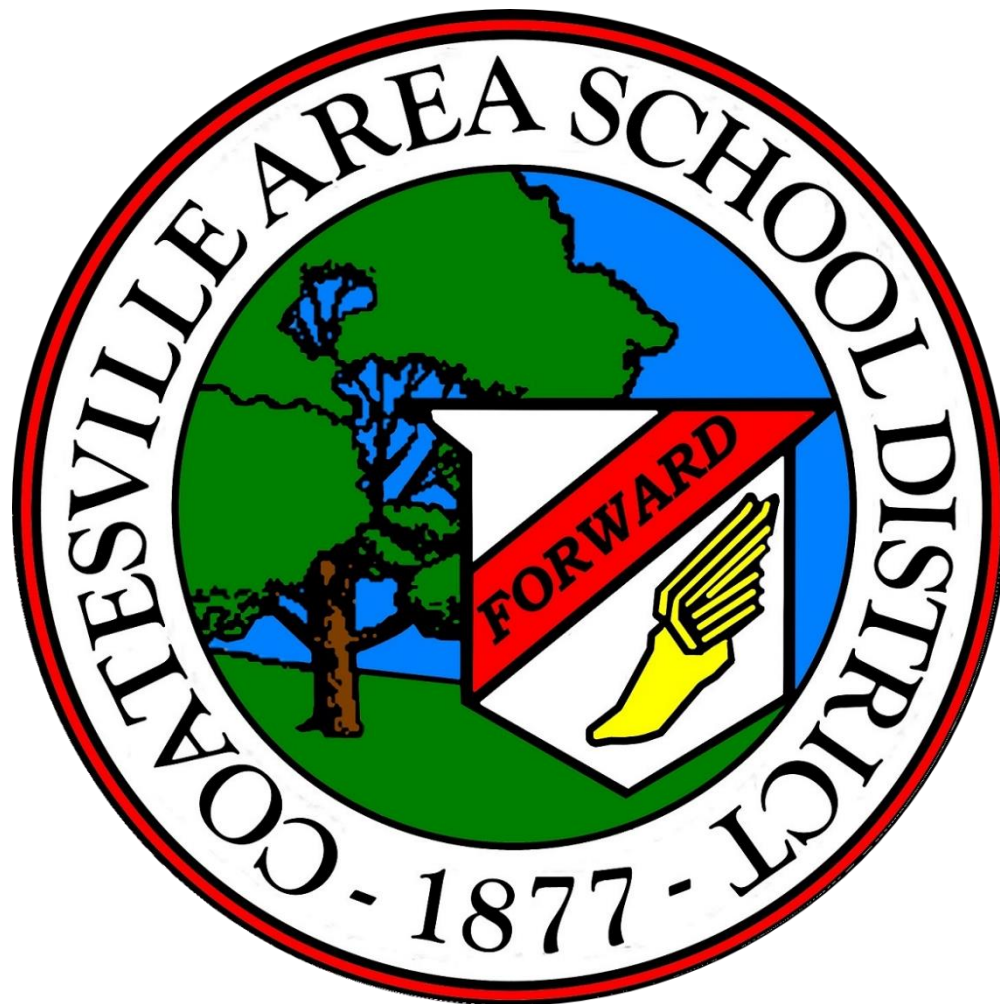


Course Selection Guide

2023-2024



Coatesville Area Senior High School
1425-1445 E. Lincoln Highway
Coatesville, PA 19320

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Mission Statements

COATESVILLE AREA INTERMEDIATE HIGH SCHOOL

**Our mission is to provide a quality education focused on instruction through best practice, building positive relationships, and a commitment to ensure all students are promoted to the next grade level.
DO YOUR BEST, DO IT RIGHT, TREAT OTHERS AS YOU WANT TO BE TREATED**

COATESVILLE AREA SENIOR HIGH SCHOOL

**The purpose of the Coatesville Area Senior High School is to empower all students to take ownership of their academic program. Allow them to grow within a community of learners, which provides equitable opportunities for all.
“Focused on the Future”**

Introduction

This course guide serves as a reference to courses available for selection by students, grades 9-12, in the Coatesville Area School District. This is a resource to be used to plan your program of study. Select courses that will create an academic resume that will help you become college or career ready. Consider taking at least one Advanced Placement or Dual Enrollment course prior to graduation. These courses are challenging and will expose you to high level reading, writing, and critical thinking, which are valuable skills for your future endeavors. Both types of courses allow you to obtain college credit, which could help to save you money as you transition to college.

The Coatesville Area High School Campus is committed to the academic success of all students. Each student will be provided with an engaging learning environment based upon collaboration and communication in the classroom. The administration, faculty, and staff of the Coatesville Area High School Campus will provide students with the opportunity to be challenged and to grow academically.

COATESVILLE AREA INTERMEDIATE
HIGH SCHOOL
1425 East Lincoln Highway
Coatesville, PA 19320
610-383-3735

Mr. Cliff Maloney, Principal
Dr. Jamar Alston, Assistant Principal
Dr. Kelly Cole., Assistant Principal

COATESVILLE AREA SENIOR
HIGH SCHOOL
1445 East Lincoln Highway
Coatesville, PA 19320
610-383-3730

Mrs. Michele Snyder, Principal
Mr. Jeffery Colf, Assistant Principal
Mrs. Julia Mastromarino, Assistant Principal
Mr. Jarvin Williams, Assistant Principal

Each student is assigned a guidance counselor alphabetically according to last name as shown below:

| | | |
|-------------------|-------|------------|
| Mrs. Tina Rodgers | A – L | Ext: 61531 |
| Mr. Stephen Shirk | M – Z | Ext: 61687 |

Each student is assigned a guidance counselor alphabetically according to last name as shown below:

| | | |
|----------------------|---------------|------------|
| Mrs. Francine Norman | A - G | Ext: 81534 |
| Mrs. Kelly Duffy | H - O | Ext: 81532 |
| Mrs. Sonia DiPierro | P – Z | Ext: 81533 |
| Ms. Wendy Lewis | Testing, Apex | Ext. 81536 |

General Information

The academic year is comprised of four marking periods. Each marking period is 45 days in length. The student day is comprised of eight class periods, which incorporates a lunch period, and a WIN period. Students are required to schedule seven periods of classes per year. Some courses meet every day for one full period (1 credit), while others meet every other day for one period (0.5 credit). Courses vary in degree of complexity commensurate with course requirements.

