restriction:** Enrollment in this class is restricted to students who previously took English 11 (ENG031) and earned less than 75%.

Senior English offers intensive help to students struggling with grade level proficiencies in reading, writing, speaking and listening. The class is designed to meet the graduation requirements of students who are not intending immediate enrollment in college after high school. Senior English is primarily a course in the study of English literature and in composition based on literature studies. Grammar, spelling, vocabulary, usage and composition are taught as needed and as they relate to the literature under consideration. Required reading will be in accordance with the district-approved literary canon. **Students in this course must complete a research project.**

College Prep English 12 (Grade 12) #ENG042

1 credit 5 periods (FY)

College Prep Senior English is primarily a course in the study of English literature and in composition based on literature studies. The course is intended for seniors who are planning to enroll in college. Grammar, spelling, vocabulary, usage and composition are taught as needed and as they relate to the literature under consideration. Required reading will be in accordance with the district-approved literary canon. **Students in this course must complete a research project.**

Honors English 12 (Grade 12) #ENG043

1 credit weight 1.05 5 periods (FY)

**Prerequisite:** successful completion of College Prep English 11 or Honors English 11. Students who select this course after College Prep English 11 are recommended to have had a minimum grade of 80%. A minimum grade of 75% in Honors English 11 is recommended to continue in Honors English 12.

The Honors English 12 course is designed for those students who have succeeded in their junior year of study but who do not wish to attempt Advanced Placement Literature and Composition or Western Literature and Thought. Grammar, vocabulary, usage and composition are taught on an as-needed basis, assuming that students already possess a working knowledge of the language. Literature study includes selections from the masterpieces of British Literature as well as a number of required full-length texts. Students who successfully complete this course will be prepared for a rigorous college freshman composition/literature course. **Students must complete an extensive research project.**
Honors Western Literature and Thought (Grade 12) #ENG045

1 credit

weight 1.05

5 periods (FY)

**Prerequisite:** 11th grade teacher recommendation and a minimum grade of 75% in Honors English 11 or 80% in College Prep English 11.

This course is offered in lieu of regular English 12. The central themes of the course are Westerners' search for meaning through the ages, and the vision of tragedy with most emphasis on the Hebrews, Greeks, Middle Ages, the Renaissance and 20th century culture. The purpose of all phases of the course—lecture, reading, discussion, composition—is to enable the student to realize through an acquaintance with the ideas, art, architecture, literature and music of the West, that other people in other times have asked “Who am I? From where have I come? What is the meaning of life? What have I created?” In addition, emphasis is placed on the students' achieving a greater understanding of literature, music and art as creative forms. Selections from the Old Testament, Greek plays, *King Lear*, *Macbeth*, *Waiting for Godot* and *England in Literature* are some of the works read. Students who have a strong interest in the arts, enjoy challenging reading and can participate confidently in class discussions are well suited for this course. Competent research skills and writing skills are also necessary to succeed.

Advanced Placement English Literature and Composition (Grade 11/12) #ENG047

1 credit

weight 1.10

5 periods (FY)

**Prerequisite:** 11th grade teacher recommendation and students who select this course are recommended to have had a minimum grade of 85% in Honors English 11 or successfully completed AP English Language and Composition.

Advanced Placement English Literature and Composition is offered in lieu of English 12. The course is a seminar that encourages independent thinking and research through discussion and writing about representative works of literature from several genres and periods. As recommended by the College Board Commission on Advanced Placement, the course emphasizes the development of the skills of critical analysis and the appreciation of literature that is rich in language and thought. Many colleges award credit and/or placement for satisfactory scores on the Advanced Placement Examination that is given nationwide in May. Students must complete two summer reading/writing assignments before the beginning of the course.

IB English Year 2 (Grade 12) #IBO112

1 credit

weight 1.10

5 periods (FY)

This course for Seniors in the IB program is a continuation of IB English Year 1. The course description can be found in the International Baccalaureate section of the planning guide.
ENGLISH LANGUAGE LEARNERS

English I (Grades 9/10/11/12) #ENG081
2 credits

English II (Grades 9/10/11/12) #ENG082
5 periods (FY)

English III/IV (Grades 9/10/11/12) #ENG083
1 credit
5 periods (FY)

Registration Restriction: Enrollment in this class is restricted to students who are currently identified as having Limited English Proficiency. The ELL Teacher will assign the students to one of the four classes depending on the student’s needs.

These English classes are specially designed to meet the language arts needs of students whose first language is not English. Students will learn the skills of listening, speaking, reading and writing at the beginning, intermediate and advanced levels and learn to apply these skills to other subject areas. They will also learn English for life skills and American acculturation.

NOTE: These courses CANNOT be used to satisfy the students’ English course requirements toward graduation.
ENGLISH ELECTIVE COURSES

Elective courses may **not** be substituted for the regular English requirements. All elective courses are offered based on student interest/class enrollment.

**Media Literacy** (Grades 10/11/12) #ENG050

½ credit

5 periods (S)

Media is a powerful influence on our understanding of the world and the way it functions. It affects how we perceive others and ourselves. This course will help students develop a critical approach to understanding the media that surrounds them every day; i.e., social networking, the Internet, television, film, radio, photographs, newspapers, magazines and advertising. Through in-class screenings, interactive media demonstrations and the creation of their own media projects, students will learn to make sense of and control their media environments.

**Public Speaking 1** (Grades 10/11/12) #ENG051

½ credit

5 periods (S)

This one-semester elective is designed to familiarize students with the most common speech situations and to facilitate students’ ability to adjust to a given situation confidently. Students will participate in multiple and varied speeches and speech situations to improve in four tenants of speech-giving skills: voice, body, content, and delivery. Students are guided to a better and more practical understanding of their speaking potential. **Depending upon staffing availability, this class might not be offered every year.**

**Public Speaking 2** (Grades 10/11/12) #ENG052

½ credit

5 periods (S)

**Prerequisite:** successful completion of Public Speaking 1

This one-semester elective is designed for students who have mastered the fundamentals of public speaking. Activities include more difficult speeches, speaking in front of larger audiences, and contests. Students will improve and hone their skills in this extremely important life skill. **Depending upon staffing availability, this class might not be offered every year.**

**Composition 1** (Grades 9/10/11) #ENG055

½ credit

5 periods (S)

This one-semester elective is designed for those students who desire to improve their writing skills. Through the use of the writing process, the course will cover the entire writing experience, including invention, planning, drafting, revising, editing, proofreading and publishing. Additional instruction in the usage and mechanics of Standard Written English will be an integral part of the course. **Depending upon staffing availability, this class might not be offered every year.**
Composition 2 (Grades 9/10/11) #ENG056

½ credit 5 periods (S)

Registration Restriction: Recommendation of current English teacher is required.

Advanced Composition is a one-semester elective for students who have mastered the basic skills of grammar and composition and who are ready to write longer, more complex papers. Students will strive for competence in writing well-organized expository, descriptive, narrative and persuasive essays, including the explication of both poetry and prose. Time will also be devoted to mastering those composition skills that students in the class may require. These items may include, but are not limited to, subordination, parallelism, clarity and coherence, sentence variety, transitions within and among paragraphs and standard English usage. Depending upon staffing availability, this class might not be offered every year.

Drama (Grades 9/10/11/12) #ENG057

½ credit 5 periods (S)

Acting, set design, make-up, lighting, sound, directing, playwriting: there’s a lot that goes into the process of bringing theatre to life. This drama class will explore the elements of sound, movement, and theatre. Students will practice and perform monologues, dialogues, and larger scenes. Elements of technical theatre will also be studied and practiced, opening students to all the magic behind the scenes. Additionally, improvisational theatre will be performed regularly to allow students to find their own voice. Students are evaluated on creation, performance, and response. Drama class is not just for aspiring actors; it’s for anyone interested in delving into the magic of theatre.

Journalism 1 (Grades 9/10/11/12) #ENG065

½ credit 5 periods (S)

Prerequisite: a minimum 80% average in English 9, 10 or 11. Freshmen will be admitted upon the recommendation of their eighth grade English teacher and a B average in English.

This introductory course teaches appreciation for the relevancy of the news media as a resource and as a tool for creating an informed and active citizenry. Students will explore the rise of multimedia journalism and how the Internet is altering the media landscape. The content includes use of journalistic language, interviewing and newsgathering skills, writing styles and editing techniques in composing news, features, sports and editorials, as well as learning ethical and legal considerations in journalism. The writing students produce will be considered for publication in Hi-Lite, the online student publication.

Journalism 2 (Grades 9/10/11/12) #ENG066

½ credit 5 periods (S)

Prerequisite: successful completion of Journalism 1 and teacher recommendation.

In a newsroom-type setting, students will utilize the skills learned in Journalism I to help produce content for Hi-Lite, the online student publication. Students will continue to hone their writing, interviewing, newsgathering, and multimedia storytelling skills. They will assume more responsibilities for producing Hi-Lite, including editing stories, posting stories online, and helping to make editorial decisions.
Journalism 3 (Grades 10/11/12) #ENG067

½ credit 5 periods (S)

Prerequisite: successful completion of Journalism 2 and teacher recommendation.

In a newsroom-type setting, students will continue to hone the skills introduced in Journalism I and further developed in Journalism 2. Students begin assuming leadership roles as editors in charge of managing a staff, while continuing to gather news, write, edit, and produce multimedia story packages.

Journalism 4 (Grades 10/11/12) #ENG068

½ credit 5 periods (S)

Prerequisite: successful completion of Journalism 3 and teacher recommendation.

In a newsroom-type setting, students will continue to write, edit, and produce multimedia story packages, but by now they will have solidified their roles as editors in charge of every aspect of producing an online publication, including conducting daily and weekly staff meetings. Students will keep the content and visual appeal of the website up to date by incorporating the latest in website design and technology.

Creative Writing 1 (Grades 10/11/12) #ENG061

½ credit 5 periods (S)

Prerequisite: a minimum grade of 80% in English 9, 10, or 11 or a teacher recommendation.

This semester elective is open to students who meet the prerequisites listed below and are enthusiastic about developing their skills as practitioners of the art of creative writing and in understanding their relationship between careful reading and good writing. The course will involve the reading of representative shorter works by established authors to help students develop a critical sense. The main focus of the course will involve writing in a workshop format that will deal with drafting, revising and publishing the students’ own works in poetry and fictive prose. Students will be assessed on both their critical and creative performance using pre-established and corrective rubrics as well as the Pennsylvania Writing Assessment Holistic Scoring Guide.

Creative Writing 2 (Grades 10/11/12) #ENG062

½ credit 5 periods (S)

Prerequisite: successful completion of Creative Writing 1 or permission of the instructor.

Students in this course will analyze the “how” of written communication, from literary technique to publication, investigating models of literary technique and effects, and genre structures more intensely than in Creative Writing 1. As a natural extension to Creative Writing 1, this course is writing intensive, and students will be creating and experimenting with the application of literary tools, from technique to structures, to establish a desired effect in mood, tone and overall literary art. Consequently, students will be encouraged to specialize in a genre, conduct guided investigation in published models, self-select reading and produce original works. A substantial portfolio of revised, polished work for entry-level publication is expected.
Mythology and Folklore: Legendary Tales (Virtual) (Grades 10/11/12) #ENG070

½ credit

5 periods (S)

Since the beginning of time, people have gathered around fires to tell stories of angry gods, harrowing journeys, cunning animals, horrible beasts, and the mighty heroes who vanquished them. Mythology and folklore have provided a way for these colorful stories to spring to life for thousands of years. Mythology and Folklore: Legendary Tales will illustrate how these famous anecdotes have helped humans make sense of the world. Beginning with an overview of mythology and different types of folklore, you will journey with age-old heroes as they slay dragons, outwit gods, defy fate, fight endless battles, and outwit clever monsters with strength and courage. You'll explore the universality and social significance of myths and folklore and see how these powerful tales continue to shape society even today.

Note: This course is an independent learning online elective. Students will be responsible for completing the coursework independently.
FAMILY AND CONSUMER SCIENCE COURSES

ELECTIVE COURSES

Food Science & Nutrition (Grades 9/10/11/12) #FCS021

½ credit
5 periods (S)

This one-semester course is designed to provide hands-on experience in the kitchen while introducing basic nutrition concepts. The course emphasizes food and kitchen safety, culinary preparation, personal nutrition and the macro nutrients: carbohydrates, fats, and proteins.

Note: Successful completion of this course counts toward the STEM requirement.

Advanced Food Science & Nutrition (Grades 10/11/12) #FCS023

½ credit
5 periods (S)

Prerequisite: Completion of Food Science & Nutrition (formerly Basic Nutrition) with at least 70%.

This course examines the micro nutrients: vitamins, minerals, and phytochemicals, forms of matter, fermentation, food safety, and mixtures. Current research on diet-related illnesses are explored. Students will explore food science principles in a hands-on environment.

Note: Successful completion of this course counts toward the STEM requirement.

Child Development (Grades 10/11/12) #FCS030

½ credit
5 periods (S)

This course explores the family dynamics of having children. Prenatal development including birth defects is studied. The course focuses on the physical, intellectual, social and emotional development of the child from birth through age three. Parenting techniques are also explored. Students participate in a simulated parenting role. This course is recommended to students who are interested in pursuing a career in Early Childhood Education, Elementary Education, Child Psychology or related fields dealing with children.

Textile Design (Grades 9/10/11/12) #FCS041

½ credit
5 periods (S)

The first half of this course focuses on the basics of the fashion industry. Students will focus on the journey from a fashion concept to an actual garment, looking at textile construction, elements and principles of design, and factory finishing of popular clothing brands. Students will also learn about the history of fashion throughout the 20th century. The second half of the course focuses on machine and traditional handwork construction techniques to create both wearable and non-wearable fabric arts. Student projects in the past have included nine patch pillows, pajama shorts or pants, stuffed animals, and various independently done projects. Projects may vary by year depending on class ability/time. This course is recommended for students who are interested in the fashion industry (design, retailing, merchandising) as well as students who are interested in learning to sew. Students are required to purchase fabric, thread, and other notions for projects from outside sources, outside of school time.
GIFTED & TALENTED PROGRAM

Student participation in the Gifted & Talented program is determined by the Gifted IEP process. To participate in the courses below, students must qualify as Gifted and have an active Gifted Individual Education Program that identifies the goals students will be attempting to achieve through the offerings below.

**Gifted Monitor** (Grade 9,10,11,12) #GFT004

0 credit 0 periods (FY)

The Gifted Monitor class is for students that qualify as gifted and have an active Gifted Individual Education Program. This class does not consist of instruction but does assign a case manager to the individual student.
The International Baccalaureate (IB) Diploma Programme offers highly motivated students the opportunity to earn an internationally recognized IB Diploma. The International Baccalaureate Organization is a worldwide consortium of schools offering a comprehensive program that emphasizes interdisciplinary learning, rigorous academic standards, international-mindedness, and a holistic approach to student learning. Students who enroll in the program will take an intensive, highly structured curriculum in their junior and senior years. More information about the International Baccalaureate organization is available at www.ibo.org. Specific details about the program at MTHS is available at www.mtwp.net/ib.

**Information for Rising 9th and 10th graders:**
While the IB program is exclusively for 11th and 12th graders, 9th and 10th graders interested in the program have special scheduling considerations. A minimum expectation of students entering the IB program is an average of 85 percent in each of the disciplines (math, science, social studies, English, world languages, and the arts). Students enrolling in the IB program will need as a prerequisite a minimum of three years of a World Language (German, French or Spanish); meaning they must have taken a language in middle school and continued that study with level 2 and 3 during the freshman and sophomore year respectively. Freshman and Sophomores interested in IB should consider taking graduation requirements such as Health before their junior year to allow more flexibility in scheduling for their junior and senior years. Students should have completed Algebra 1, Algebra 2 and Geometry. Health credits could be earned through summer school; Personal Financial Literacy is also offered as a summer school course or could be satisfied by taking IB Economics.

Students apply to the program in December of their sophomore year. The application process is not intended to discourage students from entering IB, but to ensure incoming students understand the rigors, expectations, and intents of the IB program and to assess each candidate’s level of preparation for the program. Applications will include a review of student transcripts, teacher recommendations, parental statement of intent, an essay, and an interview with IB faculty.

**Information for Rising 11th Graders:**
The International Baccalaureate Diploma Programme at Manheim Township High School is a cross-curricular program designed to allow students to earn the IB Diploma. **Students who have applied and been accepted into the MTHS IB Diploma program will be given priority during scheduling; however any student who meets the criteria for entrance into the program may elect IB courses.** Non-diploma students should also select a traditional course as an alternate because there will only be a limited number of spots available in the IB courses. Students accepted into the diploma program are strongly encouraged to consult the IB Coordinator regarding their course selections.

**International Baccalaureate Course Offerings**
- IB Theory of Knowledge
- IB English
- IB World Languages (French, German, Spanish)
- IB Social Studies (History, Economics)
- IB Science (Chemistry SL, Physics SL & HL, & Biology SL & HL)
- IB Mathematics
- IB “Electives” (Visual Arts, Music, Theater)
**IB Theory of Knowledge - Part 1 (Grade 11) #IBO001**

½ credit  
weight 1.10  
4 periods (S-Spring)

Students pursuing the IB diploma enroll in The Theory of Knowledge course for spring of their junior year and fall of their senior year. Theory of Knowledge is central to the educational philosophy of the International Baccalaureate program. It utilizes an interdisciplinary approach with the aim of developing coherence in learning and knowledge. It challenges students to reflect on diverse ways of knowing and areas of knowledge, to understand and empathize with the viewpoints of others, and to consider the role which knowledge plays in a global society. It encourages students to become aware of themselves as thinkers, to consider the complexity of knowledge, and to recognize the need to act responsibly in an increasingly interconnected world.

**IB Theory of Knowledge - Part 2 (Grade 12) #IBO002**

1 credit  
weight 1.10  
4 periods (S-Fall)

A continuation of IB Theory of Knowledge – Part 1, this course is required for Senior IB students.

**IB English Year 1 (Grade 11) #IBO111**

1 credit  
weight 1.10  
5 periods (FY)

**Prerequisite:** Acceptance into the IB Diploma Programme or a minimum grade of 85% in Honors English 10.

Designed for students pursuing the IB diploma, IB English Year 1 can be taken in lieu of the 11th grade English requirement. The course is aimed at developing an understanding of the techniques involved in literary criticism and promoting the ability to form independent literary judgments. To this end, the course will examine a diverse range of literature from various cultures, with an emphasis on English literature. Study will include perspectives on genre, historical context, close reading, and comparative literature. Students will be encouraged to develop their writing voice as they write in response to literature. Attention will be given to compositional style and to the conventions of academic writing. The course involves summer assignments completed prior to junior year.