Naviance

Naviance is a web-based college and career readiness platform available to all CASD students in grades 9-12. Through their individual account, students can explore how their strengths and interests align with their future goals. During senior year, students and counselors work closely to use Naviance for the college application process. Highlights of the platform include:

The Naviance homepage:

- Messages from counselors
- Links to important websites
- The schedule of colleges visiting CASH

“About Me” drop down menu:

- Compile and store previous searches and assessments
- Create a resume
- View GPA
- Explore learning styles

“Careers” tab:

- Research and explore different jobs
- Take surveys that help match abilities and interests to different careers
- View more than 3,500 career-related videos

“Colleges” tab:

- Search for colleges
- Create a file of “Schools I’m Thinking About”
- Request Teacher Recommendations
- Search for scholarships

Website = <https://student.naviance.com/coatesvilleashs>

Username = school email address (studentID#@casdschools.org)

Don’t remember your password? Contact your counselor to reset it.

Graduation Requirements

The graduation requirements adopted by the Coatesville Area School District Board of Directors align with and meet the standards for graduation set forth by the Pennsylvania Department of Education. Additionally, Act 158 and Act 6 have provided different pathways for students to meet statewide graduation requirements related to the Keystone Exams. Please see link: <https://www.psba.org/2018/09/summary-sb1095-092418/>. For information on statewide graduation requirements see pages 8.

Credits for Graduation

All credits shown below are the minimum that must be earned for graduation

| Subject | Number of Credits | Reference Page |
|--|--|----------------|
| English | 4 credits ** | Page 5 |
| Mathematics * | 4 credits ** | Page 6 |
| Science * | 4 credits ** | Pages 6-7 |
| Social Studies * | 4 credits ** | Page 5 |
| Health | 0.5 credit ** | Page 8 |
| Wellness & Fitness | 1.0 credit – 2 courses - 0.5 credit each | Page 8 |
| Electives | 6.5 credits | - |
| Keystone Exams Algebra I, Biology, English Literature | 0 credits | Page 8—9 |
| Total needed to graduate | 24 credits | |

Act 35 (Citizenship Test) – Effective for the 2021-2022 school year (delayed due to COVID), all students will be required to take the Citizenship exam on United States history, government and civics. Please see the following link for more information: <https://www.legis.state.pa.us/cfdocs/legis/li/uconsCheck.cfm?yr=2018&sessInd=0&act=35>

* See page 5 - Students Enrolled in the Technical College High School (TCHS)

** All students must take courses denoted as such. These courses, as well as other courses needed to fulfill graduation requirements, are listed on page 5.

Graduation Requirements by Department

| ENGLISH (EN) | | |
|---------------|----------|---------------------------------------|
| Course Name | Credit | Substitutions |
| English 9 ** | 1 credit | |
| English 10 ** | 1 credit | |
| English 11 ** | 1 credit | AP English Language and Composition |
| English 12 ** | 1 credit | AP English Literature and Composition |

| SOCIAL STUDIES (SS) | | |
|--|----------|---------------|
| Course Name | Credit | Substitutions |
| Early American History | 1 credit | See Below |
| World History | 1 credit | See Below |
| Modern American History | 1 credit | See Below |
| American Government ** | 1 credit | See Below |
| All students must pass four different Social Studies courses | | |

Any of the Social Studies courses below may be substituted:

AP European History (1 credit)
 AP Human Geography (1 credit)
 AP Macro-Economics (1 credit)
 AP Modern American History (1 credit)
 AP Psychology (1 credit)
 AP United States History (1 credit)
 AP World History (1 credit)
 Historical Research and Preservation I (H) (1 credit)
 Historical Research and Preservation II (H) (1 credit)
 Historical Research and Preservation III (H) (1 credit)
 Historical Research and Preservation IV (H) (1 credit)

| MATHEMATICS (MA) | | |
|--|----------|---------------|
| Course Name | Credit | Substitutions |
| Algebra I ** | 1 credit | |
| Geometry ** | 1 credit | |
| Algebra II ** | 1 credit | |
| Additional Math Course | 1 credit | See Below |
| All students must pass four different Math courses | | |

The additional math course can be any of the following:

Algebra III & Trigonometry (1 credit)
 Pre-Calculus (1 credit)
 Calculus (1 credit)
 AP Calculus AB (1 credit)
 AP Calculus BC (1 credit)
 AP Statistics (1 credit)
 Probability and Statistics (1 credit)
 Financial Literacy (1 credit)
 Accounting (1 credit)

| SCIENCE (SC) | | |
|---|----------|---------------|
| Course Name | Credit | Substitutions |
| Biology ** | 1 credit | |
| Science Elective | 1 credit | See Below |
| Science Elective | 1 credit | See Below |
| Science Elective | 1 credit | See Below |
| All students must pass four different Science courses | | |

Science Electives:

AP Biology (1.5 credits)

AP Environmental Science (1.5 credits)

AP Physics (1.5 credits)

Physics (1 credit)

AP Chemistry (1.5 credits)

Chemistry (1 credit)

Forensic Science (1 credit)

Human Anatomy & Physiology (1 credit)

Microbiology (1 credit)

DC Intro to Forensic Science (1 credit)

College Bound Science/Math Student **Highly recommend that 1 each of a Biology, Chemistry, and Physics class be taken

| 9th Grade | 10th grade | 11th grade | 12th grade |
|----------------|--|--|--|
| Honors Biology | AP Biology Honors Chemistry AP Environmental Science Microbiology | AP Biology Honors Chemistry AP Environmental Science Microbiology AP Chemistry Honors Anatomy Honors Physics DC Forensics AP Physics ALS research | AP Biology Honors Chemistry AP Environmental Science Microbiology AP Chemistry Honors Anatomy Honors Physics DC Forensics AP Physics ALS research |

Honors College Bound non-Science/Math Student

| 9th Grade | 10th grade | 11th grade | 12th grade |
|----------------|--|--|--|
| Honors Biology | AP Biology Honors Chemistry AP Environmental Science Microbiology DC Forensics | AP Biology Honors Chemistry AP Environmental Science Microbiology AP Chemistry Honors Anatomy Honors Physics DC Forensics | AP Biology Honors Chemistry AP Environmental Science Microbiology AP Chemistry Honors Anatomy Honors Physics DC Forensics AP Physics |

Academic College Bound Student

| 9th grade | 10th grade | 11th grade | 12th grade |
|------------------|--|--|--|
| Academic Biology | Integrated Science Academic Chemistry Biomedical Research(PLTW) Oceanography Engineering Essentials(PLTW) Forensics | Integrated Science Academic Chemistry Biomedical Research(PLTW) Oceanography Engineering Essentials(PLTW) Forensics DC Forensics Academic Physics | Integrated Science Academic Chemistry Biomedical Research(PLTW) Oceanography Engineering Essentials(PLTW) Forensics DC Forensics Academic Physics |

Career Path Student

| 9th grade | 10th grade | 11th grade | 12th grade |
|------------------|---|--|--|
| Academic Biology | Integrated Science Oceanography Biomedical Research(PLTW) | Integrated Science Academic Chemistry Biomedical Research(PLTW) Oceanography Engineering Essentials(PLTW) Forensics | Integrated Science Academic Chemistry Biomedical Research(PLTW) Oceanography Engineering Essentials(PLTW) Forensics Academic Physics |

| WELLNESS & FITNESS (WF) | | |
|-------------------------|------------|---------------|
| Course Name | Credit | Substitutions |
| Health Education ** | 0.5 credit | |
| WF Elective | 0.5 credit | See Below |
| WF Elective | 0.5 credit | See Below |
| WF Elective | 0.5 credit | See Below |

Wellness & Fitness Electives (students may only elect one of the following per year – please see grade level requirements):

- Advanced Strength Training – 10-12 (0.5 credit)
- Aquatics/Lifeguarding – 10-12 (0.5 credit)
- Basic Strength Training – 9-12 (0.5 credit)
- Lifetime Sports – 9-12 (0.5 credit)
- Martial Arts/Self-Defense – 10-12 (0.5 credit)
- Sports Medicine – 10-12 (0.5 credit)
- Team Sports – 9-12 (0.5 credit)
- Yoga/Dance/Aerobics – 9-12 (0.5 credit)

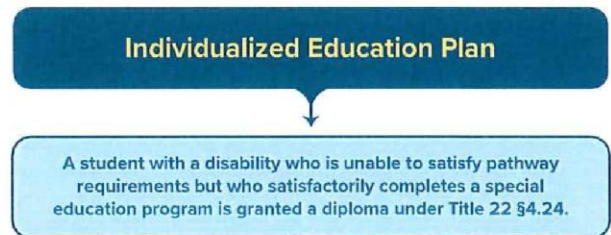
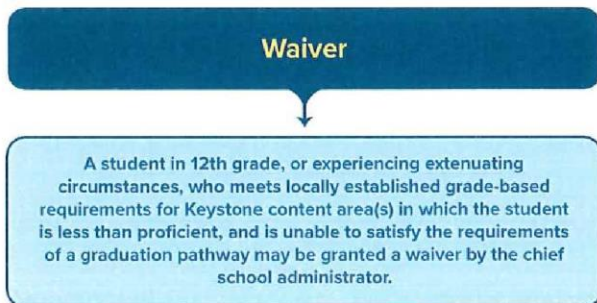
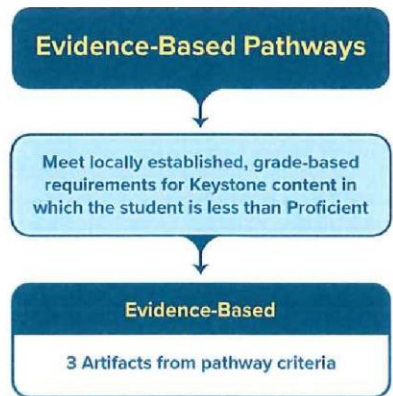
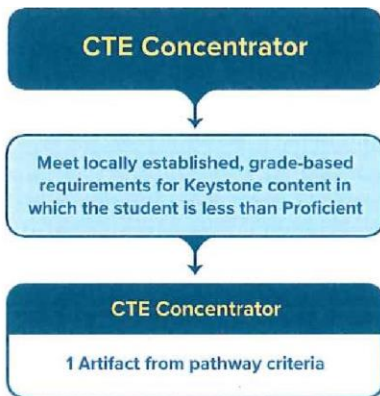
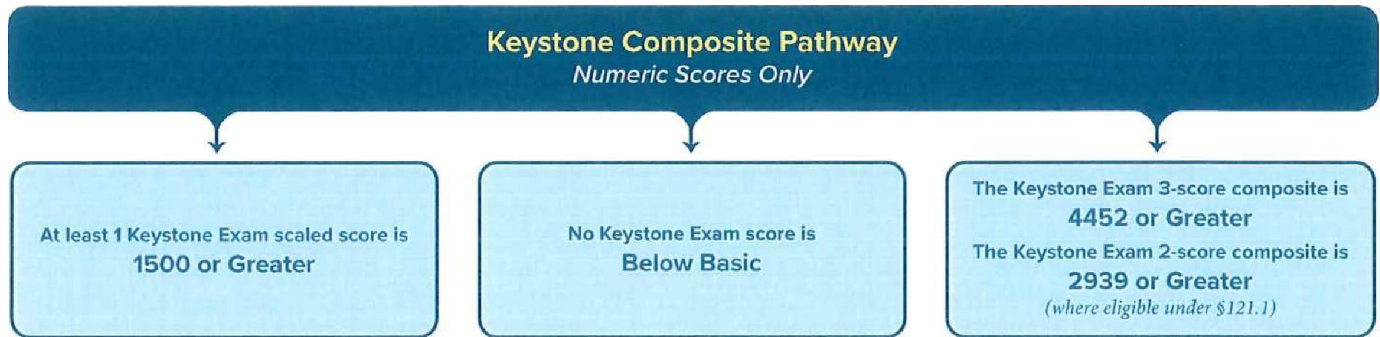
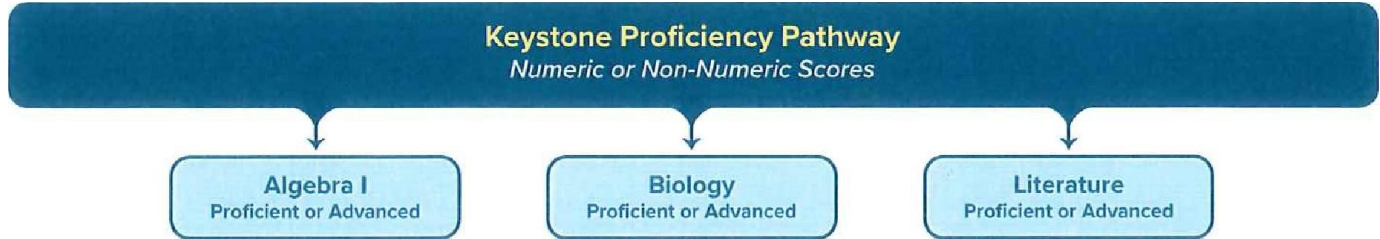
Keystone Exams and Alternative Pathways