**IB English Year 2 (Grade 12) #IBO112**

1 credit  
weight 1.10  
5 periods (FY)

This course for Seniors in the IB program is a continuation of IB English Year 1.
IB French Language B Year 1 (Grade 11) #IBO121
Replaces Former Course: French 4

1 credit weight 1.10 5 periods (FY)

Prerequisite: Completion of French 3 or demonstration of equivalent proficiency through placement exam.

Designed for students pursuing the IB diploma and other students who are pursuing academic study of World Language, this course represents the fourth course in the French sequence of study. This course prepares students to learn and use French to communicate about a wide variety of personal and social topics through listening, reading, writing, and speaking. Through their use of a second language, students will develop personal understanding of contemporary global issues affecting society. The topics presented in the course are aimed at promoting understanding of a different point of view, enabling students to see themselves as members of a global society, and seeking solutions to issues affecting local and global society. Students will learn to appreciate the different perspectives unique to the French language and culture of French speaking societies.

IB French Language B Year 2 (Grade 12) #IBO122

1 credit weight 1.10 5 periods (FY)

This course for seniors in the IB program is a continuation of IB French Year 1.

IB German Language B Year 1 (Grade 11) #IBO131
Replaces Former Course: German 4

1 credit weight 1.10 5 periods (FY)

Prerequisite: Completion of German 3 or demonstration of equivalent proficiency through placement exam.

Designed for students pursuing the IB diploma and other students who are pursuing academic study of World Language, this course represents the fourth course in the German sequence of study. This course prepares students to learn and use German to communicate about a wide variety of personal and social topics through listening, reading, writing, and speaking. Through their use of a second language, students will develop personal understanding of contemporary global issues affecting society. The topics presented in the course are aimed at promoting understanding of a different point of view, enabling students to see themselves as members of a global society, and seeking solutions to issues affecting local and global society. Students will learn to appreciate the different perspectives unique to the German language and culture of German speaking societies.

IB German Language B Year 2 (Grade 12) #IBO132

1 credit weight 1.10 5 periods (FY)

This course for seniors in the IB program is a continuation of IB German Year 1.
IB Spanish Language B Year 1 (Grade 11) #IBO141

1 credit
weight 1.10
5 periods (FY)

Prerequisite: Completion of Spanish 3 or demonstration of equivalent proficiency through placement exam.

Designed for students pursuing the IB diploma and other students who are pursuing academic study of World Language, this course represents the fourth course in the Spanish sequence of study. This course prepares students to learn and use Spanish to communicate about a wide variety of personal and social topics through listening, reading, writing, and speaking. Through their use of a second language, students will develop personal understanding of contemporary global issues affecting society. The topics presented in the course are aimed at promoting understanding of a different point of view, enabling students to see themselves as members of a global society, and seeking solutions to issues affecting local and global society. Students will learn to appreciate the different perspectives unique to the Spanish language and culture of Spanish-speaking societies.

IB Spanish Language B Year 2 (Grade 12) #IBO142

1 credit
weight 1.10
5 periods (FY)

This course for seniors in the IB program is a continuation of IB Spanish Year 1.

IB History Year 1 (Grade 11) #IBO211

1 credit
weight 1.10
5 periods (FY)

Prerequisite: Acceptance into the IB Diploma Programme or a minimum grade of 85% in AP World History.

Designed for students pursuing the IB diploma, IB History Year 1 can be taken by any student in lieu of the U.S. History requirement. This course aims at developing depth of historical understanding and the ability to comprehend, interpret and evaluate historical events and documents. The course will explore the evolution of our complex global society as the culmination of interdependent events. Year one of IB History includes a regional focus on the Americas. The course also lays the groundwork for IB History Year 2, which will examine modern and contemporary world topics such as World Wars I and II, the Arab-Israeli conflict, and post-World War II independence and nationalist movements in Africa, Asia and Europe. Throughout the program, students will be exposed to an array of historical documents and will learn how to effectively interpret and analyze these sources. IB History will foster a respect for other cultures and will prepare students to become successful global citizens. The course involves summer assignments completed prior to junior year.

IB History Year 2: (Grade 12) #IBO212

1 credit
weight 1.10
5 periods (FY)

This course for seniors is a continuation of IB History Year 1. It examines modern and contemporary world topics such as World Wars I and II, the Arab-Israeli conflict, and post-World War II independence and nationalist movements in Africa, Asia and Europe.
IB Economics (Grade 11/12) #IBO213

1 credit

weight 1.10

5 periods (FY)

The course seeks to develop an appreciation of how economic choices impact individuals and societies and explores the economic interactions between individuals, groups, businesses, and nations. Students will seek an understanding of microeconomic and macroeconomic theories and their real-world applications. This course targets international perspectives as it seeks to foster a concern for global development issues and raises students’ awareness of their own responsibilities at a local, national, and international level. IB Economics also addresses issues of personal economic decision-making, such as money management, borrowing, investing, and financial services. While designed for students pursuing the IB diploma, this course is open to any student interested in an advanced approach to economics. IB Economics also satisfies the Personal Financial Literacy graduation requirement.

IB Economics is open to ALL STUDENTS.

IB Physics SL (Grade 11/12*) #IBO421

1 credit

weight 1.10

6 periods including lab period (FY)

Prerequisite: Acceptance into the IB Diploma Programme or a minimum grade of 85% in Honors Physical Science, Honors Algebra 2 and enrollment in or successful completion of CP Prep Trigonometry (MTH041).

Designed for students pursuing the IB diploma, IB Physics can be taken by any student in lieu of Honors Physics. In IB Physics students will explore how the physical universe works. Topics will include Newtonian mechanics, thermostatics, waves, electricity & magnetism (including fields and forces), and some topics in modern physics (such as the atom, nuclear reactions, and climate change). Laboratory experiences will help develop the ability to question, investigate, analyze, and evaluate the physical laws of the universe. The course will provide opportunities to develop skills and methods used by the international community of scientists.

NOTE: It is recommended that most IB students enroll in IB Physics senior year and IB Chemistry junior year. Exceptional cases should see the IB Coordinator for individual planning.

IB Physics HL (Grade 12) #IBO422

1 credit

weight 1.10

6 periods including lab period (FY)

Prerequisite: successful completion of College Prep or Honors Physical Science, Algebra 2, Geometry and enrollment in or successful completion of Trigonometry. Students who select this course after College Prep Physical Science or College Prep Algebra 2 are recommended to have had a minimum grade of 85% in those courses. All students will have summer course work to complete in order to prepare for the course.

Designed for The IB Diploma Programme physics higher level course exposes students to this most fundamental experimental science, which seeks to explain the universe itself—from the very smallest particles to the vast distances between galaxies. Students develop traditional practical skills and techniques of mathematics, the language of physics. This course will run in parallel with AP Physics 1 and AP Physics 2. It cannot be taken by students who take IB Physics SL. IB Physics SL and IB Physics HL are not sequential courses.
**IB Chemistry SL (Grade 11*/12) #IBO411**

1 credit  
weight 1.10  
6 periods including lab period (FY)

**Prerequisite:** Acceptance into the IB Diploma Programme or a minimum grade of 85% in Honors Physical Science.

Designed for students pursuing the IB diploma, IB Chemistry can be taken by any student. The course includes all the topics traditionally included in Chemistry courses including thermodynamics, acids and bases, redox, and organic chemistry. Beyond content, students will also learn to think scientifically as they develop and test ideas in extensive lab work. Students will learn to be creative, self-initiated thinkers and to appreciate the work others have contributed to grow global science knowledge and our understanding of our world.

It is recommended that most IB students enroll in IB Physics senior year and IB Chemistry junior year. Exceptional cases should see the IB Coordinator for individual planning.

**IB Biology SL (Grade 11/12) #IBO431**

1 credit  
weight 1.10  
6 periods including lab period (FY)

**Prerequisite:** Acceptance into the IB Diploma Programme and completion of Honors Biology and Honors Chemistry, or IB Chemistry or teacher recommendation and an 85% from College Prep Biology and Chemistry.

IB Biology is designed for students wanting a second year advanced biology course. The class is offered in conjunction with AP Biology. A practical approach is used throughout IB Biology with evidence of observation and experimentation, as students analyze data and critically think about the scientific processes (not just one scientific method). Students will be developing investigative science skills through experimental design and collaboration with others. Students will explore scientific and technological concepts using moral, ethical, social, economic, and environmental implications, understanding the limitations of science and its overarching nature. Basic biological concepts throughout this course include Structure and Function, Universality versus Diversity, Equilibrium within Systems, and Evolution.

**IB Biology HL/Advanced Anatomy and Physiology (Grade 12) #IBO432**

1 credit  
weight 1.10  
5 periods per week (FY)

**Prerequisite:** Minimum grade of 85% in Biology and a recommended grade of at least 85% in Chemistry.

This course will provide students with an understanding of the form and function of the human body through detailed discussion of anatomy and the chemical physiology which allows the body to function. Students will use dissection and laboratory activities to analyze data and determine structure and function relationships through comparative anatomy. This course also includes neurobiology and animal behavior. Students in this course should be interested in moving into fields of scientific study and should have successfully completed (recommended 85% or higher) in Biology and should be concurrently enrolled in, or have successfully completed Chemistry. Additionally, this course in conjunction with IB Biology SL, will satisfy the requirements for IB Biology HL.
**IB Mathematics Year 1 (Grade 11) #IBO311**

1 credit  
weight 1.10  
5 periods (FY)

**Prerequisite:** Acceptance into the IB Diploma Programme or a minimum grade of 85% in Honors Algebra 2 and Honors Geometry.

Designed for students pursuing the IB diploma, IB Mathematics can be taken by any student in lieu of Honors Trigonometry and Pre-Calculus AB or BC. The IB Mathematics Year 1 course will cover concepts in Precalculus and Trigonometry, and will prepare students for further study of Calculus and Statistics and Probability in IB Mathematics Year 2. Students will be expected to apply mathematical concepts to solve problems and to model real life situations. Attention will be given to mathematical inquiry and to the application of mathematical concepts to global issues.

**IB Mathematics Year 2 (Grade 12) #IBO312**

1 credit  
weight 1.10  
5 periods (FY)

This course for seniors in the IB program is a continuation of IB Mathematics Year 1.

**IB Mathematics Year 1 - Accelerated (Grade 11) #IBO316**

0 credit (1 credit awarded as AP credit)  
weight 1.10  
5 periods (FY)

**Prerequisite:** Completion of Theoretical (Honors) Trigonometry and Pre-Calculus BC

Designed for students who have completed Trigonometry and Pre-Calculus in their sophomore year, this course incorporates requirements of IB Mathematics into a calculus-based course. Students selecting this course should also select AP Calculus BC during course registration. Prerequisite: completion of Theoretical Trigonometry and Pre-Calculus BC. Students should consult with the IB coordinator before enrolling in this course.

**IB Mathematics Year 2 - Accelerated (Grade 12) #IBO317**

0 credit (1 credit awarded as AP credit)  
weight 1.10  
5 periods (FY)

**Prerequisite:** Completion of IB Mathematics Year 1 - Accelerated

Designed for students who have completed IB Mathematics Year 1 Accelerated in their junior year, this course incorporates requirements of IB Mathematics into a statistics-based course. Students selecting this course should also select AP Statistics during course registration. Prerequisite: completion of IB Mathematics Year 1 Accelerated. Students should consult with the IB coordinator before enrolling in this course.
**IB Music** (Grade 10/11/12) #IBO612

1 credit  
weight 1.10  
5 periods (FY)

International Baccalaureate (IB) Music is a year-long survey of classical, pop, and world music that teaches students to understand and identify the music of different styles and cultures. For example, by the time the class ends, you will be able to tell the difference between a tango and a samba; or distinguish between a symphony and a concerto. You'll know the names and sounds of instruments used in classical Indian music as well as the rhythms and structure of Cuban music. If you like, you can take the IB Music test (which is similar to taking an AP Exam) and possibly earn college credit, depending on your projected school's policies. Although you must be in grades 11 or 12 to take the test, you can take IB Music as a 10th grader. In fact, if you are considering applying for the IB Diploma Programme, this class can serve as a nice introduction. PLEASE NOTE: Students enrolled in the IB Diploma Programme take IB Music concurrently with Theory of Knowledge. Therefore, you would take IB Music the fall of your junior year and the spring of your senior year. For all others, it is a typical year-long course introduction.

**IB Art** (Grade 12) #IBO613

1 credit  
weight 1.10  
5 periods (FY)

**Prerequisite:** Art 2

Students will draw, paint, print, collage, and work in other two-dimensional media available. Students will select a theme and work throughout the year on that topic while documenting all their research through a process portfolio. Students will also be writing an artist statement, curatorial rationales, and a comparative study. At the end of the course students must display their work in the senior gallery. This IB elective is open to non-IB students who are interested in studying visual arts as well as to IB diploma candidates.
MATHEMATICS COURSES

Mathematics Strands
The mathematics department offers content in two different strands. Each strand is unique and is designed to meet the different current and future needs of students.

College Prep Strand: Non-Honors College Preparatory strand for students not intending to pursue a collegiate mathematics or science major.

Honors Strand: Honors-level College Preparatory strand designed to prepare students for collegiate study of mathematics or science majors. [NOTE: Students who completed Algebra 1 or higher in the middle school will enter this strand of study.]

Students may request a level change (College Prep/Honors/AP) through their counselor. Level changes will not be considered before the midpoint of the first marking period of the year or semester.

Please note: The following are not considered to be level changes:
- AP Calc AB or BC to AP Stats
- AP Stats to AP Calc AB or BC
- Honors Trig/Precalc AB to BC or BC to AB
- AP Calc AB to BC or BC to AB

Course Selection Policy
Mathematics courses are designed in a specific sequence to ensure students learn all the appropriate mathematics content as outlined by the Common Core Standards and the Keystone Exams. The program is designed so that all students complete at least Algebra 1 and two additional credits of math. **Students wishing to change strands must be cautious to ensure they are meeting this requirement. Furthermore, changing strands generally includes a significant change in the rigor and expectations placed upon students. Therefore it is recommended that students have earned at least a 90% in a College Prep course before moving to an Honors course.** Additionally, due to the rigor of the Honors level, it is expected that students earn at least an 80% each year in order to continue at the Honors level.

Students making selections based upon the traditional sequence of courses can do so without any consultation. Students wishing to make selections that deviate from the recommended sequence or involve a change in strand should consult with their teacher, their counselor, and possibly the mathematics content specialist to ensure it is an appropriate decision for the student.

PSSA Performance
Student performance on the eighth grade PSSA will be factored into course selection decisions. Non-proficient performance on the PSSA indicates a need for greater support to ensure that students graduate with the expected level of mathematics knowledge.

Keystone Exam Performance
Student performance on the Algebra 1 Keystone Exam will also be factored into course selection decisions. Passing the Algebra 1 Keystone Exam, beginning with the graduating class of 2022, will be a graduation requirement. Therefore, students who do not pass this exam, will be required to retake the exam during a subsequent testing round. Students will be scheduled for 2 periods of mathematics in order to remediate and prepare for retaking the exam.
Manheim Township High School Mathematics Flowchart

Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12
---|---|---|---|---
Pre-Algebra | CP Algebra 1A | CP Algebra 1B | CP Algebra 2 | CP Algebra 2
| CP Algebra 1A | CP Algebra 1B | CP Algebra 2 | CP Algebra 2
| CP Algebra 1 | CP Algebra 2 | CP Geometry | CP Geometry
| H Algebra 2 | H Geometry | | |

- The “traditional” path of courses is included in the Mathematics Flowchart above. A path that “changes strands” may not be shown on the chart and should only be made with consultation of current math teacher, guidance counselor, and possibly the mathematics content specialist.
- The choice of mathematics courses for “grade 12” is fundamentally interest-based, determined on a student’s future goals. Consultation with the current math teacher and school counselor is strongly recommended.
- Students wishing to take IB Math during their junior and senior years must have completed Honors Algebra 1, Honors Algebra 2, and Honors Geometry before entering the program.
Introduction to Python is not a prerequisite for any other computer science course and there are no prerequisites for taking the course.

Introduction to Python can be taken in the same year as Honors Computer Programming.

Introduction to Python cannot be taken in the same year as or after the AP computer science courses.
Foundations of Mathematics (Grade 9/10/11/12) #MTH005

(This course may not be selected by students)

1 credit 5 periods (FY)

Registration Restriction: To enroll in this course, students must be students with limited or interrupted formal education. Placement into the course is at the discretion of the ELD and counseling staff.

This course will assist students with limited or interrupted formal education bridge the gap between their current mathematics skills and the high school Pre-Algebra curriculum. Using individual and small group instruction and various online resources, the course will focus on providing students with the most critical concepts from the pre-high school PA Core Mathematics Standards. Specific emphasis will be placed on real-life application of mathematics skills and on preparing students for the topics that will be addressed in Pre-Algebra. After completion of this course, students will be placed in Pre-algebra.

Survey of Mathematics (Grade 10/11) #MTH040

(This course may not be selected by students)

½ credit 5 periods (S)

Registration Restriction: Any student who scores non-proficient on the Algebra Keystone Exam will have this course assigned in lieu of study halls or other electives.

The fundamental purpose of the course is to ensure students have mastered the Common Core Standards and eligible content for the Algebra Keystone Exam. This course is designed to remediate students who were not proficient in an effort to increase scores of subsequent attempts at the Algebra 1 Keystone. Passing the Algebra I Keystone Exam is required for graduation beginning with the class of 2022.

Pre-Algebra (Grade 9) #MTH009

(This course may not be selected by students)

1 credit 5 periods (FY)

Registration Restriction: Placement into this course is at the discretion of the mathematics department.

This course will help students build a strong foundation for high school mathematics by learning and applying content from each of the five mathematics strands: numbers and computation, measurement, geometry, algebraic concepts, and data analysis and statistics, as well as learning strategies for mathematical reasoning, problem solving and communication. The course will focus specifically on skills needed for success in Algebra 1, including order of operations, solving one- and two-step equations, and graphing/interpreting linear functions. A specific emphasis will be given to using step-by-step problem-solving and reasoning throughout the curriculum.