Through Act 158 and Act 6 of 2017, students graduating from a Pennsylvania public high school in 2023 or later will have the flexibility to meet statewide high school graduation requirements through one of five pathways that fully illustrate their college, career, and community readiness. Students *must* complete Keystone Exams in Algebra I, Literature and Biology which are still required for Federal accountability purposes. However, there is no longer a proficiency requirement on Keystone Exams for graduation, but rather flexibility for students to demonstrate proficiency by successfully completing one of five statewide pathways. As part of the statewide graduation requirement, students must also pass Keystone trigger courses, Algebra I, Literature and Biology to meet graduation requirements. Specific information about the statewide graduation requirements is outlined in the chart included in this course selection guide. If you have any additional questions, please reach out to your student's counselor or administrator.

This is subject to change based on PDE requirements. Students will be granted multiple attempts, if needed, to score Proficient. While we recognize that standardized testing (Keystone Exams, PSATs, SATs, etc.) provide value, we also recognize that any exam is only a snapshot of a student’s academic performance levels.

Act 158 Pathway Graphic

Pennsylvania Pathways to Graduation



NOTE: Although this infographic displays a sequential progression, students may fulfill criteria under the CTE Concentrators Alternative Assessment, or Evidence-Based Pathways prior to demonstrating proficiency in Keystone academic content through Keystone Exam scores or locally established grade-based requirements.

Technical College High School (TCHS)

Students, in grades 10-12, who are enrolled at the Technical College High School (TCHS) can earn job training skills in trades, such as carpentry, electrician, and HVAC. In order to apply to TCHS, students must have excellent attendance, passing grades in all classes, and be credit proficient. Students will be given flexibility in earning credits to fulfill graduation requirements. (*Indicates flexibility in earning credits – see below and page 3.)

However, all students must schedule and pass as many graduation-required courses as their schedule will permit. Students who attend TCHS must meet academic and attendance requirements to remain enrolled. Those who do not meet these requirements at TCHS will return to campus fulltime and be required to satisfy all graduation requirements for their graduating class as specified by the Coatesville Area School District. **This return to full-time status as a student on campus eliminates any scheduling flexibility previously mentioned.**

NCAA Eligibility Requirements

Students who intend to compete in Division I or Division II athletics at the college level must meet NCAA eligibility requirements. Visit the NCAA Eligibility Center’s website (www.eligibilitycenter.org) for complete information about registering with the NCAA, core course requirements, grade point average, and SAT or ACT minimum scores.

Recommended Course Sequencing

Students are encouraged to choose electives in which they are interested and that serve to meet the specific needs of the student and graduation requirements. Please pay careful attention to the credit values when choosing elective courses.

GRADE 9

| | |
|-------------------------|-----|
| English 9 | 1 |
| Modern American History | 1 |
| Alg. I/Geo./Alg. II | 1 |
| Biology | 1 |
| Health | 0.5 |
| World Language I | 1 |
| Wellness & Fitness | 0.5 |
| Electives | 1 |

GRADE 10

| | |
|-----------------------|-----|
| English 10 | 1 |
| World History | 1 |
| Geo/Alg. II/Pre-Calc. | 1 |
| Science Elective | 1 |
| Wellness & Fitness | 0.5 |
| World Language II | 1 |
| Electives | 1.5 |

GRADE 11

| | |
|----------------------------|---|
| English 11 | 1 |
| US Government and Politics | 1 |
| Alg. II/Pre-Calc. | 1 |
| Science Elective | 1 |
| Electives | 3 |

GRADE 12

| | |
|----------------------------|---|
| English 12 | 1 |
| US Government and Politics | 1 |
| Pre-Calc./Calc./Statistics | 1 |
| Science Elective | 1 |
| Electives | 3 |

World Language courses can begin in any grade. *Although not required for high school graduation, many colleges recommend at least two years of a world language for acceptance.*

Course Level Descriptions

Course descriptions offer information regarding the complexity, challenge, requirements, and credit given for courses. Students are encouraged to enroll in challenging courses and to use the full range of opportunities offered in the Coatesville Area School District.

Advanced Placement (AP) Courses*

College-level materials and programs are offered and comply with the requirements of the College Entrance Examination Board. Enrollment in Advanced Placement courses allows students to seek college credit through participation in an end-of-course examination. The College Board requires a fee for examination participation (fee waivers are available for students who qualify for the Free & Reduced Lunch program). Students who enroll in AP courses are encouraged to sit for the AP examination as successful completion of the exam is recognized by a large number of colleges and can result in substantial savings in college tuition. Students who wish to take an AP class should consult with their teachers and guidance counselors and should be committed to challenging themselves through the additional reading, writing, and preparation required in the courses. For more information on the Advanced Placement programs please reach out to the guidance counselor or any member of the administrative team.

Honors (H)*

Honors courses provide an opportunity for students to build a transcript that reflects an increased interest and commitment to academic challenges. These courses are accelerated and provide a rigorous curriculum focusing on problem-based learning and collaboration.

Students who are interested in participating in the Advance Placement courses may opt to schedule these courses as a means of preparing for AP courses. *ALL Honors sections adequately prepare students to succeed at the AP level.* Please contact the building administrator or guidance counselor for any questions.

**See page 12 regarding weight in calculating GPA.*

College Bound Students

All students, regardless of their goals following high school, should participate in a course-load which both challenges and engages their interests. Students who are preparing to enter a four-year college or university should schedule at least two years of the same World Language.

Dual Credit College in the High School

Through partnerships with Delaware County Community College, Harrisburg University, and Montgomery County Community College students can opt to schedule one or more courses for which they may earn college credits. For many of the courses, students are responsible for the cost of tuition and required course materials. These costs are drastically reduced from the normal tuition rates at these institutions. In most cases, credits earned are transferable to the college or university of the student's choice upon graduation.

Dual Credit Course Offerings on Campus:

| Course Number | Course Description | College/University | Page Number |
|---------------|-------------------------|---------------------------------|-------------|
| 9456 | FORENSIC SCIENCE (H) | Harrisburg University | Pg. 46 |
| 9282 | MODERN AMERICAN HISTORY | Montgomery County Comm. College | Pg. 52 |
| 9522 | SPANISH III (H) | Montgomery County Comm. College | Pg. 65 |

DCCC Dual Enrollment Pathways

Delaware County Community College and the Coatesville Area Senior High School Campus afford students the opportunity earn college credit towards a certificate, associate's or bachelor's degree through the dual enrollment program beginning in their sophomore year. These college courses in the Liberal Arts Pathway can be used to satisfy high school graduation requirements. The process to enroll includes completing a Dual Enrollment application and completing the Accuplacer to determine if students are academically prepared for college-level courses. The Accuplacer placement test includes Math, Reading, and Writing. If you have taken the SAT or ACT, you may be able to waive some or all of the placement test. Students in this program can more quickly earn an Associate's Degree at DCCC, or transfer these credits to another school. A list of schools that accept these credits can be found at [dccc.edu/transfer](https://www.dccc.edu/transfer) or at <https://www.dccc.edu/admissions-financial-aid/transfer/transfer-agreements>.

See Appendix for DCCC courses (subject to change based on DCCC offerings).

Grading Policy

Teachers shall review with the students the level of mastery for each course and the basis upon which the grade symbols and numerical values will be assigned. These grades will be based upon the students' levels of success in achieving the established objectives of each course and are reflected below:

| | |
|---------|----------|
| 90-100% | A |
| 80-89% | B |
| 70-79% | C |
| 60-69% | D |

Students must obtain a minimum final course grade of 60% to earn credits for promotion from one grade to the next and to satisfy graduation requirements.

Determination of Grade Point Average (GPA) (100-point scale)

| Regular Classes | Honors | AP/DC/DE Classes |
|-----------------|-------------|------------------|
| (100-90) % | % + 5% pts. | % + 10% pts. |
| (89-80) % | % + 5% pts. | % + 10% pts. |
| (79-70) % | % + 5% pts. | % + 10% pts. |
| (69-60) % | % + 5% pts. | % + 10% pts. |
| (59-00) % | % + 0% pts. | % + 0% pts. |

Additional “weights” for Honors and AP/DC/DE classes are NOT shown on students’ report cards or transcripts. Calculations for determining students’ cumulative Numerical Point Averages ARE affected by these “weighted” classes and are executed by the academic records computer program. The additional “weight” for passing grades in all Honors and Advanced Placement/Dual Credit/Dual Enrollment courses are applied only to final course grades.

Honor Roll

Students will be recognized as qualifying for one of two distinct honor rolls. The Distinguished Honor Roll will be for those students earning 90% or higher in all subjects. The Honor Roll will be for those students earning 80% or higher in all subjects.

National Honor Society

Any student who maintains a cumulative grade point average (GPA) of 90% or higher will be initially eligible for membership in the Angela M. Cristoforo Chapter of the National Honor Society (NHS). Eligible students will be notified at the beginning of their junior year and the process for induction will begin. Any student interested in NHS membership should see his or her guidance counselor for information, or the NHS advisor for the membership requirements. Membership in the National Honor Society requires students to complete community service hours. Students must maintain a 90% CGPA to graduate as a member of the National Honor Society.

The Leadership and Honor Society

The Coatesville Area Intermediate High School’s Leadership and Honor Society (LHS) provides an opportunity for students to participate in an organization similar to the National Honor Society and National Junior Honor Society. Students who are admitted must maintain Honor Roll status and complete 12 hours of community service, two of which must be completed in the Intermediate High School. The LHS is community focused and serves to fill the gap for students between their middle and high school experiences.

Honor Graduate

Students who maintain a cumulative grade point average (GPA) of 90% or higher and do not desire membership in NHS or fail to meet the additional requirements of NHS membership, will be considered an “Honor Graduate.” These students will be identified in the Commencement Program and will be permitted to wear a gold tassel at the graduation ceremony. (NOTE: All active members in good standing of the NHS are also automatically “Honor Graduates.”)

PSAT Testing

PSAT testing is given to all students in grades 8th – 11th at no cost to the family. 11th grade students take the PSAT multiple times for two very important reasons. First, students could qualify for the National Merit Scholarship, which is an academic competition for recognition and scholarships that began in 1955. High school students enter the National Merit Program by taking the Preliminary SAT/National Merit Scholarship Qualifying Test ([PSAT/NMSQT®](#))—which serves as an initial screen of approximately 1.6 million entrants each year—and by meeting published program entry and participation requirements.

Student Entry Requirements

To participate in the National Merit® Scholarship Program, a student must:

1. Take the [PSAT/NMSQT®](#) in the specified year of the high school program and no later than the third year in grades 9 through 12, *regardless of grade classification or educational pattern*;
2. Be enrolled as a high school student (traditional or homeschooled), progressing normally toward graduation or completion of high school, and planning to accept admission to college no later than the fall following completion of high school; and
3. Attend high school in the United States, the District of Columbia, or U.S. commonwealth and territory; or meet the citizenship requirements for students attending high school outside the United States (see below).

The student's responses to items on the PSAT/NMSQT student Answer Sheet Instructions that are specific to NMSC program entry determine whether the individual meets requirements to participate in the National Merit Scholarship Program. Score reports provided for test takers and their schools indicate whether the student meets program entry requirements. A school official or the student should report immediately to NMSC any error or change in reported information that may affect participation.

Program Recognition

Of the 1.6 million entrants, some 50,000 with the highest [PSAT/NMSQT®](#) Selection Index scores (calculated by doubling the sum of the Reading, Writing and Language, and Math Test scores) qualify for recognition in the National Merit® Scholarship Program. In September, these high scorers are notified through their schools that they have qualified as either a Commended Student or Semifinalist. Please see the link for more information: <https://www.nationalmerit.org/>.

Secondly, students are provided with free, personalized SAT practice and remediation through a partnership between College Board and the Khan Academy. Official SAT Practice helps students focus on exactly what they need to work on most to improve their scores. This service requires students to link their College Board and Khan Academy accounts to send

their scores from the PSAT/NMSQT, PSAT 10, PSAT 8/9, or SAT. Further information is included in the attached link: <https://collegereadiness.collegeboard.org>.

How Students Link Their College Board and Khan Academy Accounts:

1. Go to satpractice.org. Create an account on Khan Academy or sign into their existing account.
2. When prompted, agree to link their Khan Academy and College Board accounts.
3. Send their scores.