After completion of this course, students will be placed into Algebra 1A, followed by Algebra 1B. At the conclusion of Algebra 1B, students will take the Algebra 1 Keystone Exam.
**COLLEGE PREP STRAND**

**College Prep Algebra 1 A** (Grade 9/10) #MTH010

2 credits (2 years)  
**Prerequisite:** previously taken Middle School Intro to Algebra with less than 80%. PVAAS prediction scores will also be used in determining placement in the 1-year vs. 2-year Algebra 1 course.

This course presents the Algebra 1 curriculum over the span of 2 years. Students must take both years. This course is designed for the student who is not likely to pursue a mathematical or scientific major. During this course, students will cover all material included in Algebra 1, while reviewing necessary pre-algebra topics in order to ensure success. Topics covered will include algebraic rules, solving, graphing, and writing linear equations and inequalities, systems of linear equations and inequalities, exponents and exponential functions, quadratic equations, polynomials, and factoring. 

**Students enrolled in this course will be required to take the Keystone Exam at the completion of the course.**

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**College Prep Algebra 1 B** (Grade 10/11) #MTH011KS

5 periods (2 FY)

**Prerequisite:** previously taken Middle School Intro to Algebra with a minimum of 80%. PVAAS prediction scores will also be used in determining placement in the 1-year vs. 2-year Algebra 1 course.

This full-year course is designed for the student who is not likely to pursue a mathematical or scientific major. Topics covered will include algebraic rules, solving, graphing, and writing linear equations and inequalities, systems of linear equations and inequalities, exponents and exponential functions, quadratic equations, polynomials, and factoring. Note: Based on successful completion of this course, as well as teacher recommendation and Keystone Exam score, students will be placed into CP or Honors Algebra 2 in 10th grade. 

**Students enrolled in this course will be required to take the Keystone Exam at the completion of the course.**

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**College Prep Algebra 2** (Grades 9/10/11/12) #MTH031YR

1 credit  
5 periods (FY)

**Prerequisite:** successful completion of CP Algebra 1 or 1B.

This course is designed for the student who is not likely to pursue a mathematical or scientific major. The course will include the following topics: advanced linear and nonlinear functions, quadratic functions and applications, analysis of functions, advanced systems of equations and inequalities, polynomials and polynomial functions, rational expressions and functions, the complex number system, and exponential and logarithmic functions.
College Prep Geometry (Grades 9/10/11/12) #MTH021YR

1 credit

Prerequisite: successful completion of CP Algebra 2 or CP Algebra 1B
This course is designed for the student who is not likely to pursue a mathematical or scientific major. The course will include the following topics: sets, distance, lines, planes, angles, triangles, congruence, transformations, perpendicular lines and planes, parallel lines and planes, area, similarity, coordinate geometry, circles, spheres, volume, and basic algebra review.

College Prep Trigonometry and Pre-Calculus (Grades 11/12) #MTH043

1 credit

Prerequisite: successful completion of CP Algebra 2 and CP Geometry
This course builds upon the skills and concepts developed in Algebra 1, Algebra 2 and Geometry. The following topics will be stressed: functions and graphs, polynomial and rational functions, exponential and logarithmic functions, trigonometric functions, analytic trigonometry, systems of equations and inequalities, and sequences and series. Special Note: Juniors who enroll in this class may not take AP Calculus during their senior year. Their only mathematics course options during the senior year will be CP Calculus, AP Statistics or a semester of College Prep Statistics.

College Prep Calculus (Grade 12) #MTH046

1 credit

Prerequisite: successful completion of CP Trig/Precalculus or H Trig/Precalculus as juniors
This is an introductory calculus and analytic geometry course with an emphasis on applications and is taught from an intuitive approach. This course is not recommended for students interested in taking the AP Calculus test. The course covers the concepts of functions, limits, continuity, and derivatives as well as applications of these concepts.

College Prep Trigonometry (Grade 12) #MTH041

½ credit

Prerequisite: successful completion of CP Algebra 2 and CP Geometry
This course is intended to provide the student with sufficient skills to successfully pursue college courses in Business Administration and Applied Calculus. Topics include: circular and trigonometric functions, graphing, solving triangles, elementary identities and solving trigonometric equations and applied problems. Special Note: This course does not serve as a prerequisite for any other mathematics course in the high school, so it should only be taken as preparation for further mathematics study after high school.
College Prep Statistics (Grade 12) #MTH042

½ credit 5 periods(S)

Prerequisite: successful completion of CP Algebra 2 and CP Geometry

This course focuses on the collection, organization, analysis and interpretation of data with an emphasis on hypothesis formulation and testing. The course is intended to provide an introduction to Elementary Statistics and is recommended for students who have determined that they will pursue business or social science curricula in college. Special Note: Students may not take this course in addition to AP Statistics. This course may be taken as an elective in the event that the mathematics graduation requirements have been fulfilled.

HONORS STRAND

Honors Algebra 2 (Grades 9/10) #MTH033

1 credit weight 1.05 5 periods (FY)

Prerequisite: completion of CP Algebra 1 with a minimum grade of 85%, teacher recommendation, and a score of advanced on the Algebra 1 Keystone Exam.

This course is a continuation of the Honors Algebra 1 course. Problem Solving will be stressed. Topics covered include: a review and use of the axioms and theorems of the real numbers system; functions and relation theory in the real and complex systems; the study and application of exponents and radicals; first degree equations and inequalities in one and two variables; systems of linear equations and inequalities in two and three variables; rational expressions and equations; quadratic equations in one variable; complex number system; logarithmic and exponential functions; and polynomial functions. Special Note: Students can take this course along with an Honors Geometry during their sophomore year in order to take AP Calculus.

Honors Geometry (Grades 9/10/11) #MTH023

1 credit weight 1.05 5 periods (FY)

Prerequisite: completion of Honors Algebra 2 with a minimum grade of 80%.

This course builds on the concepts and skills developed in Honors Algebra 1 and Honors Algebra 2. The course will develop geometry as a deductive system and the relationships that exist between the elements of the system will be studied. Emphasis will be on the use of symbolic logic and proof. Special Note: Students can take this course along with Honors Algebra 2 course during their sophomore year in order to take AP Calculus.

Honors Trigonometry and Pre-Calculus AB (Grades 11/12) #MTH044

1 credit weight 1.05 5 periods (FY)

Prerequisite: completion of Honors Algebra 2 and Honors Geometry with minimum grades of 75%.

This course is designed to prepare the student for the Advanced Placement Calculus AB course. Topics will include: a brief review of sets, relations, functions, and logic; circular and trigonometric functions including their graphs and inverses as well as applications; analytic geometry concepts; and selected topics of advanced algebra. Special Note: This course is a prerequisite for AP Calculus AB.
Honors Trigonometry and Pre-Calculus BC (Grades 10/11/12) #MTH045

1 credit weight 1.05 5 periods (FY)

**Prerequisite:** completion of Honors Algebra 2 and Honors Geometry with minimum grades of 75%

This course is designed to prepare the student for the Advanced Placement Calculus BC course. The course will briefly review logic, sets, relations, functions and operations. New material developed will include: circular and trigonometric functions including their graphs and inverses as well as applications, absolute value inequalities, mathematical induction, and analytic geometry concepts. In addition, this course will introduce concepts of Calculus as preparation for AP Calculus BC. **Special Note:** This course is a prerequisite for AP Calculus BC.

Advanced Placement Calculus AB (Grades 11/12) #MTH047

1 credit weight 1.10 5 periods (FY)

**Prerequisite:** successful completion of Honors Trigonometry and Pre-Calculus AB or BC with a minimum grade of 75%.

This is an introductory calculus and analytic geometry course with emphasis on applications and is taught from an intuitive approach which provides a foundation for preparation for the Advanced Placement Calculus AB examination. The following concepts are discussed: functions, limits, and continuity, derivatives, antiderivatives, definite integrals and infinite series. **NOTE:** There is a summer assignment for this course.

Advanced Placement Calculus BC (Grades 11/12) #MTH048

1 credit weight 1.10 5 periods (FY)

**Prerequisite:** successful completion of Honors Trigonometry and Pre-Calculus BC with a minimum grade of 75%.

This is a full-year calculus and analytic geometry course with emphasis on theory and applications and is taught with a formal axiomatic approach. The course will prepare a student for the Advanced Placement Calculus BC examination. The following concepts are discussed: functions, limits, continuity, derivatives, antiderivatives, definite integrals, and infinite series.

Advanced Placement Statistics (Grade 12) #MTH057

1 credit weight 1.10 5 periods (FY)

**Prerequisite:** successful completion of any Trigonometry and Pre-Calculus course with a minimum grade of 75%.

This is an activity-based course in which students actively construct their own understanding of the concepts and techniques of Statistics. Topics include: exploring data, planning and design of a study, anticipating patterns and making statistical inference. **Special Note:** AP Statistics cannot be taken as a replacement for a Trigonometry and Pre-Calculus class but may be taken concurrently with one of the three Trigonometry and Pre-Calculus courses.
Students participating in the International Baccalaureate Program during their Junior and Senior year will satisfy their mathematics graduation requirements through the completion of some of these courses. IB Mathematics Year 1 can be taken in lieu of Honors Trigonometry and Pre-Calculus AB or BC. The course descriptions can be found in the International Baccalaureate section of the planning guide.

COMPUTER SCIENCE ELECTIVES

Elective courses cannot be taken as replacement mathematics credit for any mathematics course prior to and including a trigonometry course. Computer courses cannot be counted as a mathematics credit for graduation.

**Introduction to Python** (Grades 9/10/11/12) #MTH050

½ credit

5 periods (S)

This course introduces computer programming using the Python programming language. Emphasis is placed on common algorithms and programming principles utilizing the standard library distributed with Python.

**Year 1 - Computer Programming** (Grades 9/10/11/12) #MTH051

½ credit

weight 1.05

5 periods (S)

**Prerequisite:** successful completion of CP Algebra 1 or Honors Algebra 1.

For students who intend to pursue a computer-related or engineering program in college, this course will introduce object-oriented programming using the Java-based language of Karel as well as objectdraw using Java. Students will learn the fundamentals of program design and implementation, focusing on objects and methods. Within this context, students will learn the basics of control structures, loops, user interfaces and graphics. This course is required for any student who plans to take AP Computer Science A in the future. Any student not taking this course and going on to AP Computer Science A will be required to complete some summer activities to ensure adequate preparation for the AP course.
**Year 2 - AP Computer Science Principles** (Grades 10/11/12) #MTH053

1 credit weight 1.10 5 periods (FY)

**Prerequisite:** successful completion of Honors Algebra 2 and Computer Programming.

For students who intend to pursue a computer-related or engineering program in college, this course will utilize the Advanced Placement Computer Science Principles curriculum. Topics include: the digital (binary) representation of information – numbers, text, images, and communication protocols, Internet Protocol (IP), DNS, TCP/IP, cryptography and other security and hacking concerns, an introduction to programming in the JavaScript language and creating small applications (apps) that live on the web, and extracting knowledge from data by writing programs that generate data to model or simulate a scenario as well as process large lists of data imported from other sources and also pull data from live data APIs. At the conclusion of the curriculum, students will be prepared to take the Advanced Placement Computer Science Principles examination. **Special Note:** This course **may not** be taken after AP Computer Science A. **NOTE:** There is a summer assignment for this course.

**Year 3 - Advanced Placement Computer Science A** (Grades 11/12) #MTH052

1 credit weight 1.10 5 periods (FY)

**Prerequisite:** successful completion of Honors Geometry and AP Computer Science Principles

For students who intend to pursue a computer-related or engineering program in college, this course will utilize the Advanced Placement Computer Science A curriculum in the language Java. Topics include: variables, classes, objects, control structures, arrays, object-oriented design, inheritance, polymorphism and recursion. Students will be exposed to large-scale projects as case studies and implement a software engineering project. At the conclusion of the curriculum, students will be prepared to take the Advanced Placement Computer Science A examination. **Special Note:** This course **may not** be taken before AP Computer Science Principles if you plan to take both AP Computer Science Courses. **NOTE:** There is a summer assignment for this course.
MUSIC ELECTIVES

**Guitar Lab 1** (Grades 9/10/11/12) #MUS031

½ credit 5 periods (S)

This course is designed for any student who wishes to learn the fundamentals of playing the guitar. A solid foundation of guitar technique, note reading and ensemble experiences will be presented to the student. Students will develop proficiency in the following areas: reading standard music notation, playing melodies in first position, strum patterns, open chords, and playing in an ensemble. The students' guitar playing will be assessed through proficiencies and in class recitals. Successful completion of Guitar Lab 1 will provide the student with a solid foundation for future guitar studies. Students do not need to provide their own guitar in order to take this course.

**Prerequisite:**

**Guitar Lab 2** (Grades 9/10/11/12) #MUS032

½ credit 5 periods (S)

**Prerequisite:** successful completion of Guitar Lab 1 or permission from the instructor.

This course is designed for the guitarist who has become proficient in the skills presented in Guitar Lab 1. Continued development of guitar technique, note reading and ensemble experience will be presented to the student. Students will develop proficiency in the following areas: scales and melodies in higher positions, advanced strumming techniques, barre chords, reading more complicated rhythms, beginning fingerstyle technique, and improvisation. Students do not need to provide their own guitar in order to take this course.

**Guitar Lab 3** (Grades 10/11/12) #MUS033

½ credit 5 periods (S)

**Prerequisite:** successful completion of Guitar Lab 2 or permission from the instructor.

This course is designed for the advanced guitarist who has become proficient in the skills presented in Guitar Lab 1 and Guitar Lab 2. In an open lab setting, students will continue to develop their skills in note reading, improvisation, and repertoire by focusing on a style of their choice. The student can choose from the following tracks to focus on in this class: rock, jazz, classical/fingerstyle, or singer-songwriter. Students are strongly encouraged to have access to a guitar at home while taking this course.

**Guitar Lab 4** (Grades 10/11/12) #MUS034

½ credit 5 periods (S)

**Prerequisite:** successful completion of Guitar Lab 3 or permission from the instructor.

This course is designed for the advanced guitarist who has become proficient in the skills presented in Guitar Lab 1, Guitar Lab 2 and Guitar Lab 3. In an open lab setting, students will continue to develop their skills in note reading, improvisation, and repertoire by focusing on a style of their choice. The student can choose from the following tracks to focus on in this class: rock, jazz, classical/fingerstyle, or singer-songwriter. Students are strongly encouraged to have access to a guitar at home while taking this course.
IB Music (Grade 10/11/12) #IBO612

1 credit

International Baccalaureate (IB) Music is a year-long survey of classical, pop, and world music that teaches students to understand and identify the music of different styles and cultures. For example, by the time the class ends, you will be able to tell the difference between a tango and a samba; or distinguish between a symphony and a concerto. You’ll know the names and sounds of instruments used in classical Indian music as well as the rhythms and structure of Cuban music. If you like, you can take the IB Music test (which is similar to taking an AP Exam) and possibly earn college credit, depending on your projected school’s policies. Although you must be in grades 11 or 12 to take the test, you can take IB Music as a 10th grader. In fact, if you are considering applying for the IB Diploma Programme, this class can serve as a nice introduction to IB.

PLEASE NOTE: Students enrolled in the IB Diploma Programme take IB Music concurrently with Theory of Knowledge. Therefore, you would take IB Music the fall of your junior year and the spring of your senior year. For all others, it is a typical year-long course.

Music Appreciation (Grades 9/10/11/12) #MUS012

½ credit

This course aims to provide the foundation for a lifelong knowledge and appreciation of music. It is designed for students who have a general interest in music, but may not necessarily have experience in performing music. In this course, students will learn to identify fundamental elements of music that exist within a variety of genres and styles of music and intelligently listen to a variety of music. Students will demonstrate knowledge of the elements of music through listening, composition, recording, and performance.

Music Keyboarding (Grades 9/10/11/12) #MUS041

½ credit

This course allows students to develop basic keyboard skills and music reading skills. Students will master the playing of a variety of scales, chords, and arpeggios and will learn to harmonize melodies at the keyboard. Experiences with individual and ensemble playing are incorporated throughout the course. Beginners and experienced keyboardists are encouraged to enroll.

Music Production (Grade 9/10/11/12) #MUS022

½ credit

This course will introduce students to a range of music technology topics including basic audio system operation, digital audio, MIDI, music sequencing, and music notation. Emphasis is placed upon advancing students’ digital literacy and technical abilities through individual and collaborative projects. It is the goal of the course to increase opportunities beyond the world of traditional music education and traditional music performance into a world of career opportunities that exist in the 21st Century job market: Film scoring, commercial advertising, media production, acoustic engineering, TV/Radio production, e-media/web production, electronic systems design, music composing, and arranging, etc.
**Musical Theater** (Grades 9/10/11/12) #MUS015

½ credit  
5 periods (S)

This course is designed for students who wish to develop a deeper understanding of musical theater and wish to develop their skills as a musical theater performer. The class will trace the development of this art form, focusing on major trends, composers and pivotal shows during the past 100 years. Students will learn helpful strategies for auditioning for musical theater on the high school, community and professional levels. Students will learn how to prepare an appropriate resume and how to choose audition songs and monologues. All students enrolled will be expected to participate fully in the performance component of this class, which will include singing, dancing and acting. Each student will be required to complete in-class solo performances of one musical theater song and one monologue each marking period.

**Music Theory 1** (Grades 9/10/11/12) #MUS011

½ credit  
5 periods (S)

This course is an in-depth study of the fundamentals of music. The topics include the properties of sound, music notation, intervals and scales, transposition, chords, symbolization and musical terms. Additionally, there is an introductory ear training component to this course that includes sight-singing and melodic dictation. Students who enroll in this course should have a command of basic music reading skills and are recommended (but not required) to take Music Keyboarding as a prerequisite. This class serves as a prerequisite for AP Music Theory.

**AP Music Theory** (Grades 10/11/12) #MUS021

1 credit  
weight 1.10  
5 periods (FY)

**Prerequisite:** successful completion of Music Theory 1 or permission from the instructor.

This course is designed to be the equivalent of an introductory college-level music theory course addressing the structural elements of music. The topics include: functional harmony, melodic organization, texture, voice leading, seventh and ninth chords, secondary dominant and leading tone chords, modulation and form. Additionally, there is an advanced ear training component to this course, which includes sight-singing and melodic/harmonic dictation.