SAT Testing

All 11th grade students will take the SAT test at no cost during the school day. This is the same test recommended during the college admission process. The Coatesville Area Senior High School will register all juniors to take this test in the Spring.

Student participation in this test is one of the steps needed to qualify for the College Board Opportunity Scholarship Program. This scholarship recognizes that applying for college is a complicated process. The College Board Opportunity Scholarship Program does not require an essay, application or minimum GPA. Instead, it rewards student effort and initiative. Complete key steps along the path to college acceptance. Further information can be found through the attached link: <https://opportunity.collegeboard.org/>

Work Experience Program

1 Credit of WEP = 10 hours of work/week

2 Credits of WEP = 20 hours of work/week

CASH will allow senior students the opportunity to work at local employment locations to help explore future career options. This program will allow students to complete their academic requirements as well as earn credits towards graduation requirements while participating in a work experience. In order to qualify for this program, students must meet and complete the following:

- Senior who has accumulated 19 credits
- Maintain good discipline and attendance records
- Responsible for providing their own transportation to and from the work site
- Purchase a Coatesville Area Senior High School parking permit
- Obtain a paid employment position at a local business or organization
- Complete the Work Experience Program application packet, which will be provided by the Guidance Department upon request
- Maintain employment in good standing
- Attend scheduled meetings with Work Experience Program Supervisor

Volunteer Internship Experience

1 Credit of Volunteer Internship = minimum of 10 hours of volunteer hours per week

CASH will allow students the opportunity to explore career and work-related experiences through unpaid volunteer internships in their desired field. While participating in this program, students volunteer their time in exchange for work experience and academic credit towards graduation requirements. In addition to the hours served, students must complete a culminating project which includes a log of experience. In order to qualify for this program, students must meet and complete the following:

- Senior who has accumulated 19 credits
- Maintain good discipline and attendance records
- Responsible for providing their own transportation to and from the volunteer site
- Purchase a Coatesville Area Senior High School parking permit
- Obtain an unpaid internship at a local business or organization
- Complete the Volunteer Internship application packet, which will be provided by the Guidance Department upon request
- Comply with all Internship regulations established by the outside agency
- Attend scheduled meetings with Internship Supervisor
- Complete all required assignments and projects assigned to this program

Senior Privilege Program

The Senior Privilege Program is for seniors who have met all graduation requirements to date and are scheduled for two or more Advanced Placement or Dual enrollment courses are eligible to apply. CASH recognizes the time commitment and work ethic that is required of students who are involved in extra-curricular activities and advanced coursework. Therefore, CASH believes that it is beneficial for these well-rounded students to be afforded time to complete course work via late arrival to school. If granted permission by administration, senior privilege allows approved students the opportunity to sign into school prior to the start of 10 minutes prior to period one. Students who are on senior privilege must provide their own transportation, purchase a parking permit, and must sign in through the attendance office daily. Senior privilege can be revoked by administration in instances such as poor attendance, failing grades, and lack of daily transportation.

Students may be granted senior privilege if they meet the following requirements for the duration of their senior year:

- Senior who has accumulated 19 credits with a grade point average of 3.0
- Maintain good discipline and attendance records
- Students must demonstrate proficiency on all required Keystone Tests
- Responsible for providing their own transportation to school
- Purchase a Coatesville Area Senior High School parking permit
- Enrolled in two or more Advanced Placement or Dual Credit Courses during their senior year

Credit Retrieval Program

Students who need to repeat a course for graduation credit can obtain credits in the following options:

- Repeat the course during the following school year through the scheduling process within the assigned building
- Online courses through district approved providers
- Teacher-Directed Independent Study
- Twilight Program

Please note that students who pass Keystone Exams, but who do not obtain credit in a Keystone tested subject (Biology, Literature, Algebra I) will be required to take a remediation course during the summer. Students are then required to earn a 70% on exams equivalent to the Mid-term and Final exam for any Keystone Course.

District approved online courses: Students need to complete an Online Course application prior to enrolling in a course. Applications must be pre-approved and can be found online or in the Guidance office. Students may only enroll in one online course at a time. Students who intend to participate in the NCAA Clearinghouse should be sure that alternative credits will be accepted by the Clearinghouse.

Summer School

Summer school is a free option offered to students in the CASD. CASH students may pursue credit courses in CASD Summer School for original credit if course is offered (for a course that has not been previously taken) and for make-up (to improve a grade in a course that has been previously taken). Students taking an original credit course must have prior administrative approval. Information concerning summer school programs is distributed before the end of the school year. Students may not take any course during the summer (tutoring, summer school, or college level) without prior approval from the administration. This includes courses taken for acceleration.

Early Graduation Policy

According to School Board Policy #217, a student who meets all established state academic and common core standards and graduation requirements may request early graduation from district schools. In no case will any academic or graduation requirements be waived.

The following procedure will be followed by all students requesting early graduation:

1. Student must apply for early graduation one (1) full semester prior to the requested date of graduation. In instances of illness or other family circumstances, the full semester notice will be waived as determined appropriate by the principal.
2. Student must complete the required application form and submit it to the guidance counselor, with the required signatures.
3. Student and parents/guardians will meet with guidance counselor to develop a graduation plan that includes graduation requirements and related implications regarding the student's future plans.
4. Student's application and academic records will be evaluated by the principal and guidance counselor.
5. Principal will make the final recommendation, based on recommendations of the guidance counselor and appropriate teachers, when necessary.
6. Principal will forward the request and recommendation to the Superintendent, who will inform the Board.
7. Board will approve a request for early graduation at regular Board meeting. Exceptions will be made at the discretion of the administration.

Students graduating early from district schools will receive a school district diploma and will be eligible to participate in graduation and commencement ceremonies with their class.

Class Enrollment and Schedule Changes

Students should carefully consider the choices of their selected courses as well as their alternate selections. Read the course descriptions contained in this book carefully, ask students who have completed the course, and/or ask teachers in the respective departments about specific courses. Every attempt will be made to schedule the requested courses, but many times it becomes necessary to substitute an alternate course for a requested course. For this reason, be sure the alternates chosen are classes in which you have interest.

Please note that scheduling is completed in advance of the upcoming school year. Courses that were mistakenly scheduled or omitted should be corrected before the end of the current school year. All schedule changes after classes begin in the fall must be teacher, counselor, or administrator initiated. Students will not be permitted to drop a course after two full 6-day cycles of the first marking period without a parent conference and/or administrative approval. Students must be aware of course content and prerequisites before selecting a course. There are prerequisites for many courses. It is important that students read all course descriptions and are aware of prerequisites and course content. Consultation with teachers, guidance counselors, and administrators is encouraged. We are here to assist each student and family.