**Popular Music in America** (Grades 9/10/11/12) #MUS014

½ credit  
5 periods (S)

Popular Music in America examines the history and influence of American music within the broader context of American culture. The primary goal of the course is to forge connections between the world of contemporary pop music and the historical roots of this music. Students will learn to distinguish between different styles and genres and will gain a solid understanding of how popular music is constructed and produced.
MUSIC ELECTIVES – PERFORMING GROUPS

Students electing Co-Curricular music electives should be aware that in addition to classroom activities during the school day, students are also required to participate in additional concerts/performances outside of the school day.

Students should be advised that Band, Orchestra and Chorus can be taken in conjunction with many AP Science classes that require a double lab period and Online Physical Education. In cases where these classes overlap, students will be permitted to attend the lab period or Online PE class meeting in lieu of Band, Orchestra and Chorus. Please see your school counselor or a music performing group director if you have questions about this provision.

Students may choose from the following options by grade level (see online course selection form):

<table>
<thead>
<tr>
<th>Option</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chorus Only</td>
<td>#MUS050</td>
</tr>
<tr>
<td>Chorus/Band</td>
<td>#MUS053</td>
</tr>
<tr>
<td>Chorus/Orchestra</td>
<td>#MUS054</td>
</tr>
<tr>
<td>Chorus/Band/Orchestra</td>
<td>#MUS056</td>
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<tr>
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<td>#MUS051</td>
</tr>
<tr>
<td>Orchestra Only</td>
<td>#MUS052</td>
</tr>
<tr>
<td>Band/Orchestra</td>
<td>#MUS055</td>
</tr>
</tbody>
</table>

Chorus

1 credit  5 periods (FY)

Prerequisite: Students wishing to take this course annually must have received a passing grade in the previous school year or seek permission of the instructor.

In this course, students will have an opportunity to perform and study a wide variety of choral literature. A strong emphasis will be placed on improving individual music reading ability and vocal production. Evaluative criteria will include: attendance at school-scheduled concerts, completion of music reading proficiencies, and rehearsal contribution, involvement, and preparation. Students enrolled in Chorus are required to attend small group rehearsals (sectionals) two times per marking period according to a rotating “pull-out” schedule. Attendance at dress rehearsals and concerts outside of the regular school day are also required; these dates are published on the official district calendar.

There is no audition for entrance into this organization.

The Concert Choir is an extension of the high school Chorus. It is a 50- to 60-voice choir selected by audition each September. Admission to this ensemble is based heavily on music reading ability. The concert choir is intended to provide its members with an opportunity for further musical growth through the performance of challenging choral literature. All students enrolled in Chorus will have the opportunity to audition for Concert Choir in September.
Orchestra

1 credit 5 periods (FY)

**Prerequisite:** Students wishing to take this course annually must have received a passing grade in the previous school year or seek permission of the instructor.

This course provides students of orchestral string instruments (violin, viola, cello and string bass) an opportunity to study and perform varied styles of orchestra music as well as develop individual performance skills. Students with previous experience on string instruments will receive automatic entrance into the Symphonic Orchestra and String Orchestra, while winds and percussionists will be selected by audition from those registered for Symphonic Band. (See separate course description.) Students enrolled in Orchestra are required to attend small group rehearsals (sectionals) two times per marking period according to a rotating “pull-out” schedule. Attendance at dress rehearsals and concerts outside of the regular school day are also required; these dates are published on the official district calendar.

Symphonic Band

1 credit 5 periods (FY)

**Prerequisite:** Students wishing to take this course annually must have received a passing grade in the previous school year or seek permission of the instructor.

Symphonic Band provides students who study traditional band and percussion instruments the chance to discover, analyze, and perform both traditional and contemporary band music, as well as to improve their individual performance. Students will develop critical and creative thinking skills in the following areas: aural awareness, individual playing skills, and ensemble precision and balance. Students with previous experience on traditional band instruments (flute, oboe, bassoon, clarinet, saxophone, trumpet, horn, trombone, euphonium/baritone, and tuba) are automatically admitted to the Symphonic Band. Percussion students who enroll in band are automatically entered into Percussion Ensemble, a musical group that allows percussion students to explore the wide variety of instruments, techniques, and musical styles within their chosen family of instruments. All students enrolled in Symphonic Band are required to attend small group rehearsals (sectionals) two times per marking period according to a “pull out” schedule. Attendance at dress rehearsals and concerts outside of the regular school day are also required; these dates are published on the official school calendar.
PHYSICAL EDUCATION, HEALTH and WELLNESS EDUCATION COURSES

- Completion of Health is required for graduation.
- Completion of three (3) Physical Education Courses (1 ½ credits) is required for graduation. Important Note: Students enrolled in an approved half-day (11th grade) CTC Program, or a full-day (12th grade) CTC Program may have modified graduation requirements.
- MTHS will not accept any other school’s online course for PE credit.
- Students may take more than the required 1 ½ credits of Physical Education but may be bumped by a student needing the class to graduate.

PE COURSE SEQUENCE CHART

Sports & Fitness – Course 1

Credit Recovery PE

Team Aerobic Games

Credit Recovery PE

Online Fitness for Life 1, Team Aerobic Games, Lifetime Activities, Creative Movement, Strength Training

Summer School PE

Online Fitness for Life 2, Team Aerobic Games, Lifetime Activities, Creative Movement, Strength Training

Pass

Pass

Pass
HEALTH

Health and Wellness (Grade 10) #HPE061
Health and Wellness (Virtual) (Grade 10, 11/12) #HPE061VT

½ credit 5 periods (S)

An examination of mental, emotional, physiological and social health issues of young adults occurs in this course. Emphasis on healthful decision-making, education of teen risk behaviors, and looking into the future of one’s quality of life will be discussed, debated and researched. Students will be engaged in exploring current health topics that affect teens and their lives and learning how to access valid health information based on reliable media and other associated sources of information.

This course is available in a virtual format. Students wishing to take the course in an online format should select course number #HPE061VT.

PHYSICAL EDUCATION OFFERINGS

Adapted Physical Education (Grades 9/10/11/12) #HPE001

½ credit 5 periods (S)

This course is designed for students who are physically unable to meet the demands of a regular physical education class. This course offers flexible and adaptive activities to meet the needs of the students who have a physician’s directive.

Enrollment Information: To enroll in the course, students must have an IEP, 504 plan or a physician’s directive. Placement into the course is at the discretion of the special education staff, the nursing staff and/or the PE Content Specialist(s). Students who have a temporary illness/injury may not be eligible for this course.

PHYSICAL EDUCATION FOR GRADE 9/10

Sports and Fitness Course 1 - Boys (Grade 9/10) #HPE011B
Sports and Fitness Course 1 - Girls (Grade 9/10) #HPE011G

½ credit 5 periods (S)

This course MUST be successfully completed before a student can take any other elective physical education course (reference the PE Course Sequence Chart). It is strongly recommended that this class be taken during the freshman year, and MUST be taken by the end of the second semester of the sophomore year. The course includes small-sided team sport activities, physical fitness and swimming. This course is designed to help students consider opportunities to participate in interscholastic and intramural activities within the community, as well as develop the student’s physical fitness.
Credit Recovery - Online PE (Grades 9/10/11/12) #HPE039VTCR (Virtual)
This class is taken pass/fail to recover PE credit. The class will include weekly online journaling and fitness testing two times each month. All CTC students needing PE credit should register for this course. Students who fail PE MUST take and PASS this course before they may take any other elective course (reference the PE Course Sequence Chart).

ELECTIVE PHYSICAL EDUCATION FOR GRADES 10, 11, & 12

Fit for Life 1 (Online PE) (Grades 10/11/12) #HPE040VT (Virtual)
1/2 credit 1 period every two weeks (S)
This online physical education class is designed for the independent student who desires to pursue fitness and recreation activities outside of the traditional physical education class setting. Students, using a school issued heart rate monitor, will perform and submit cardio workouts that place the student in the required training heart rate zone. Monthly strength training assessments will also take place during a study hall. Students will also participate in online learning with an emphasis on project-based activities. This course is ideal for students wishing to combine their after-school activities with a physical education class or as an alternative for students who wish to take physical education independently.

Fit for Life 2 (Online PE) (Grades 10/11/12) #HPE040VT2 (Virtual)
1/2 credit 1 period every two weeks (S)
Prerequisite: This class may only be taken if the student successfully completed Fit for Life 1.
As with Fit for Life 1, this class is designed for the independent student who desires to pursue fitness and recreation activities outside of the traditional face-to-face physical education class setting. Students, using a school issued heart rate monitor, will perform and submit cardio workouts that place the student in the required training heart rate zone. Monthly strength training assessments will also take place during a study hall. Students will also participate in online learning with an emphasis on project-based activities. This course is ideal for students wishing to combine their after-school activities with a physical education class or as an alternative for students who wish to take physical education independently.

Lifetime Activities (replaced Net Results) (Grades 10/11/12) #HPE041
1/2 credit 5 periods (S)
This coeducational course is designed for any students interested in a variety of lifetime activities. The class will enable students to participate in activities that can be pursued later in life as a means of maintaining physical fitness. Portions of the course include fitness training, swimming and various activities such as tennis, pickle ball, Spikeball, softball, archery, volleyball, basketball and badminton. Students are assessed on active engagement and appropriate involvement in the activities.
Team Aerobic Games (TAG) (Grades 10/11/12) #HPE042

½ credit 5 periods (S)

This course is designed for any student interested in an intense game environment. Course activities may include football, soccer, softball, basketball, hockey, speedball, fitness training and swimming. This course is for the student seeking rigorous activities in a highly competitive environment. Students are assessed on active engagement and appropriate involvement in the activities.

Creative Movement (Grades 10/11/12) #HPE043

½ credit 5 periods (S)

This coeducational course is designed for any student interested in alternative forms of movement activities. Course activities may include fitness training, swimming, Pilates, step aerobics, “core” exercises, yoga, Zumba, and dance choreography experiences. This course is a non-sport PE course that focuses on the various forms of movement and fitness.

ADVANCED ELECTIVE COURSES

Strength Training (Grades 10/11/12) #HPE044

½ credit 5 periods (S)

This coeducational course is designed for students in grades 10-12 interested in strength training, functional fitness and cardio exercise. Students will participate in an individualized strength and aerobic training program designed to produce strength gains and improve their overall health and well-being. Class activities are conducted in the Human Performance Center, indoor track, functional fitness room and swimming pool.

Extended Sports & Strength Training (Grades 10/11) #HPE044EX

½ credit 5 periods (S)

Students can extend their strength training course with additional time from 7:00 AM to 7:40 AM in addition to a first period Strength Training course by selecting this course offering. During this time, students will complete sport specific training, including additional strength and aerobic training, as well as specific skills, concepts and activities related to such sports under the direction of Manheim Township coaches. It is designed to better prepare the students for the rigors of their sport. Prior to selecting this option, students should consult with the varsity coach of the sport in which they are interested.
SCIENCE COURSES

SCIENCE GRADUATION REQUIREMENTS

Three credits of science are required for graduation:

- **9th Grade**: CP Physical Science, Honors Physical Science or CP Life Science (designated by 8th grade teacher recommendations and performance on the Science PSSA).
- **10th Grade**: CP Biology or Honors Biology.
- **11th & /or 12th Grade**: Chemistry & Physics, which are generally taken in 11th grade but can also be taken in 10th grade to allow students to complete the prerequisites in order to take AP courses during their high school career. Electives and Physical Science 2 can also be taken to satisfy graduation requirements.

All students are encouraged to take science courses beyond the three credits that are required for graduation. In addition, students planning to attend college should take physical science, biology, chemistry, and physics at the college prep or honors level.

PSSA Performance

Student performance on the eighth grade PSSA will be factored into course selection decisions for which course students will be scheduled to take in their 9th grade year. Non-proficient performance on the PSSA indicates a need for greater support and potentially additional coursework to ensure that students graduate with the expected level of science knowledge.

Rising freshman who were non-proficient on the eighth grade PSSA may be scheduled for Life Science in 9th grade to help build a foundation for Biology in 10th grade and subsequent physical science classes.

Keystone Exam Performance

Student performance on the Biology Keystone Exam can also be factored into course selection decisions. Passing the Biology Keystone Exam, starting with the class of 2021-22, will be a graduation requirement. Therefore, students who do not pass this exam will be scheduled for a biology remediation course in order to prepare for required retake of the exam.
## Recommended Science Course Pathway

This chart illustrates the recommended sequence of courses. There are some students who may find it necessary to deviate from the typical "path" to take courses that are more or less rigorous based on need or career plans. Students wishing to do so should consult with their counselor and/or teacher to ensure the choice is appropriate.

Please note that all students are required to take physical science or life science, biology, and an additional science credit (chemistry, physics or two semester-long elective course) in order to meet graduation requirements; however, college-bound students should plan to take Physical Science, Biology, Chemistry, and Physics. Students may want to consider taking Biology and another class during their sophomore year in order to take AP sciences in their junior and senior years.

### 9th Grade

| Transitional: Students in this pathway must meet certain criteria to be in these courses (teacher recommendation, performance on PSSA or Keystone Exam). |
| CP Life Science |

### 10th Grade

| College Prep: For students intending to attend college in a non-Science related major. Students must take Physical Science, Biology, and one of Chemistry or Physics. However, college bound students are recommended to take both Chemistry and Physics. |
| CP Physical Science |

### 11th Grade

| Choose One: CP Physical Science 2 (if Chemistry or Physics is taken in gr. 12) OR 1 or 2 Science Electives |
| CP or IB Chemistry AND/OR CP Physics AND/OR Elective |

### 12th Grade

| Choose One: CP Chemistry, CP Physics OR an elective |
| CP Physics OR CP Chemistry OR CP or IB Physics AND/OR Elective |

### Honors: For students interested in pursuing honors level College Preparatory science. Honors students are recommended to take Biology, Chemistry & Physics in addition to AP courses. *Independent STEM Research 1 & 2 are Honors Electives *IB Science Courses are scheduled through the IB coordinator. See prerequisites in the course description. |
| H Physical Science |
| H Biology |

### Electives: Electives are available for students to pursue specific interests beyond what is required for graduation. Once students have passed prerequisite courses for an elective, they may take electives during any year. Listed are the electives that most students are eligible to take based on the previous year’s coursework. |
**College Prep Physical Science** (Grade 9) #SCI012

1 credit 5 periods (FY)

This college-preparatory course is designed to introduce the concepts and processes necessary for courses students will elect in the high school science program, especially chemistry and physics. Topics of study include the nature of science, forces and motion, matter and its interactions, and energy. Students will use mathematical models, simple algebraic procedures and graphical representations in the study of these physical and chemical concepts and they will learn procedures for collecting, analyzing and reporting data. This course is recommended for those who will be taking Algebra 1 or Theoretical Algebra.

**Honors Physical Science** (Grade 9) #SCI013

1 credit weight 1.05 5 periods (FY)

**Prerequisite:** successful completion of Honors Algebra 1.

This rigorous college-preparatory course is designed as an introductory course in the physical sciences that will prepare students for the honors and advanced placement courses offered in chemistry and physics. The course is well suited for students who are interested in pursuing a college degree in a STEM (Science, Technology, Engineering, and Math) field. An emphasis will be placed on the development of complex cognitive processes through labs and activities developed to enhance student understanding of atomic structure, interactions of matter, and mechanics. Students will learn procedures for collecting, analyzing and reporting data, and will be introduced to the method for writing a formal lab report through firsthand experiences.

**College Prep Life Science** (Grade 9/10) #SCI014

1 credit 5 periods (FY)

**Registration Restriction:** Enrollment in the class is based upon a student’s score on the 8th grade Science and/or Mathematics PSSA exam(s) and is also based on 8th grade teacher recommendation. Literacy and mathematic skills will be supported throughout the course.

This course is a college preparatory course in which students will investigate the composition of living organisms on a micro and macroscopic scale, the chemistry of life, and how living and non-living factors come together to form the complex and diverse ecosystems of the world. Areas of concentration will also include the nature of scientific research and data collection, measurement skills, matter and its interactions in and outside of biological systems. The course is designed to help students use the process of scientific inquiry to collect, analyze and report data in order to provide a greater understanding of the living world around them. Students will experience real-world applications of many biological fields, such as: ecology, molecular biology, cellular biology, microbiology, anatomy, and genetics. Throughout their studies, students will apply mathematics and graphing skills to analyze data and make conclusions about the natural world.
**Biology Remediation** (Grade 10/11) #SCI022RKS

1/2 credit

**Registration Restriction:** Enrollment in the class is restricted to students who previously took any level of Biology and did not earn the score of Proficient on the Biology Keystone exam. Administrators can schedule students for this course; students may not enroll themselves in this course.

Biology remediation is designed for students to build on their content knowledge in biology. Students will receive instruction as well as work on self-paced lessons. This course is designed to address areas of weakness in the biology curriculum based on student performance on the Biology Keystone Exam.

**College Prep Biology** (Grade 10/11) #SCI022KS

1 credit

**Prerequisite:** successful completion of Physical Science or Life Science.

Biology is a college-preparatory course that deals with the basic principles governing all living things, the nature of science, and the methods by which scientists and students gain knowledge. The cell is treated as the structural and functional basis of all organisms. Areas of concentration will be molecular and cellular biology, genetics, evolution, the diversity and unity of life, and ecology. **Students enrolled in this course will be required to take the Biology Keystone Exam at the completion of the course.**

**Honors Biology** (Grade 10/11) #SCI023KS

1 credit

**Prerequisite:** successful completion of College Prep or Honors Physical Science. Students who select this course after College Prep Physical Science are recommended to have had a minimum grade of 85%.

Honors Biology is a rigorous college-preparatory course designed to promote learning of the living systems through an approach using molecular biology as the central theme. Topics will include investigations of the cell as the basic unit of structure and function, the exploration of nucleic acid structure and function underlying genetics, evolution, the diversity and unity of life, and ecology. In order to obtain honors credit, successful completion of an independent research project is required to experience the process of experimental design and writing a formal lab report. The course is designed for the high level thinker and will challenge students to think critically about the biological world. It is well suited for students who are interested in pursuing a college degree in a STEM (Science, Technology, Engineering, and Math) field. **Students enrolled in this course will be required to take the Biology Keystone Exam at the completion of the course.**
College Prep Physical Science 2 (Grades 11/12) SCI031

1 credit 5 periods (FY)

**Prerequisite:** successful completion of Life Science, Biology and Algebra 1.

**Registration Restriction:** Enrollment in this class is restricted to students who have successfully completed Life Science (SCI014) and Biology (SCI021).

This course is the study of the fundamentals of chemistry and physics. It is a laboratory-centered course and stresses measurement of matter, techniques used in the modern approach to the study of the physical sciences, and an orderly and scientific method of evaluation of problems and experiences. One semester of the course is devoted to chemistry concepts and one semester is devoted to physics. Topics include: nature of science, linear and projectile motion, Newton's Laws, work/power/energy, properties of matter, atomic structure, molecular bonding, mixtures/solutions, and interactions of matter (acid-base, oxidation-reduction). This course is not available to students who have taken Physical Science 1, Chemistry or Physics due to significant course overlap.

College Prep Chemistry (Grades 10/11/12) SCI032

1 credit 5 periods (FY)

**Prerequisite:** successful completion of Physical Science or Physical Science 2 and concurrent enrollment in or successful completion of Algebra 2.

This college-preparatory course will help students recognize and understand the importance of chemistry as it applies to their lives. Major topics of chemistry include: atomic theory, periodic properties, bonding, types of compounds, chemical and physical changes, energy transformations, equilibrium, and kinetics. The development of problem-solving and critical thinking will be emphasized.

Honors Chemistry (Grades 10/11/12) SCI033

1 credit weight 1.05 5 periods (FY)

**Prerequisite:** successful completion of College Prep or Honors Physical Science and Algebra 2. Students who select this course after College Prep Physical Science or College Prep Algebra 2 are recommended to have had a minimum grade of 85% in those courses.

This rigorous college-preparatory course is designed to challenge exceptional students and is well suited for students who are interested in pursuing a college degree in a STEM (Science, Technology, Engineering, and Math) field. Topics include: atomic and molecular structure, chemical bonding, kinetic and molecular theory, thermochemistry, electrochemistry, acid base theory, reaction kinetics, nuclear chemistry, equilibrium, and oxidation-reduction reactions. The content and skills learned through this course will serve as a solid background for those students who wish to take AP Chemistry in their junior or senior year.
College Prep Physics (Grades 10/11/12) #SCI042

1 credit 5 periods (FY)

Prerequisite: successful completion of Physical Science and concurrent enrollment in or successful completion of Algebra 2.

This college-preparatory course will provide students with a conceptual understanding of the field of physics through laboratory experiences. Students will confront the problems that face the working scientist, through a sequence that will lead to a better understanding of the physical structure of the universe and the systems within it. Topics include: mechanics, conservation laws, energy, waves, light, and sound. This course meets the needs of the college-bound students and challenges them to become more scientifically literate. Students interested in a STEM career should consider enrolling in AP Physics 1.

Advanced Placement Physics 1 (Grades 10/11/12) #SCI043

1 credit weight 1.10 5 periods + 1 Lab Period (FY)

Prerequisite: successful completion of College Prep or Honors Physical Science, Algebra 2, Geometry and enrollment in or successful completion of Trigonometry. Students who select this course after College Prep Physical Science or College Prep Algebra 2 are recommended to have had a minimum grade of 85% in those courses. All students will have summer course work to complete in order to prepare for the course.

This rigorous AP course is designed to challenge exceptional students and is well suited for those who are interested in pursuing a college degree in a STEM (Science, Technology, Engineering, and Math) field. AP Physics concentrates heavily on conceptual understanding, problem solving and laboratory experiences. The pace and depth of the class will prepare students for AP Physics 2 and AP Physics C, or college courses. Topics include: mechanics, conservation laws, gravitation, waves, light, sound, and electricity. Additionally, students will apply and expand what they learned in previous courses to write formal lab reports throughout the year as part of the course requirements. The content and skills learned through this course will serve as a solid background for those students who wish to take the second-year AP Physics 2 course or AP Physics 2 and AP Physics C courses together. Level changes between AP Physics 1 and CP Physics will require additional work as the two courses follow different curriculum.
ELECTIVES

Advanced Placement Biology (Grades 11/12) #SCI024

1 credit weight 1.10 5 periods + 1 lab period (FY)

Prerequisite: successful completion of Honors Biology and Honors Chemistry with a recommended minimum grade of 85% in both courses or successful completion of College Prep Biology and College Prep Chemistry with a recommended minimum grade of 90% in both courses.

The AP Biology course is a second-year biology course that is designed to be the equivalent of a college introductory biology course usually taken by first year college students. The course covers the following four big ideas: (1) evolution drives the diversity and unity of life; (2) biological systems use energy and molecules to grow, reproduce and maintain homeostasis; (3) living systems store, retrieve, transmit, and respond to information; and (4) biological systems interact, and their interactions are complex. The goals of AP Biology are to help students develop a conceptual framework for modern biology, to help students gain an appreciation of science as a process, and to provide a more extensive inquiry based laboratory experience. Please note this course requires an extra lab period 1 day a week.

NOTE: Students selecting AP Science courses can only select 7 total credits if they have two semester course selections that meet 4 days a week or less.

Advanced Placement Chemistry (Grades 11/12) #SCI034

1 credit weight 1.10 5 periods + 1 lab period (FY)

Prerequisite: successful completion of Honors Chemistry with a recommended minimum grade of 85% or successful completion of College Prep Chemistry with a recommended minimum grade of 90%.

This second-year chemistry course is designed to be the equivalent of a college introductory chemistry course usually taken by first-year college students. Students will pursue advanced study of concepts learned in Chemistry 1, with more extensive lab work. Specific areas of study include atomic and molecular structure, kinetic molecular theory, equilibrium, kinetics, thermodynamics, acids and bases, electrochemistry and introductory organic concepts. Please note this course requires an extra lab period 1 day a week.

NOTE: Students selecting AP Science courses can only select 7 total credits if they have two semester course selections that meet 4 days a week or less.
Advanced Placement Physics 2 (Grades 11/12) #SCI044

1 credit weight 1.10 5 periods + 1 lab period (FY)

Prerequisite: successful completion of AP Physics 1 with a recommended minimum grade of 85%. All students will have summer course work to prepare for the course.

AP Physics 2 is a second-year physics course that is not calculus-based, and relies heavily upon the student’s conceptual understanding from AP Physics 1. In addition to a review and extension of the topics covered in the first year course, AP Physics 2 will cover the following: new topics in waves and light, thermodynamics, electricity and magnetism, and certain aspects of modern physics (the Bohr model, nuclear reactions, quantum mechanics, and relativity). The course emphasizes laboratory experiences along with problem solving at the AP level. After completing the course, students may take the AP Physics 2 level exam. Please note this course requires an extra lab period 1 day a week.

NOTE: Students selecting AP Science courses can only select 7 total credits if they have two semester course selections that meet 4 days a week or less.

Advanced Placement Physics C (Grades 11/12) #SCI045

1 credit weight 1.10 4 periods (FY)

Prerequisite: successful completion of AP Physics 1 with a recommended minimum grade of 85% and concurrent enrollment in or successful completion of AP Calculus. Students will be required to complete supplemental course work to prepare for the course. Students must also concurrently enroll in AP Physics 2.

This second-year physics course is taught at the Advanced Placement C level, with an emphasis on problem solving using the techniques of calculus. The first semester covers Newtonian mechanics; the second semester covers electricity and magnetism. Students who successfully complete this course will be encouraged to take the AP Physics C (mechanics) test and/or the AP Physics C (E&M) test offered by the College Board. Students taking this course concurrently with AP Physics 2 will have a double block of Science (2 periods a day).

IB Chemistry SL (Grade 11) #IBO411
IB Physics SL (Grade 12) #IBO421
IB Biology SL (Grade 11/12) #IBO431
IB Physics HL (Grade 12) #IBO422

IB Biology HL/Advanced Anatomy and Physiology (Grade 11/12) #IBO432

Students participating in the International Baccalaureate Program during their junior and senior year will satisfy their science graduation requirements through the completion of some of these courses. It is recommended that students take IB Chemistry and IB Physics can also be elected by any student who has successfully completed Honors Physical Science and Honors Biology with a minimum grade of 85%. Students wishing to take IB Biology must meet the same requirements established for AP Biology. The course descriptions can be found in the International Baccalaureate section of the planning guide.

These IB science courses are open to ALL STUDENTS.
**Independent STEM Research 1** (Grades 10/11/12) #SCI051

¼ credit 2 periods (S)

**Prerequisite:** recommendation of the current science, mathematics, or technology education teacher, given the type of research the student wishes to do.

This course is for students who want to pursue a long-term study in science, mathematics, or engineering. This could include, but is not limited to, preparation of a project for the science fair, in-depth study of a topic to prepare for competition (i.e. Chemistry Olympiad, Physics Olympiad, Envirothon, etc.), or interning at a local facility as an exploration of career goals. This is an excellent option for students in AP science classes as this class will be offered on days opposite of lab periods. This introductory course will include direct instruction in scientific methods, use of primary resources, journal writing, and laboratory skills appropriate to the student’s project. Students will be expected to keep a journal of activities, and will be assessed against a variety of rubrics depending on their particular project. A final report and/or presentation of the student’s project will be required at the end of the term, unless the project is continued into the second semester. Students who have already taken this course, but wish to continue with their project, or start a new project, should enroll in Independent Science Research 2.

**Independent STEM Research 2** (Grades 10/11/12) #SCI052

¼ credit 2 periods (S)

**Prerequisite:** successful completion of Independent Science Research 1.

This course is for students who want to pursue and/or continue a long-term study in science, mathematics, or engineering and who have already successfully completed Independent STEM 1. Students will work more independently than in the ISR 1 course, but will still be required to keep a journal of activities and write a final report and/or present their project at the end of the term. For students that are continuing a project in which experimentation was completed during Independent STEM 1 during the first semester, an emphasis will be placed on statistical analysis of data and preparation of a formal paper for presentation. This course can be repeated, as necessary, to further continue or pursue scientific research. This is an excellent option for students in AP science classes as this class will be offered on days opposite of lab periods.

**Anatomy & Physiology** (Grades 11/12) #SCI053

½ credit 5 periods (S)

**Prerequisite:** successful completion of Biology and concurrent enrollment in or successful completion of Chemistry.

This one-semester elective combines the study of essential principles of human anatomy and physiology, subdivisions of biology. The subject matter emphasizes the structure and function of the human body and its mechanisms for maintaining homeostasis. Topics include basic chemical processes that play a role in organisms, cell and tissue studies, and body systems. This course also serves as an introduction to related careers for those students that are interested in the health and medical fields.
Advanced Anatomy and Physiology (Grades 11/12) #SCI060

1 credit weight 1.10 5 periods per week

(FY) **Prerequisite:** Minimum grade of 85% in Biology and a recommended grade of at least 85% in Chemistry.

This course will provide students with an understanding of the form and function of the human body through detailed discussion of anatomy and the chemical physiology which allows the body to function. Students will use dissection and laboratory activities to analyze data and determine structure and function relationships through comparative anatomy. This course also includes neurobiology and animal behavior. Students in this course should be interested in moving into fields of scientific study and should have successfully completed (recommended 85% or higher) in Biology and should be concurrently enrolled in, or have successfully completed Chemistry. This course, in combination with AP/IB Biology, satisfies IB Biology HL credit. Students who have taken the Anatomy and Physiology semester course (0.5 credits) are ineligible to take Advanced Anatomy and Physiology.

Astronomy: The Sky and the Stars (Grades 10/11/12) #SCI054

½ credit 5 periods (S)

**Prerequisite:** successful completion of Physical Science or Physical Science 2 and Algebra 1.

This one-semester elective takes students on a journey of exploration to understand the sky and the stars with the use of the Manheim Township Planetarium. Students will have hands-on experience using the computer program Starry Night, a desktop version of planetarium software, to explore such topics as the sky and its cycles, telescopes, the life and death of stars, neutron stars, and black holes. **This course will run based upon student demand.**

Astronomy: The Solar System and the Universe (Grades 10/11/12) #SCI055

½ credit 5 periods (S)

**Prerequisite:** successful completion of Physical Science or Physical Science 2 and Algebra 1.

This one-semester elective takes students on a journey of exploration to understand our solar system, our Milky Way Galaxy, and the Universe with the use of the Manheim Township Planetarium. Students will have hands-on experience using the computer program Starry Night, a desktop version of planetarium software, to explore such topics as life on other worlds, airless worlds, Mars, Jupiter, Pluto (the "dwarf planet"), Super-massive Black Holes, and the Big Bang. **This course will run based upon student demand.**

Geology “The Dynamic Earth” (Grades 10/11/12) #SCI056

½ credit 5 periods (S)

**Prerequisite:** successful completion of Physical Science or Life Science.

This one-semester science elective combines hands-on lab and field investigations into the formation, composition, history, and processes which shape our dynamic Earth. Students will also use virtual experiences through the use of Google Earth and other mapping software to study large-scale geologic features throughout the world. Topics include the study of rocks, minerals, earthquakes, caves, mountain building, glaciers, weathering/erosion, fossils, and Earth’s history. **This course will run based upon student demand.**
Oceanography and Meteorology (Grades 10/11/12) #SCI057

½ credit 5 periods (S)

**Prerequisite:** successful completion of Physical Science or Life Science.

This one-semester science elective combines hands-on lab and field investigations into the exchange of matter and energy within and between the hydrosphere and the atmosphere. Fundamentals of oceanography, meteorology and climatology will be explored as students investigate the driving forces behind such topics as ocean currents, tides, cloud formation and types, severe weather, and Earth's ever-changing climate. Students will also investigate and predict our local weather conditions using Manheim Township's very own weather station. **This course will run based upon student demand.**

Environment and Ecology (Grades 11/12) #SCI058

½ credit 5 periods (S)

**Prerequisite:** successful completion of Physical Science or Life Science and Biology.

This one-semester elective combines lab experiences and field investigations in the study of watershed and wetland ecology, local environmental issues, land, air, and water pollution, conservation, human impact on the environment, and environmental laws. Students will apply studies of physical, chemical and biological concepts from previous courses to real-life situations in the natural world. A class project will be selected during the first marking period and completed during the second, so that students have a firsthand opportunity to experience the positive impact that they can have on the environment through making informed decisions and taking action. **This course will run based upon student demand.**

Honors Astronomy - Our Amazing Cosmos (Grades 10/11/12) #SCI059

1 credit 1.05 weight 5 periods (FY)

**Prerequisite:** successful completion of Physical Science or Physical Science 2, Algebra 2, and Geometry.

Honors Astronomy provides an optional opportunity to earn 6 college/university science credits from West Chester University (WCU) of Pennsylvania through the “Credit by Exam” program. Honors Astronomy will show up as “ESS111 Other Worlds, Other Stars - 3 credits” as well as “ESS112 Galaxies and Cosmology - 3 credits” on a WCU transcript.

The course takes students on a journey of exploration to understand the sky and the stars, solar system, Milky Way Galaxy, and the Universe through the use of the Manheim Township Planetarium. Students will have hands-on experience using the computer program Starry Night, a laptop/iPad version of planetarium software, to explore such topics as the sky and its cycles, telescopes, the life and death of stars, neutron stars, life on other worlds, airless worlds, Mars, Jupiter, Pluto (the "dwarf planet"), Supermassive Black Holes, and the Big Bang. This course will run based upon student demand.
Introduction to Nursing (Virtual) (Grades 10/11/12) #SCI060VT

1 credit
5 periods (S)
This two semester course introduces students to the field of nursing. In the first semester, students will learn about the history and evolution of nursing, education and licensure requirements, career path options, and nursing responsibilities. Students will also focus on foundational information such as basic anatomy, physiology, medical terminology, pharmacology, first aid, and disease prevention.

In semester two, students will examine various nursing theories, as well as focus on the nursing process, including assessment, diagnosis, and treatment options. Students will also learn about professional and legal standards and ethics. Additional skills of communication, teaching, time and stress management, patient safety, crisis management will be included.

Note: This course is an independent learning online elective. Students will be responsible for completing the coursework independently.

Health Careers (Virtual) (Grades 10/11/12) #SCI061VT

¾ credit
5 periods (S)
In this course students explore a variety of career options related to the healthcare field, including medicine, nursing, physical therapy, pharmacy, dental careers, child care, sports medicine, personal training, social work, psychology, and more. Students will learn about various options within each field, what each of these jobs entails, and the education and knowledge required to be successful. In addition, they will focus on basic job skills and information that would aid them in health care and other career paths.

Note: This course is an independent learning online elective. Students will be responsible for completing the coursework independently.

Medicine (Virtual) (Grades 10/11/12) #SCI065VT

¾ credit
5 periods (S)
This course provides students with an introduction to healthcare, with emphasis on modern, clinical medicine. Students review basic human anatomy and physiology, the study major health concerns affecting people in the U.S. and the world. This comprehensive, 10-unit course examines such topics as infectious diseases, cancer, traumatic injuries, and healthcare career opportunities.

Major Concepts:
- Anatomy/Physiology
- Human Development
- Nutrition
- Medical Ethics
- Infectious Diseases
- Cancer
- Traumatic Injuries
- Mental Illnesses
- Medicine in Practice

Note: This course is an independent learning online elective. Students will be responsible for completing the coursework independently.
Veterinary Science: The Care of Animals (Virtual) (Grades 10/11/12) #SCI062VT

½ credit 5 periods (S)

As animals play an increasingly important role in our lives, scientists have sought to learn more about their health and well-being. Taking a look at the pets that live in our homes, on our farms, and in zoos and wildlife sanctuaries, this course will examine some of the common diseases and treatments for domestic animals. Toxins, parasites, and infectious diseases impact not only the animals around us, but at times...we humans as well! Through veterinary medicine and science, the prevention and treatment of diseases and health issues is studied and applied.

Note: This course is an independent learning online elective. Students will be responsible for completing the coursework independently.

Forensic Science 1: Secrets of the Dead (Virtual) (Grades 10/11/12) #SCI063VT

½ credit 5 periods (S)

Fingerprints. Blood spatter. DNA analysis. The world of law enforcement is increasingly making use of the techniques and knowledge from the sciences to better understand the crimes that are committed and to catch those individuals responsible for the crimes. Forensic science applies scientific knowledge to the criminal justice system. This course focuses on some of the techniques and practices used by forensic scientists during a crime scene investigation (CSI). Starting with how clues and data are recorded and preserved, the student will follow evidence trails until the CSI goes to trial, examining how various elements of the crime scene are analyzed and processed.