Due to minimum enrollment requirements, some courses may not be offered. Additionally, some students may not be able to schedule some elective courses that have reached their maximum class size. In these cases, alternate courses will be scheduled. Guidance counselors will enter courses for those students who fail to enter their own course requests. Students are scheduled for electives based on their interests in order to meet their needs. As such, it is important to submit alternate course choices. Please do not hesitate to contact the guidance counselor or any building administrator with questions during this process.

AFJROTC Department

| Course Name Course Level Credit # Days of cycle *NOT NCAA Approved | COURSE DESCRIPTIONS | Dept. Grade Recommendation & Course Prerequisite Requirement(s) Minimum course prerequisite requirement(s) course/level in bold |
|---|--|--|
| Leadership and Aerospace Studies Grade 9 0057 Grades 10-12 9057 1.0 credit 6/6 days a cycle *Not NCAA Approved | Air Force Junior Reserve Officer Training Corps (AFJROTC) is a citizen development program. The program instills core values such as integrity, service, and excellence. It teaches self-discipline, personal responsibility, respect for authority, and gives cadets the opportunity to develop leadership and team building skills. The program is open to students at Coatesville, Oxford, and Downingtown East and West High Schools. It is an honors elective class that teaches Aerospace Science, Leadership Education, Drill and Ceremonies, and Wellness/Physical Fitness. A big part of the program is the numerous STEM based, activity based, and unit based extracurricular activities such as a drill team, marksmanship team, athletic team, and academic team that compete against other JROTC units. There is also a robotics team, orienteering team, flight club (drone, flight simulator, model rocketry) saber team and flag team. Students must wear the AFJROTC uniform at least once each week. All cadets must comply with Air Force grooming standards. There is no military obligation resulting from participation in AFJROTC. | 9 th – 12 th Grades |

Art Department

| Course Name Course Level Credit # Days of cycle *NOT NCAA Approved | COURSE DESCRIPTIONS | Dept. Grade Recommendation & Course Prerequisite Requirement(s) Minimum course prerequisite requirement(s) course/level in bold |
|---|---|--|
| TWO-DIMENSIONAL STUDIO ART COURSES | | |
| Calligraphy 9758 0.5 credit 3/6 days a cycle | Students will explore the exciting diversity of beautiful handwritten letters in a variety of styles and techniques. Each student will develop the skills and knowledge to appreciate and enjoy lettering as an artistic expression. | 10 th – 12 th Grades |
| Drawing and Painting Grade 9 8745 Grades 10-12 9745 0.5 credit 3/6 days a cycle | This course is designed for those students who have an interest in learning basic drawing and painting skills and techniques. Students will explore a variety of art media, artists, and artistic styles. Students will respond to art prompts, create individual projects, and interact with groups of students through discussion and critiques. This is a project-based course and daily participation is required. | 9 th – 12 th Grades |
| Introductory Studio Art 9747 1.0 credit 6/6 days a cycle | This art course is designed for students who have an interest in two-dimensional art. Students will explore various media. This course addresses elements of design, color theory, and current trends in the visual arts as well as art history. Students will become familiar with best practices and procedures in the studio environment. Students are required to complete weekly sketchbook homework assignments. Students will learn to think creatively, and problem solve to find solutions to art prompts individually as well as in small groups. This is a project-based course and daily participation is required. | 10 th – 12 th Grades |
| Intermediate Studio Art 9749 1.0 credit 6/6 days a cycle | This course builds upon the foundations of Introductory Studio Art. While focusing on 2-D design challenges, students will use a wide range of art media. Students will continue to develop their observational drawing skills as well as their creative problem-solving skills. Students are required to complete weekly sketchbook homework assignments. Additional time may be required outside of class to complete projects for this course. Students will begin to build a portfolio of artwork. | 10 th – 12 th Grades Prerequisite: At least an 80% in Introductory Studio Art |

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| <p>Advanced Studio Art 9753 1.0 credit 6/6 days a cycle</p> | <p>This course is specifically designed for the student who seriously intends to continue in the visual arts beyond the high school level and/or continue in 2-D Design Advanced Placement Studio Art course. Students will create a portfolio of artwork which reflects his/her individual style. Students must allow for time for assignments in and out of class while maintaining a working sketchbook for a grade. Many of the projects in this course have a strong emphasis on observation skills with creative problem-solving elements to allow for individual creativity. Students will develop a portfolio that will be utilized for a college portfolio review or in an AP art course.</p> | <p>10th – 12th Grades Prerequisite: Intermediate Studio Art</p> |
| <p>AP 2-D Studio Art 9750 1.0 credit 6/6 days a cycle</p> | <p>The Advanced Placement Studio Art Program begins with the AP art student completing a few art assignments over the summer prior to the course. Each student is required to complete a portfolio of work consisting of 20 pieces of varied assignments that demonstrates breadth, a specific concentration or theme, and a development of 2-D concepts. Students will prepare this work digitally for admission into a university art program or the College Board Exam in the spring. Additional time outside of the class is required to fulfill the rigor of the AP requirements. The final exam for this course will be an AP art show at the end of the school year.</p> | <p>10th – 12th Grades Prerequisite: Advanced Studio Art Additional time outside of the class is required</p> |
| <p>Painting 9751 1.0 credit 6/6 days a cycle</p> | <p>This course is an in-depth exploration of painting media such as watercolors, tempera, and acrylics. Students will learn color theory, basic vocabulary and experience various painting techniques. This course will introduce artwork of local artists as well as master painters. Students who select this course should have an interest in painting. This studio environment requires daily participation as well as outside of class assignments.</p> | <p>10th – 12th Grades</p> |
| <p>Advanced Painting 9754 1.0 credit 6/6 days a cycle</p> | <p>This course builds on previous knowledge and basic skills learned in Painting 9751. Students will explore more technical approaches to painting while using watercolor, acrylic, and oils. This course explores art history, both traditional and contemporary painters and their painting styles. Students are encouraged to develop individual artistic styles while mastering varied traditional and non-traditional painting media. This course may require time outside of class to complete painting assignments.</p> | <p>10th – 12th Grades Prerequisite: 85% in Painting</p> |