Note: This course is an independent learning online elective. Students will be responsible for completing the coursework independently.

Marine Science (Virtual) (Grades 10/11/12) #SCI064VT

½ credit 5 periods (S)

About 70% of the Earth is covered by water. Even today, much of the world’s oceans remain unexplored. Marine scientists make exciting new discoveries about marine life every day. In this course, students will discover the vast network of life that exists beneath the ocean’s surface and study the impact that humans have on the oceans.

Major Concepts:
- Humans and the Ocean
- Plankton, Plants, and Algae
- Animals of the Sea
- Habitats and Ecology
- Life at Extremes
- Intelligence in the Sea
- Futures in Marine Science
- The Higher Vertebrates

Note: This course is an independent learning online elective. Students will be responsible for completing the coursework independently.
Earth Science (Virtual) (Grades 11/12) #SCI069VT

1 credit

5 periods (FY)

Earth Science is the combined study of how geology, physics, chemistry, and biology impact the universe; of the Earth's internal processes; and the structure and relationships of the natural world. In this interactive and engaging course, students study air, water, and physical processes that shape the physical world, and how human civilization has impacted the balance of nature. Students learn about the modern science behind topics such as continental drift, fossil dating, the cause of the seasons, natural disasters, ocean ecosystems, and alternative energy sources. At the end of this course, students have an understanding of and appreciation for earth science, and a solid foundation for future science studies.

Note: This course is an independent learning online elective. Students will be responsible for completing the coursework independently.
This document provides an overview of the required Social Studies courses offered at each grade level. Several levels of courses (each in bold font) are offered to meet the diverse needs and interests of our students. Students may move from a CP course to an honors/AP course or vice versa each year depending on past performance, student interest, etc. Course recommendations will be made in consultation with the student, parents/guardians, teachers, guidance counselors, and administration to ensure that students are best positioned for success.

### Required Course (Students must take one of the bold titled courses in each grade level)

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<th>Grade</th>
<th>Course</th>
<th>9th Grade Course</th>
<th>10th Grade Course</th>
<th>11th Grade Course</th>
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<td>9</td>
<td>Ancient World History</td>
<td>For 10th grade, students in this course will typically take CP Modern World History.</td>
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<td>College Prep Ancient World History</td>
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<td>College Prep Modern World History</td>
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<td>• For 11th grade, students in this course will typically take CP Modern US History, but may also choose to take or be recommended for AP US History or IB History Year 1.</td>
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<td>• For 12th grade, students in this course will typically take CP Civics &amp; Econ AND CP Global Perspectives, but may also choose to take or be recommended for CP Civics &amp; Econ AND Honors Global Perspectives, or AP US Government and Politics</td>
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<td>• For 12th grade, students in this course will typically take AP US Government and Politics but may also choose to take or be recommended for CP Civics &amp; Economics AND Honors Global Perspectives, or CP Civics &amp; Economics AND CP Global Perspectives</td>
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<td>• For 12th grade, students in this course will typically take IB History Year 2</td>
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<td>CP Civics &amp; Economics (1 semester) &amp; CP Global Perspectives (1 semester)</td>
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<td>CP Civics (1 semester) &amp; Economics &amp; Honors Global Perspectives (1 semester)</td>
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<td>AP US Government and Politics (whole year)</td>
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*Please see next page for Social Studies elective offerings.*
Social Studies Department Electives

The Social Studies Department offers a wide range of electives for students to enhance their understanding of our world. Some electives are offered annually and others are offered every other year. Please review the course descriptions in the EPG to verify course offerings in any given year. Students should consider mapping out a multi-year plan for their courses to ensure that they are able to fit all courses they would like to take into their schedule in the year(s) that they will be offered.

○ In School/Person Electives
  ■ Courses offered each year
    • AP Psychology (Grades 11 & 12)- 1 Credit
    • IB Economics (Grades 11 & 12)- 1 Credit
      • This course is open to both IB and non-IB students.
      • This course also satisfies the Personal Financial Literacy graduation requirement.
  ■ Courses offered every other year
    • College Prep Anthropology (Grades 10-12)- ½ Credit
    • College Prep General Psychology (Grades 10-12)- ½ Credit
    • College Prep Sociology (Grades 10-12)- ½ Credit
    • College Prep World Religions (Grades 10-12)- ½ Credit
    • College Prep Constitutional Law (Grades 10-12) ½ Credit

○ Virtual Electives
  ○ Careers in Criminal Justice (Grades 10-12)- ½ Credit
  ○ Philosophy: The Big Picture (Grades 10-12)- ½ Credit
  ○ History of the Holocaust (Grades 10-12)- ½ Credit
Ancient World History (Grade 9) #SST011

1 credit 5 periods (FY)

Registration Restriction: Enrollment in this class is restricted to students identified to take Strategic Literacy 1 and/or scored Below Basic on the Reading or Writing PSSA in 8th grade.

The Ancient World History course begins with the prehistoric period of human development and continues through Early Civilizations, the development of Empires, the Ancient Greeks and Romans, the Kingdoms of Africa, great civilizations in India and China, Islamic Civilizations and Empires and ends with the Rise of Medieval Europe. Students will read both primary and secondary sources and will participate in class discussions, historical inquiry, and group and individual presentations. Map skills as well as literacy and writing skills will all be emphasized and developed in the course. Enrollment in this class is restricted to students identified to take Strategic Literacy 1 and/or scored Below Basic on the Reading or Writing PSSA in 8th grade.

College Prep Ancient World History (Grade 9) #SST012

1 credit 5 periods (FY)

The Ancient World History course begins with the prehistoric period of human development and continues through Early Civilizations, the development of Empires, the Ancient Greeks and Romans, the Kingdoms of Africa, great civilizations in India and China, Islamic Civilizations and Empires and ends with the Rise of Medieval Europe. Students will read both primary and secondary sources and will participate in class discussions, historical inquiry, and group and individual presentations. Our historical study will seek to link ancient history themes to modern American and global developments.

Honors Ancient World History (Grade 9) #SST013

1 credit weight 1.05 5 periods (FY)

The Ancient World History course begins with the prehistoric period of human development and continues through Early Civilizations, the development of Empires, the Ancient Greeks and Romans, the Kingdoms of Africa, great civilizations in India and China, Islamic Civilizations and Empires and ends with the Rise of Medieval Europe. Students will read both primary and secondary sources and will participate in class discussions, historical inquiry, and group and individual presentations. Our historical study will seek to link ancient history themes to modern American and global developments. Regular writing of essays and use of document-based questions form a central component of the course. Summer assignments are assigned and required for the Honors Level course.

College Prep Modern World History (Grade 10) #SST022

1 credit 5 periods (FY)

World History is intended for sophomores who are considering enrolling in college after high school. Emphasis will be placed on practicing the reading, writing and research skills necessary to succeed in college. This course examines the many varied societies of the world by focusing on cultural developments from 1500 to the present. Included in the study are the geography, history, economics and political institutions of Africa, Asia, Latin America and Europe. While the textbook continues to be the primary resource, students will gain additional experience with primary documents and other research materials when examining each topic. Assessments involving assisted and independent reading, research and writing will be incorporated into the curriculum.
**AP World History** (Grade 10) #SST023

1 credit  
weight 1.10  
5 periods (FY)

**Prerequisite:** a student must demonstrate outstanding performance in previous Social Studies courses as well as an ability to excel in AP/college level coursework. Students wishing to change levels from CP to AP are recommended to have a minimum grade of 85% in previous Social Studies courses.

AP World History helps students to develop greater understanding of the evolution of global processes and contacts in different types of human societies. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as, comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and analysis of types of historical evidence. Periodization, explicitly discussed, forms an organizing principle to address change and continuity throughout the course. Other specific themes provide further organization to the course, ex: consistent attention to contacts among societies. AP World 10 utilizes the same text as Honors Ancient History and begins where the course concluded. **Summer papers are used as part of the first quarter grade and will be assigned in May.**

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**College Prep United States History** (Grade 11) #SST032

1 credit  
5 periods (FY)

College Prep United States History is intended for juniors who are considering enrolling in college after high school. The course will look at American history from the Progressive Era to the present day. Units of focus include the Progressive Era, World War I, The Great Depression, World War II, the Cold War Era, Civil Rights, the Turbulent 60’s 70’s, and Post-Vietnam Era. Students will learn about American social, cultural, political, economic, and foreign policy history. Students will be asked to think critically in writing and will frequently have to analyze primary sources. Heavy emphasis will be placed on examining the roots of historical decisions and events in our everyday lives.

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**AP United States History** (Grades 11) #SST033

1 credit  
weight 1.10  
5 periods (FY)

**Prerequisite:** a student must demonstrate outstanding performance in previous Social Studies courses as well as an ability to excel in AP/college level coursework. Students wishing to change levels from CP to AP are recommended to have a minimum grade of 85% in previous Social Studies courses.

The Advanced Placement course in United States History is a survey of United States history from the pre-Columbian era to the present. The course uses a college-level text and supplemental readings. A very academically demanding and challenging course, students will be expected to read independently, synthesize ideas, write intelligent essays, and be able to communicate ideas and opinions. Major units include: Colonial America, Nation Building, Civil War, Industrialization and 20th Century History. Students in the course must be self-motivated and independent learners. A summer assignment will be included as part of the first marking period grade. College credit and/or placement may be obtained by achieving satisfactory scores on the standardized advanced placement exam.
IB History Year 1: History of the Americas (Grade 11) #IBO211

IB History Year 2: History of the Americas (Grade 12) #IBO212

Students participating in the International Baccalaureate Program during their junior and senior year will satisfy their social studies graduation requirements through the completion of these courses. The course descriptions can be found in the International Baccalaureate section of the planning guide.

IB Economics (Grade 11/12) #IBO213

1 credit weight 1.10 5 periods (FY)

The course seeks to develop an appreciation of how economic choices impact individuals and societies and explores the economic interactions between individuals, groups, businesses, and nations. Students will seek an understanding of microeconomic and macroeconomic theories and their real-world applications. This course targets international perspectives as it seeks to foster a concern for global development issues and raises students’ awareness of their own responsibilities at a local, national, and international level. IB Economics also addresses issues of personal economic decision-making, such as money management, borrowing, investing, and financial services. While designed for students pursuing the IB diploma, this course is open to any student interested in an advanced approach to economics. IB Economics also satisfies the Personal Financial Literacy graduation requirement.

IB Economics is open to ALL STUDENTS.

College Prep Global Perspectives (Grades 11/12) #SST042

½ credit 5 periods (S)

Global Perspectives is a diverse course designed to address several topics of global significance. The course is taught through a thematic approach in which the curriculum will address the interdependence and impact nations have on each other. Areas of consideration are geography, demography, food, energy, environment, human rights and terrorism. There is no textbook for this course; however, students will be provided with primary and secondary resources, alternative materials and diverse learning strategies to enhance understanding when examining each topic.

Honors Global Perspectives (Grades 11/12) #SST043

½ credit weight 1.05 5 periods (S)

This course is intended for college-bound students who will likely pursue a humanities related field as a major or or minor. Emphasis will be placed on the reading, writing and research skills necessary to succeed in such a collegiate focus. Topics of global significance will be pursued to portray the interdependence and impact nations have on each other. Areas of consideration are geography, demography, food, energy, environment, human rights and terrorism. There is no textbook for this course; however, students will be provided with primary and secondary resources, alternative materials and diverse learning strategies to enhance understanding when examining each topic. Assessments involving assisted and independent reading, research and writing skills will be incorporated into the curriculum.
College Prep Civics and Economics (Grades 11/12) #SST045

½ credit 5 periods (S)

Civics and Economics is a critical course in preparing students for participation as an American citizen. Emphasis will be placed on the reading, writing, and research skills necessary to succeed in college or in more challenging electives during the senior year. Topics include United States geography, micro and macro economics, the three branches of government, the Constitution of the United States, civil rights and current events. While the textbook continues to be the primary resource, student will gain additional experience with primary documents and other research materials when examining each topic. Assessments involving assisted and independent reading, research and writing will be incorporated into the curriculum.

AP United States Government and Politics (Grades 11/12) #SST047

1 credit weight 1.10 5 periods (FY)

Prerequisite: a student must demonstrate outstanding performance in previous Social Studies courses as well as an ability to excel in AP/college level coursework. Students wishing to change levels from CP to AP are recommended to have a minimum grade of 85% in previous Social Studies courses.

The Advanced Placement course in United States Government and Politics is an in-depth study of the United States political infrastructure and processes such as political parties, special interest groups and the media. Emphasis is placed on the participatory role of each student culminating in a required field project. Textbooks and additional readings are college-level. Analysis and synthesis skills are to be demonstrated in well-organized essays, oral presentations and debates. College credit and/or placement may be obtained by achieving a satisfactory score on the standardized advanced placement exam.

ELECTIVES COURSES*

College Prep Anthropology (Grades 10/11/12) #SST071

½ credit 5 periods (S)

Anthropology literally means “study of man.” Two primary topics are pursued: the scientific theory of humankind’s evolution and unique cultural groups and their lifestyles. The purpose is to provide a basic understanding of people and an appreciation of cultures. This course is offered every other year. The course will be offered in 2020-21.

College Prep General Psychology (Grades 10/11/12) #SST074

½ credit 5 periods (S)

This program is calculated to give the student as comprehensive an exposure as possible in a single semester to the major concepts of the field. Emphasis will be given to those areas of psychology that are most related to the high school student. Recent research in psychology will be featured. Students should gain some understanding into their own behavior and build a basis for effective living. Some independent reading will be required, accompanied by short reports. This course is offered every other year. The course will be offered in 2020-21.
College Prep Sociology (Grades 10/11/12) #SST075

½ credit 5 periods (S)

Sociology deals mainly with the total social environment and its effect on the personal development of each individual. Students will examine and discuss group relationships, social values, social institutions, changing nature of families, social crises and the effects of societal changes on the individual and society. Students will learn to think like sociologists, develop a sociological imagination, and understand and appreciate the rich diversity that is possible in social life. **This course is offered every other year. This course will be offered in 2021-22.**

College Prep World Religions (Grades 10/11/12) #SST076

½ credit 5 periods (S)

Understanding the cultures of other people is necessary in an age of national diversity and international cooperation. A basic knowledge of the world’s religions can provide an entrance to that understanding. The two goals of the course in World Religions are 1) to expose students to the belief systems of various religions, and 2) to examine how those belief systems have developed and changed over time, with an emphasis upon the present day. **This course is offered every other year. This course will be offered in 2021-22.**

College Prep Constitutional Law (Grades 10/11/12) #SST072

½ credit 5 periods (S)

The Constitution is the foundation of American political life. Lawyers, judges, politicians, professors and most importantly, citizens, all play a part in interpreting and creating Constitutional law. In this course, students will examine the importance of the Constitution in American history, politics and culture. Special attention will be paid to civil rights and liberties and landmark court cases. Students will be expected to participate in research and in lively classroom discussions and debate. **This course is offered every other year. This course will be offered in 2021-22.**

AP Psychology (Grades 11/12) #SST081

1 credit weight 1.10 5 periods (FY)

**Prerequisite:** a student must demonstrate outstanding performance in previous Social Studies courses as well as an ability to excel in AP/college level coursework. Students wishing to change levels from CP to AP are recommended to have a minimum grade of 85% in previous Social Studies courses.

Advanced Placement Psychology is an in-depth study of human behavior. Topics such as learning, personality, abnormal psychology, therapy and human development will be studied. Students will be expected to complete a special topics project/presentation. Textbooks are college-level and students will be expected to read independently. Analysis and synthesis will be demonstrated through the writing of essays and participation in discussion. College credit and/or advanced placement may be obtained by achieving a satisfactory score on the standardized Advanced Placement Psychology exam. **This course will be offered annually.**
Careers in Criminal Justice (Virtual) (Grades 10/11/12) #SST073VT

½ credit 5 periods (S)

The criminal justice system offers a wide range of career opportunities. In this course, students will explore different areas of the criminal justice system, including the trial process, the juvenile justice system, and the correctional system.

This course is only available in a virtual format.

Philosophy: The Big Picture (Virtual) (Grades 10/11/12) #SST074VT

½ credit 5 periods (S)

This course will take you on an exciting adventure that covers more than 2,500 years of history! Along the way, you'll run into some very strange characters. For example, you'll read about a man who hung out on street corners, barefoot and dirty, pestering everyone he met with questions. You'll learn about another eccentric who climbed inside a stove to think about whether he existed. Despite their odd behavior, these and other philosophers of the Western world are among the most brilliant and influential thinkers of all time. As you learn about these great thinkers, you'll come to see how and where many of the most fundamental ideas of Western Civilization originated. You'll also get a chance to ask yourself some of the same questions these great thinkers pondered. By the time you've “closed the book” on this course, you will better understand yourself and the world around you...from atoms to outer space...and everything in between.

Note: This course is an independent learning online elective. Students will be responsible for completing the coursework independently.

History of the Holocaust (Virtual) (Grades 10/11/12) #SST077VT

½ credit 5 periods (S)

Holocaust education requires a comprehensive study of not only times, dates, and places, but also the motivation and ideology that allowed these events. In this course, students will study the history of anti-Semitism; the rise of the Nazi party; and the Holocaust, from its beginnings through liberation and the aftermath of the tragedy. The study of the Holocaust is a multi-disciplinary one, integrating world history, geography, American history, and civics. Through this in-depth, semester-long study of the Holocaust, high school students will gain an understanding of the ramifications of prejudice and indifference, the potential for government-supported terror, and they will get glimpses of kindness and humanity in the worst of times.

Note: This course is an independent learning online elective. Students will be responsible for completing the coursework independently.
SUPPORT COURSES/PROGRAMS

STUDENT TRANSITIONAL EDUCATION PLACEMENT

The Student Transitional Education Placement (STEP) program is designed for students in need of a hybrid schedule. Enrollment allows students to participate in a blending of the virtual environment, along with traditional courses. Students in this program engage in one or more classes in a carefully structured environment under the guidance of the program staff. To be enrolled, students must be referred to the program by counselors or administrators; students may not simply elect to participate in the program.

The courses offered in this program are taught in a virtual fashion, utilizing the virtual courses of Manheim Township as well as courses offered by other virtual course providers. Students in the STEP program can conceivably complete the following core academic requirements within this program. The course descriptions for these courses can be found in the various content areas of this guide.

**English:**
- CP English 9 (Grade 9)  #ENG012STEP  Full-Year  1 Credit
- CP English 10 (Grade 10) #ENG022STEPKS  Full-Year  1 Credit
- CP English 11 (Grade 11) #ENG032STEP  Full-Year  1 Credit
- CP English 12 (Grade 12) #ENG042STEP  Full-Year  1 Credit

**Mathematics:**
- CP Algebra 1 – Part 1 (Grade 9)  #MTH011STEPKS  Semester  ½ Credit
- CP Algebra 1 – Part 2 (Grade 9)  #MTH012STEPKS  Semester  ½ Credit
- CP Geometry – Part 1 (Grade 10)  #MTH021STEP  Semester  ½ Credit
- CP Geometry – Part 2 (Grade 10)  #MTH022STEP  Semester  ½ Credit
- CP Algebra 2 – Part 1 (Grade 11)  #MTH031STEP  Semester  ½ Credit
- CP Algebra 2 – Part 2 (Grade 11)  #MTH032STEP  Semester  ½ Credit

**Science**
- CP Physical Science (Grade 9)  #SCI012STEP  Full-Year  1 Credit
- CP Biology (Grade 10/11/12)  #SCI022STEPKS  Full-Year  1 Credit
- CP Chemistry (Grades 10/11/12)  #SCI032STEP  Full-Year  1 Credit
- CP Physics (Grades 10/11/12)  #SCI042STEP  Full-Year  1 Credit

**Social Studies:**
- CP Ancient History (Grade 9)  #SST012STEP  Full-Year  1 Credit
- CP Modern World History (Grade 10)  #SST022STEP  Full-Year  1 Credit
- CP United States History (Grade 11)  #SST032STEP  Full-Year  1 Credit
- CP Global Perspectives (Grades 11/12)  #SST042STEP  Semester  ½ Credit
- CP Civics and Economics (Grades 11/12)  #SST045STEP  Semester  ½ Credit
- CP Sociology (Grades 10/11/12)  #SST075STEP  Semester  ½ Credit
- CP General Psychology (Grades 10/11/12)  #SST074STEP  Semester  ½ Credit
- CP The Vietnam War (Grades 10/11/12)  #SST051STEP  Semester  ½ Credit

Students in need of credits other than those listed above could possibly make requests, which would be addressed on a case-by-case basis by consulting with administration and the school counseling department.
**ENGLISH LANGUAGE LEARNERS**

English Language Learners have access to specially designed English classes which can be accessed in the English section of the guide. ELL students also have access to a support classroom during the school day where they can receive additional support for the language development and classroom needs.

**CO-TEACHING SUPPORT**

A Manheim Township utilizes co-teaching when deemed necessary by building and district administration, but does not use it as a frequent practice.

**EMOTIONAL SUPPORT PROGRAM**

The Emotional Support Program is designed to provide services for students with a disability who require services primarily in the area of behavior support. Participation in the program is determined through the coordination of the IEP Team.

Students in the emotional support program will generally take their core academic classes (English, Mathematics, Science and Social Studies) in the emotional support classroom. However, some students in the program may also take courses in regular education classes as determined by their IEP.

In addition to the core academic classes, Core Values (#SPE023/023ES/023AS) and Academic Support (#SPE001) are offered based on a student’s IEP.

**LEARNING SUPPORT: CORE COURSES**

The core (English, Mathematics, Social Studies, Science, and Reading) academic courses for special education students are listed in the individual content areas. These courses are designed to provide services for students who require services primarily in the areas of reading, writing, math or speaking and listening skills related to academic performance. The special education staff will assist with scheduling students into the appropriate level of instruction whether that course is a Special Education or Regular Education course.

The following courses are exclusively for special education students who are not yet prepared for a traditional regular education class in these disciplines:

- Fundamentals of English
- Fundamentals of Mathematics
- Fundamentals of Reading
LEARNING SUPPORT: SUPPORT COURSES

Academic Support (Grades 9/10/11/12) #SPE001 (Scheduling Course ID)

¼ credit  2 periods (FY)
½ credit  5 periods (FY)

The purpose of Academic Support is to reinforce the regular education classroom instruction. Organizational strategies, study skills, support for online coursework and specialized testing assistance is available. Eligible students may take the course for credit, or may participate on an as-needed basis, depending on their individual plans developed. Students will be registered for this class based upon student needs as described in the IEP.

Students may earn a maximum of ¼ credit by completing the equivalent of 2 periods a week for the year, or ½ credit by completing the equivalent of 5 periods a week for the year.

Enrollment Information: To enroll in the course, students must have an IEP. Placement into the course is at the discretion of the special education staff.

Career Exploration (Grades 9/10/11/12) #SPE011

½ credit  5 periods (S)

Students electing this course will participate in the process of vocational exploration through an overview of careers and personal goal setting. Students will explore various careers and identify personal strengths that correspond to these careers. Strengths and aptitudes will be explored through a series of personal inventories. Students will be expected to complete a resume and a mock interview.

Enrollment Information: To enroll in the course, students must have an IEP. Placement into the course is at the discretion of the special education staff.

Core Values (Grades 9/10/11/12) #SPE023/023ES/023AS

1 credit  5 periods (FY)

These courses are designed to help students with emotional, behavioral, and organizational needs learn the skills to be successful in the educational and community settings. Students will work on improving themselves and their relationships with others. They will focus on developing skills such as self-advocacy, dealing with difficult situations, time management, organization skills, and interpersonal relationships. Students will be required to participate in group discussions and complete projects, which will focus on individual needs as outlined in IEPs.

Enrollment Information: To enroll in these courses, students must have an IEP. Placement into the course is at the discretion of the special education staff.
**LIFE SKILLS PROGRAM**

The Life Skills Program is designed to provide services for students with a disability who require services primarily in the area of academic, functional, or vocational skills necessary for independent living. Participation in the program is determined through the coordination of a student's parents and the special education staff.

**Functional English Language Arts** (Grades 9/10/11/12) #SPE101
**Functional Mathematics** (Grades 9/10/11/12) #SPE102
**Functional Science** (Grades 9/10/11/12) #SPE103
**Functional Social Studies** (Grades 9/10/11/12) #SPE104

1 credit 5 or more periods (FY)

These courses address skills which apply academic skills to real life situations at home, on the job, or in the community. This program is designed for secondary students with significant cognitive disabilities and who will be following a curriculum based on the Pennsylvania Alternate State Standards in the areas of Math, Language Arts, Science and Social Studies. These courses can be repeated for credit.

**Enrollment Information:** To enroll in these courses, students must have an IEP. Placement into the course is at the discretion of the special education staff.

**Independent Living Skills** (Grades 9/10/11/12) #SPE105

1 credit 5 or more periods (FY)

This course will address the personal maintenance skills, domestic maintenance skills, social skills, and safety and health skills needed to prepare students for life after high school. Students will participate in a variety of performance-based activities in school and the community to build and maintain these skills. This class will assist students in developing the skills essential to become productive and independent citizens. Students will gain practical knowledge and skills in the areas of self-care, budgeting, consumer education, vocational options and recreation and leisure. This course can be repeated for credit.

**Enrollment Information:** To enroll in this course, students must have an IEP. Placement into the course is at the discretion of the special education staff.

**Transition Skills** (Grades 9/10/11/12) #SPE107

1 credit 5 or more periods (FY)

This class has a focus on life activities and pursuits, such as work, post-secondary training, transportation, community access, etc. A general exploration of post high school education and skills needed for careers that students might be interested in pursuing is emphasized. This course provides an opportunity for students to relate classroom vocational skills to a school-based job site or competitive community employment situation. A job trainer is available to assist with work crews, career exploration, and job readiness skills. Job skills will be evaluated by staff through work-based rubrics and evaluations. This course can be repeated for credit.

**Enrollment Information:** To enroll in this course, students must have an IEP. Placement into the course is at the discretion of the special education staff.
Social Skills (Grades 9/10/11/12) #SPE108

1 credit

This course will address skills needed to appropriately interact with people at school, at home, in the workplace, and in the community. Students will participate in a variety of performance-based activities in school and the community to build and maintain these skills. The course incorporates a lot of modeling and role-play. This course can be repeated for credit.

Enrollment Information: To enroll in this course, students must have an IEP. Placement into the course is at the discretion of the special education staff.

Work-Based Learning (Grades 11/12) #SPE109

1 credit

This program is designed to help students make meaningful career decisions and a smooth transition from high school to the world of work. The coordinated set of activities shall be based on the individual’s educational program as well as preferences and interests. The course will include direct instruction, community experiences, the development of employment and other post-school adult living objectives. When appropriate, acquisition of daily living skills and fundamental vocational evaluations will be done. Students will learn effective job interviewing techniques, appropriate work strategies, tax forms, creative thinking, problem solving, and conflict management skills.

Enrollment Information: To enroll in this course, students must have an IEP. Placement into the course is at the discretion of the special education staff.

Multiple Disabilities Support (Grades 9/10/11/12) #SPE110

1 credit

Students with multiple disabilities will receive instruction in the Multiple Disabilities Support (MDS) classroom as determined by their IEP team. Instruction focuses on their individualized goals and is oriented to developing skills and behavior that emphasize communication, functional math and reading skills embedded into daily living skills. Additionally, students will be provided with therapies and nursing services as needed.

All services are provided as mandated by IDEA ’04, PA Chapter 14 and other applicable laws.

Enrollment Information: To enroll in this course, students must have an IEP. Placement into the course is at the discretion of the special education staff.
**READING SUPPORT**

For students who demonstrate reading difficulties in their coursework and/or on district administered assessments, Manheim Township High School offers a variety of supplemental reading courses. The primary goal for these courses is to help students develop the reading skills needed to successfully read and comprehend the challenging texts they will encounter during their high school experience and beyond. Please refer to Course Descriptions for complete information about the specific focus areas for each set of courses.

Students do not elect these courses. The courses will be assigned to students based upon the following criteria:

- **Fundamentals of Reading**: Only students who currently have an IEP are eligible for this course. This course is designed to increase both reading comprehension and fluency levels of students reading significantly below their current grade level.
- **Strategic Literacy**: Students scoring two or more grade levels below current grade in comprehension on the GRADE+ test (Standard Score of 95 or below), are assigned to the appropriate Strategic Literacy course. For ninth and tenth grade students meeting the placement criteria, Strategic Literacy is required.

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**Fundamentals of Reading 1** (Grades 9/10/11) #REA001

1 credit 5 periods (FY)

The Reading Strategies class is a learning support class for students, determined by their IEP, who need additional reinforcement in comprehension, decoding and/or fluency. Comprehension skills are introduced and reinforced through direct instruction activities including learning and applying reading strategies and vocabulary development. Fluency practice is a daily part of this class to develop intonation and appropriate reading rate. Decoding skills are reviewed on an ongoing basis to aid in the pronunciation of words.

**Enrollment Information**: To enroll in the course, students must have an IEP. Placement into the course is at the discretion of the special education staff.

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**Fundamentals of Reading 2** (Grades 10/11/12) #REA002

1 credit 5 periods (FY)

The course will be a sequel to the Fundamentals of Reading 1 course. The intent of the course is to continue to intensify comprehension strategies and add Functional Reading skills for students with IEPs. The course aligns with Strategic Literacy 2, but will be modified to meet the needs of students with disabilities, while aiming to meet state reading standards. Students will continue to build reading fluency skills, reading comprehension skills, vocabulary skills, and functional reading skills.

**Enrollment Information**: To enroll in the course, students must have an IEP. Placement into the course is at the discretion of the special education staff.
**Strategic Literacy 1** (Grades 9/10/11/12) #REA011

1 credit 5 periods (FY)

This is an introductory high school level reading course that is required for students who have tested significantly below their current grade placement on a standardized reading assessment. Using a variety of texts from many genres, this course focuses primarily on improving comprehension, vocabulary, writing, and fluency through the teaching and use of active reading strategies.

**Enrollment Information:** To enroll in the course, students must have been identified by reading staff as needing supplemental reading instruction.

**Strategic Literacy 2** (Grades 10/11/12) #REA012

1 credit 5 periods (FY)

**Prerequisite:** Completion of Strategic Literacy 1.

This reading course builds on reading strategies introduced in Strategic Literacy 1 and is required for students who have tested significantly below their current grade placement on a standardized reading assessment. Using primarily nonfiction text sources, this course is designed to improve comprehension, vocabulary, fluency, and written expression, and places special emphasis on analysis of text structures.

**Enrollment Information:** To enroll in the course, students must have been identified by reading staff as needing supplemental reading instruction.
The technology education department offers STEM courses focused on Product Design and Build, Graphic Design, Computerized Aided Drafting And Design, Video Production, and four honors level (GPA x 1.05) Project Lead the Way (PLTW) engineering courses. Additionally, students may earn an “AP & PLTW Achievement in Engineering” certificate for earning qualifying scores on Advance Placement (AP) and PLTW end-of-course assessments in the AP Engineering pathway.

Students interested in specific technical training and careers should reference the Career and Technology Center information contained in this EPG. Forty unique technical programs of study are available at the Lancaster County Career and Technology Centers (LCCTC). Students have the opportunity to receive valuable training and certifications in various technology areas by attending the LCCTC during their junior and/or senior year.

ENERGY, POWER & TRANSPORTATION

Energy, Power & Transportation (Grades 9/10/11/12) #TED012
0.5 credit 5 periods (S)

Study energy sources, uses, and conversion mechanisms as you design, build and test solutions related to transportation and control systems. Examples of projects used to teach these concepts include: model dragster racers, air & space models to include gliders, propeller powered airplanes, compressed air rockets and electronic control system devices. Students will use various industrial materials and manufacturing equipment required for development of solutions related to energy, power and transportation challenges in our society.

Design/Build I (Grades 9/10/11/12) #TED020
0.5 credit 5 periods (S)

This course is a study in how modern-day products are designed and manufactured. Students will experience project-based activities that will allow them to safely produce projects in a variety of materials such as woods, metals and plastics. Implementing the technological design process, students will learn how to work from concept through prototype to final design as they design and build individual and group projects.

Design/Build II (grades 10/11/12) #TED021
0.5 credit 5 periods (S)

Prerequisite: Design/Build I (recommended minimum grade of 75%).

A continued application of the technological design process utilizing project-based activities. Applying the fundamental knowledge and skills acquired in Design/Build 1, students will explore product manufacturing. As a part of a product development team, they will learn all the steps of developing a product for a consumer from start to finish. Students will also work on individual projects to expand their exposure to machines and processes involving woods, metals, and plastics with an emphasis on CNC technology and 3D printing.
COMPUTER AIDED DRAFTING AND DESIGN (CADD)

CADD 1: Introduction to CADD (Grades 9/10/11/12) #TED031
½ credit 5 periods (S)

This course provides an introduction to the communication standards and visual skills used in industry and engineering. Through theory and practical hands-on experience, students will become familiar with a design process and how design ideas are communicated according to ANSI and ISO drawing standards. Technical sketching, AutoCAD Mechanical 2019, and Autodesk Inventor Professional 2019 software is used throughout the course.

Students will experience the following topics: design process, technical sketching, two-dimensional CAD (AutoCAD Mechanical), solid modeling (Inventor Professional), and working drawings. Activities and experiences include drawing a series of objects using technical sketching, two-dimensional CAD, and solid modeling CAD. A design process will be practiced through developing a complete set of working drawings and a design problem.

CADD 2 (Grades 10/11/12) #TED032
½ credit 5 periods (S)

Prerequisite: CAD 1 or PLTW-IED (recommended minimum grade of 75%).

This course provides advanced experiences in the communication standards and visual skills used in industry and engineering. Through theory and practical hands-on experience, students will become familiar with a design process and how design ideas are communicated according to ANSI and ISO drawing standards. Technical sketching and Autodesk Inventor Professional 2019 software is used throughout the course.

Students will experience the following topics: design process, threaded fasteners, working drawings, gear design, and parametric modeling. Activities and experiences include drawing a threaded fastener, two complex multiple part working drawings, a rack and pinion gear detail, and parametric design. A design process will be practiced through developing a complete set of working drawings and a design problem.

CADD 3 (Grades 11/12) #TED033
½ credit 5 periods (S)

Prerequisite: CADD 2 (recommended minimum grade of 75%).

CAD (Computer-aided drafting) software is an essential tool used by designers and engineers to communicate their ideas. CADD 3 builds upon the drawing knowledge and skills acquired in CADD 2. Advanced skills in sketching and CAD, including secondary auxiliary views and perspective drawing, will be practiced throughout the course. Design problems will require students to practice both traditional and concurrent design processes. All drawings will apply drawing standards set by ANSI, ISO, and SAE. Students will learn to use advanced Autodesk Inventor solid modeling software skills.
GRAPHICS

Graphics 1 (Grades 9/10/11/12) # TED041

½ credit 5 periods (S)

This is an introductory course to the Graphic Design and Printing industries. Students will learn to use their creativity to design and produce printed images for various design challenges. To create their solutions students will use state of the art software programs like Adobe InDesign® and Photoshop®, and will be introduced to printing methods such as Silkscreen printing and Offset printing.

Graphics 2 (Grades 9/10/11/12) # TED042

½ credit 5 periods (S)

Prerequisite: Graphics 1 (recommended minimum grade of 75%).

This course enables students to develop advanced skills as Graphic Designers. The course focuses on the digital applications of visual communications. Students will use state of the art software programs like Adobe InDesign®, Photoshop® and Illustrator®. They will design solutions to challenges from the instructor, as well as outside design challenges, that will help develop their design, printing and presentation skills. Digital photography will be covered along with other digital-related communication methods.

VIDEO PRODUCTION

Video Production 1 (Grades 9/10/11/12) #TED045

½ credit 5 periods (S)

This project-based course introduces the video production process. Students are introduced to basic pre- and post-production skills of storyboarding, scriptwriting, camera techniques, visual composition, sound gathering and lighting techniques. The class will be instructed in Adobe Premiere editing software to create a variety of group and individual video projects.

Video Production 2 (Grades 10/11/12) #TED046

½ credit 5 periods (S)

Prerequisite: Video Production 1 (recommended minimum grade of 75%).

This project-based course builds on concepts introduced in VP 1 and encourages students to increase their proficiency in videography and explore advanced editing techniques. More emphasis will be placed on advanced camera functions, lighting and sound options, and story development. Students will work in teams and independently to produce a variety of projects for the morning TV broadcast (feature human interest, news and sports stories, commercials, public service announcements and commentaries) as well as an original short feature. Students will also assist in the planning, production and broadcast of the Blue Streak News.
**Video Production 3** (Grades 11/12) #TED047

½ credit 5 periods (S)

**Prerequisite:** Video Production 2 (recommended minimum grade of 75%).

The VP3 students will assume leadership roles in class is responsible for the, planning, producing and broadcasting production and broadcast of Blue Streak News. Rotating through each position, students will train in all job responsibilities, including lighting, camera and teleprompter operation, graphics, sound and video mixing, directing and news scriptwriting. Specific production assignments are included in each rotation. Students are evaluated on their contribution to and their performance during the broadcast. Students will also work in teams and independently to create videos for the Blue Streak News.

**Video Production 4** (Grades 11/12) #TED048

½ credit 5 periods (S)

**Prerequisite:** Video Production 3 (recommended minimum grade of 75%).

The VP 4 students will have the opportunity to advance their leadership and production skills in areas that they have practiced during earlier levels of video production including, but not limited to, creating news, human interest feature, and sports stories original short videos, and documentaries or animated shorts for the school broadcast. Students may be called on to assist with the morning Blue Streak News broadcast, if needed, or they may choose to concentrate their efforts in that area. Students in VP 4 should plan to enter a minimum of one project in local or national contests throughout the semester. They may select their own format and contest as available.

**OTHER TECHNOLOGY ELECTIVES**

**Architectural Drawing 1** (Grades 11/12) #TED055

½ credit 5 periods (S)

**Prerequisite:** CADD1 or PLTW-IED (recommended minimum grade of 75%).

This introductory course acquaints the student with the design process used for planning a typical residence. The subject includes a brief historical review of architectural styles and their relation to modern structures. Architectural features such as materials and spatial requirements are studied and applied as the student designs and develops his/her own set of house plans by means of sketching, mechanical drawing and CAD.
INDEPENDENT STUDY & RESEARCH

Independent Technology Project (Grades 11/12) #TED061

½ credit 5 periods (S)

Prerequisites: Completion of all offered courses in the selected area of Technology Education for the project and prior arrangements made with the teacher that will facilitate instruction for the planned independent project.

This course is for students who want to pursue an advanced, independent project in technology education. This could include, but is not limited to a project in materials processing/manufacturing, CAD/D, energy/power/transportation, graphic design, or video production. Students will be expected to keep a journal of activities, and will be assessed against a variety of rubrics depending on their particular project. A final report and/or presentation of the student’s project will be required at the end of the term, unless the project is continued into a second semester. Enrollment in this course can be repeated, as necessary, to continue or pursue a new technology education project.

Independent STEM Research 1 (Grades 10/11/12) #SCI051
Independent STEM Research 2 (Grades 10/11/12) #SCI052

¼ credit 2 periods (S)

Students can pursue scientific research in fields related to technology and engineering through the Independent STEM Research course. Students will receive guidance in scientific inquiry from a science teacher and will receive guidance from a technology education teacher regarding their research interests. The formal course description can be found in the Science section of the planning guide.
The Project Lead the Way (www.pltw.org) engineering curriculum offers a rigorous, hands-on applied engineering focused learning experience. Students learn theory which allows them to solve engineering and technological problems in a creative and collaborative ways. The engineering design process is learned as students learn to develop solutions to engineering challenges focused on mechanics and control systems, aerospace, civil engineering and architecture, and product modeling and technical communication. Each of the four PLTW courses carry a GPA rating of x1.05.

All four PLTW courses offered at MTHS are affiliated with collegiate and university engineering programs that offer the potential for college credit and/or acceleration in specific college engineering programs. Additionally, students may earn an “AP & PLTW Achievement in Engineering” certificate for earning qualifying scores on Advanced Placement (AP) and PLTW end-of-course assessments in the AP Engineering pathway. For more details, visit: https://www.pltw.org/experience-pltw/student-opportunities.

**PLTW: Introduction to Engineering Design (IED) (Grades 9/10/11/12) #TED071**

1 credit  
weight 1.05  
5 periods (FY)

**Prerequisite:** Algebra 1 *(recommended minimum grade of 75%).*

This course provides an overview of engineering design while developing collaborative, problem-solving skills by tackling real-world engineering problems. This course provides an applied approach to science, math, and technology. Through theory and practical hands-on experience, students will become familiar with a design process and how design ideas are communicated according to ANSI and ISO drawing standards in the world of engineering. Autodesk Inventor Professional 2019 solid modeling software is used throughout this course. Students are required to purchase an Engineer’s Notebook.

Students will experience the following topics: design process, technical sketching, measurement, graphic modeling, mathematical modeling, computer modeling, physical modeling, mass production, CAD (Computer Aided Drawing), statistics, product analysis, cam design, reverse engineering, and long distance collaboration. Engineering design challenges include designing and manufacturing a box to house an individual automata design applying cam action, reverse engineering an Automoblox toy truck, and develop a selected design solution with a partner in a different school.

**Note:** *For NCAA purposes only, this course meets the Science requirement.*
PLTW: **Principles of Engineering (POE)** (Grades 9/10/11/12) #TED072

1 credit  
weight 1.05  
5 periods (FY)

**Prerequisite:** *Algebra 1 (recommended minimum grade of 75%).*

This course provides an overview of the world of engineering while developing collaborative, problem-solving skills by tackling real-world engineering problems. This course provides an applied approach to science, math, and technology. Through theory and practical hands-on experience, students will become familiar with the multifaceted career of engineering. Students will explore the following topics: mechanisms, energy sources and applications, thermodynamics, machine control, fluid power, statics, material properties, material testing, statistics, kinematics and exploration of engineering careers. Engineering design challenges include mechanical assistive devices, electro-mechanical control systems, structural design and testing, material tensile testing, pneumatic systems, and kinematic launcher devices.

*Note: For NCAA purposes only, this course meets the Science requirement.*

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PLTW: **Aerospace Engineering (AE)** (Grades 10/11/12) #TED074

1 credit  
weight 1.05  
5 periods (FY)

**Prerequisites:** *Algebra 1 (recommended minimum grade of 75%).*

This course presents content and learning activities that engage the engineering design process as it relates to the world of aviation and space travel. Project-based learning requires students to explore concepts related to aerodynamics, flight principles, navigation, astronautics, rocketry, propulsion, the physics and biology of space science, principles of aeronautics, aviation structures and materials, and systems control engineering. The development of creative, collaborative solutions are essential components of the STEM content experienced in this aerospace engineering learning experience.

*Note: For NCAA purposes only, this course meets the Science requirement.*

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PLTW: **Civil Engineering and Architecture (CEA)** (Grades 11/12) #TED076

1 credit  
weight 1.05  
5 periods (FY)

**Prerequisites:** *PLTW-IED or PLTW-POE (recommended minimum grade of 75%).*

This course provides an overview of architecture and civil engineering while developing collaborative, problem-solving skills by tackling real-world design and engineering problems. This course provides an applied approach to science, math, and technology. Through theory and practical hands-on experience, students will apply a design process and learn how design ideas are communicated according to ANSI, AIA, AIBD, ASLA, and ASCE drawing standards in the world of engineering. Autodesk Revit 2019 computer modeling software is used throughout this course. Students are required to purchase an Engineer's Notebook. Students will explore the following topics: history of architecture, residential architecture, residential construction, commercial architecture, commercial construction, universal design, sustainable engineering, technical sketching, CAD (Computer Aided Drawing), beam analysis and exploration of engineering careers. Engineering design challenges include designing an affordable house, renovating a former warehouse into a community library, and a team selected commercial building design.
The World Languages program provides learning experiences to promote language and intercultural competencies. Working with proficiency levels outlined by The American Council on the Teaching of Foreign Languages (ACTFL), our goal is for our learners to actively participate in the global community by

- Developing functional proficiency in a world language
- Promoting respect for and appreciation of cultural practices, products, and perspectives
- Strengthening literacy skills in both their native language and in the language being studied

Knowing how, when and why to say what to whom.

The World Languages program offers language study in French, German and Spanish through the IB and AP levels. We also participate in the Open Campus PA Program, offering Business Spanish and Spanish for Health Care.

The diagram below demonstrates the paths students can take in French, German, and Spanish.

For the traditional languages (French, German, and Spanish) the first three years and all electives are considered college preparatory in nature and are weighted as such (1.0). The academic progression includes more significant rigor and consequently those courses are weighted 1.05 or 1.1.

Ongoing success in learning a second language requires continual achievement. Students must earn a minimum of 75% in a course to move on to the subsequent course. Students who fail to meet that requirement must receive special permission from the instructor to continue in the program.
FRENCH

French 1 (Grades 9/10/11/12) #WLA021
1 credit
5 periods (FY)

Scheduling Restriction: Freshman students may not select this course if they earned an 80% or higher in French in the middle school.

In this introductory course, students will learn to communicate at the novice-low to novice-mid level using simple sentences and learned vocabulary about topics such as likes and dislikes, school & leisure activities, foods and clothing, global cultures, and family and friends.

French 2 (Grades 9/10/11/12) #WLA022
1 credit
5 periods (FY)

Prerequisite: successful completion of French 1 with a minimum grade of 75%.

In this second course, students will learn to communicate at the novice-mid to novice-high level, expanding on learned vocabulary and structures to personalize their communication. Students will communicate about topics such as home, travel and shopping, school and leisure activities, global cultures, health, storytelling, and special occasions.

French 3 (Grades 10/11/12) #WLA023
1 credit
5 periods (FY)

Prerequisite: successful completion of French 2 with a minimum grade of 75%.

In this third course, students will learn to communicate at the novice-high to intermediate-low level, using increasingly complex vocabulary and structures. Speaking and writing will become more fluid and natural. Students will communicate about topics such as personal and social responsibilities, family relationships, health and fitness, television and media, global cultures, and future plans.

IB French Language B Year 1 (Grade 11/12) #IBO121
IB French Language B Year 2 (Grade 12) #IBO122
1 credit
weight 1.10
5 periods (FY)

Prerequisite: successful completion of French 3 with a minimum grade of 75%.

Students participating in the International Baccalaureate Program during their Junior and Senior year will satisfy their world language requirements through the completion of these two courses. Year 1 of the course is also appropriate for any junior or senior wishing to pursue a fourth year of academic language preparation. Year 2 represents the fifth year of study. The full course descriptions can be found in the International Baccalaureate section of the planning guide.

These courses follow ACTFL Proficiency Guidelines for achievement to the intermediate-low to intermediate-high levels.
**AP French Language and Culture** (Grade 12) #WLA025

1 credit  
weight 1.10  
5 periods (FY)

**Prerequisite:** successful completion of IB French Year 1 with a minimum grade of 75%.

The AP French Language and Culture course utilizes a thematic approach to explore contemporary issues, incorporate interdisciplinary topics, draw linguistic and cultural comparisons between native and target language and cultures, and use the target language in real-life settings and situations. Learning objectives include increased fluidity in spoken and written interpersonal, interpretive, and presentational communication.

This course follows ACTFL Proficiency Guidelines for achievement to the intermediate-low to intermediate-high levels.

**GERMAN**

**German 1** (Grades 9/10/11/12) #WLA031

1 credit  
5 periods (FY)

**Scheduling Restriction:** Freshman students may not select this course if they earned an 80% or higher in German in the middle school.

In this introductory course, students will learn to communicate at the novice-low to novice-mid level using simple sentences and learned vocabulary about topics such as basic personal information, family and youth activities, school and weather, food and dining customs, clothing and shopping traditions, global cultures, and home and special occasions.

**German 2** (Grades 9/10/11/12) #WLA032

1 credit  
5 periods (FY)

**Prerequisite:** successful completion of German 1 with a minimum grade of 75%.

In this second course, students will learn to communicate at the novice-mid to novice-high level, expanding on learned vocabulary and structures to personalize their communication. Students will communicate about topics such as body parts and sports, travel and transportation, outdoor activities and vacations, urban and rural lifestyles, global cultures, and food and dining customs.

**German 3** (Grades 10/11/12) #WLA033

1 credit  
5 periods (FY)

**Prerequisite:** successful completion of German 2 with a minimum grade of 75%.

In this third course, students will learn to communicate at the novice-high to intermediate-low level, using increasingly complex vocabulary and structures. Speaking and writing will become more fluid and natural. Students will communicate about topics such as shopping and commerce, adventure sports, hobbies and interests, festivals and holidays, media and communication, health and wellness, and travel and transportation.
IB German Language B Year 1 (Grade 11/12) #IBO131

IB German Language B Year 2 (Grade 12) #IBO132

1 credit weight 1.10 5 periods (FY)

**Prerequisite:** successful completion of German 3 with a minimum grade of 75%.

Students participating in the International Baccalaureate Program during their junior and senior year will satisfy their world language requirements through the completion of these two courses. **Year 1 of the course is also appropriate for any junior or senior wishing to pursue a fourth year of academic language preparation.** Year 2 represents the fifth year of study.

The full course descriptions can be found in the International Baccalaureate section of the planning guide. These courses follow ACTFL Proficiency Guidelines for achievement to the intermediate-low to intermediate-high levels.

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AP German Language and Culture (Grade 12) #WLA035

1 credit weight 1.10 5 periods (FY)

**Prerequisite:** successful completion of IB German Year 1 with a minimum grade of 75%.

The AP German Language and Culture course utilizes a thematic approach to explore contemporary issues, incorporate interdisciplinary topics, draw linguistic and cultural comparisons between native and target language and cultures, and use the target language in real-life settings and situations. Learning objectives include increased fluidity in spoken and written interpersonal, interpretive, and presentational communication.

This course follows ACTFL Proficiency Guidelines for achievement to the intermediate-low to intermediate-high levels.

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SPANISH

Spanish 1 (Grades 9/10/11/12) #WLA041

1 credit 5 periods (FY)

**Scheduling Restriction:** Freshman students may not select this course if they earned an 80% or higher in Spanish in the middle school.

In this introductory course, students will learn to communicate at the novice-low to novice-mid level using simple sentences and learned vocabulary about topics such as school, family and house, foods and clothing, cultures of Mexico, Puerto Rico, Spain, and Ecuador.

Spanish 2 (Grades 9/10/11/12) #WLA042

1 credit 5 periods (FY)

**Prerequisite:** successful completion of Spanish 1 with a minimum grade of 75%.

In this second course, students will learn to communicate at the novice-mid to novice-high level, expanding on learned vocabulary and structures to personalize their communication. Students will communicate about topics such as travel and vacation, sports and fitness, shopping customs, cultures of Costa Rica, Argentina, and Puerto Rico.
Spanish 3 (Grades 10/11/12) #WLA043

1 credit 5 periods (FY)

**Prerequisite:** successful completion of Spanish 2 with a minimum grade of 75%.

In this third course, students will learn to communicate at the novice-mid to intermediate-low level, using increasingly complex vocabulary and structures. Speaking and writing will become more fluid and natural. Students will communicate about topics such as Latino/Spanish culture and traditions, family relationships, personal and social responsibilities, future goals and professional plans, and social networking.

Spanish 4 (Grades 10 Immersion/11/12) #WLA044A

1 credit weight 1.05 5 periods (FY)

**Prerequisite:** successful completion of Spanish 3 with a minimum grade of 75%. Tenth grade Immersion students may also elect this course.

This course uses a thematic approach to explore contemporary issues, global perspective and Spanish language literature. Emphasis will be placed on a more natural writing and speaking style and using the target language in real-life settings and situations.

This course follows ACTFL Proficiency Guidelines for achievement to the intermediate-low to intermediate-high levels.

Hispanic Culture and Civilization (Grades 10 Immersion/11/12) #WLA044

1 credit 5 periods (FY)

**Prerequisite:** successful completion of Spanish 3 with a minimum grade of 75%. Tenth grade Immersion students may also elect this course.

In this course, students will study the main indigenous Latin American cultures and civilizations. Students will analyze and investigate the origins and contributions that Latin Americans have offered to global civilization. In addition, the course will cover various topics of Hispanic theatre, art and modern cultural events. Course objective is to present an authentic cultural connection with the Latino world from past to present day.

IB Spanish Language B Year 1 (Grade 11/12) #IBO141

IB Spanish Language B Year 2 (Grade 12) #IBO142

IB Spanish Language B Year 1 - Accelerated (Grade 11) #IBO146

1 credit weight 1.10 5 periods (FY)

**Prerequisite:** successful completion of Spanish 3 with a minimum grade of 75%.

Students participating in the International Baccalaureate Program during their junior and senior year will satisfy their world language requirements through the completion of these two courses. **Year 1 of the course is also appropriate for any junior or senior wishing to pursue a fourth year of academic language preparation.** Year 2 represents the fifth year of study.

The full course descriptions can be found in the International Baccalaureate section of the planning guide. These courses follow ACTFL Proficiency Guidelines for achievement to the intermediate-low to intermediate-high levels.
Prerequisite: successful completion of Spanish 4 with a minimum grade of 75%.

The AP Spanish Language and Culture course utilizes a thematic approach to explore contemporary issues, incorporate interdisciplinary topics, draw linguistic and cultural comparisons between native and target language and cultures, and use the target language in real-life settings and situations. Learning objectives include increased fluidity in spoken and written interpersonal, interpretive, and presentational communication.

This course follows ACTFL Proficiency Guidelines for achievement to the intermediate-low to intermediate-high levels.
The Manheim Township School District reserves the right to alter requirements and offerings as printed when deemed to be the result of sound educational planning or when the result of changes in federal, state or local regulations. Changes that are made will be explained to students via an addendum sheet and/or by counselors in student informational meetings each year prior to scheduling.

The Manheim Township School District, an equal opportunity employer, will not discriminate in employment, educational programs or activities, based on race, color, national origin, sex or handicap. In addition the Manheim Township High School, Middle School, Landis Run Intermediate School, Brecht Elementary School, Bucher Elementary School, Neff Elementary School, Nitrauer Elementary School, Reidenbaugh Elementary School and Schaeffer Elementary School are accessible to and usable by the physically handicapped. For information about your rights or grievance procedures, contact the Manheim Township School District Office. Phone: (717) 569-8231.

Updated: 9/8/20