| THREE-DIMENSIONAL ART COURSES | | |
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| Jewelry 8703 0.5 credit 3/6 days a cycle | This course develops students' awareness of design history and its application in jewelry. Students will work in a variety of metals and other materials using multiple techniques to create originally designed jewelry | 9 th Grade |
| Introductory Ceramics Grade 9 8715 Grades 10-12 9715 0.5 credit 3/6 days a cycle | Students will create functional and sculptural forms in clay using hand-building techniques, such as pinch, coil, and slab. This will be supplemented by an introduction to the potter's wheel. A variety of glaze and surface decorations will be used. Emphasis is placed upon original design and craftsmanship, along with relevant art history connections. | 9 th – 12 th Grades |
| Advanced Ceramics 9717 0.5 credit 3/6 days a cycle | Students will build on their knowledge of ceramic construction and decorative process that was developed during the introductory ceramics course. Further emphasis will be placed upon creative solutions to both functional and sculptural objects. Students should have the desire to develop their technical expertise. | 10 th – 12 th Grades |
| Three-Dimensional Design 9757 1.0 credit 6/6 days a cycle | This beginner course will introduce students to a wide variety of materials, techniques, and various types of sculptures. Students will demonstrate their understanding of basic form and space through hands-on building projects. The historical and cultural aspects of three-dimensional design will be included in this course. This course concentrates on various construction techniques to create both craft and sculptural objects. The histories and cultures aspects of both fields will be embedded within the creative process. Materials may include papers, cardboard, papier mâché, foam, fibers, clay, metals, plaster, wire, and recyclables. | 10 th – 12 th Grades |
| Advanced Three-Dimensional Design 9748 1.0 credit 6/6 days a cycle | This course will continue the exploration of sculptural techniques. Emphasis will be placed on developing more technical and individual projects. This course is designed for students who seriously intend to pursue explorations in sculpture. The historical and cultural elements of 3-D design will be included in this course. | 10 th – 12 th Grades Prerequisite: 85% in previous 3-D Design Class |
| Advanced Placement 3-D Design 9752 1.0 credit 6/6 days a cycle | Demonstrate mastery through any three-dimensional approach, such as figurative or nonfigurative sculpture, architectural models, metal work, ceramics, glass work, installation, assemblage, and 3-D fabric/fiber arts. Students develop technical skills and familiarize themselves with the functions of visual elements as they create an individual portfolio of work for evaluation at the end of the course. | 10 th – 12 th Grades |

| GRAPHIC DESIGN ART COURSES | | |
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| <p>Applied Computer Graphics 8701 0.5 credit 3/6 days a cycle</p> | <p>This course concentrates on the use of the computer as a tool to create art. It will focus on various elements of art in advertising such as typography, logo development/design, board game design, textile design, and animation.</p> | <p>9th Grade</p> |
| <p>Graphic Design 9755 1.0 credit 6/6 days a cycle</p> | <p>Students will explore the field of visual communication. Students will use traditional drawing skills and computers to create various graphic design projects. Emphasis will be placed on elements of design, layout, color theory, lettering, and advertising. This course is intended for students who enjoy working with computers, drawing, problem solving, and seeking creative solutions. Students will have an opportunity to learn about the varied careers in the graphic design field.</p> | <p>10th – 12th Grades</p> |

Business Department

| Course Name Course Level Credit # Days of cycle *NOT NCAA Approved | COURSE DESCRIPTIONS | Dept. Grade Recommendation & Course Prerequisite Requirement(s) Minimum course prerequisite requirement(s) course/level in bold |
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| Microsoft Office Certification 9968 1 credit 6/6 days a cycle | The Microsoft Office Specialist (MOS) Program provides industry-leading assessments of skills and knowledge through our new project-based testing. These exams include multiple, small projects within Microsoft Office. Students and professionals will be tested on one project at a time. These small projects will test their skills as they would in the real world and validate their understanding of the Microsoft Office program functionality. This guarantees that every certified user has demonstrated the ability to operate the full features and gives students a commanding competitive edge in today's academic and professional environments. | 10th – 12th Grades |
| Computer Applications 8605 1 credit 6/6 days a cycle | Students will explore the various ways they can communicate using Microsoft Office programs (Word, Excel, and PowerPoint), in addition to Google Drive applications (Google Docs, Google Sheets, and Google Slides). | 9th Grades |
| Entrepreneurship Grade 9 8609 Grade 10-12 9609 1 credit 6/6 days a cycle | Students will learn how to develop a business plan for small business start-up. Major topics covered will include types of business ownership, marketing, operations, international business, finance, accounting, economics, and human resource management. This course is highly recommended for students interested in majoring in a business-related field. | 9th – 12th Grades |
| Personal Finance and Investment 9614 0.5 credit 3/6 days a cycle | Understanding and managing personal finances is integral to one's future financial success. This course will cover real world topics such as income, money management, credit, saving, and investing. Students will design personal and household budgets utilizing checking and savings accounts. Students will gain knowledge in finance, debt, and credit management, as well as learning how to evaluate and understand insurance and taxes. | 10th – 12th Grades |
| Microsoft Word and Excel 9621 0.5 credit 3/6 days a cycle | This course will cover introductory skills. Students will learn to create and edit letters, memos, envelopes, basic reports, and resumes in Microsoft Word. Students will also learn how to create, edit, and format spreadsheets, charts, and graphs using Microsoft Excel. Students need to have prior computer knowledge before taking this class. | 10th – 12th Grades |

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| <p>Sports & Entertainment Marketing Grade 9 8657 Grades 10-12 9657 1 credit 6/6 days a cycle</p> | <p>This course is designed to provide a comprehensive look at basic organizational structures along with managerial concepts and processes found in entertainment and sport industries. Students will be introduced to leadership theory, as well as the tools and techniques involved in running a sport, fitness, or entertainment organization. Simulation programs will be used to simulate running the many phases of a football franchise, including promotion, ticket pricing strategies, evaluating stadium and concert locations, control operations, staffing, and more.</p> | <p>9th – 12th Grades</p> |
| <p>AP Computer Science Principles 9610 1 credit 6/6 days a cycle</p> | <p>AP Computer Science Principles is designed to be equivalent to a first semester introductory college computing course. In this course, students will develop computational thinking vital for success across all disciplines. This course is unique in its focus on fostering student creativity and project development. Students will develop effective communication and collaboration skills, while solving problems and discussing in writing the importance of these problems and the impacts to their community, society, and the world. For more information, please visit the College Board Website. https://apstudent.collegeboard.org/apcourse/ap-computer-science-principles.</p> | <p>11th – 12th Grades</p> |
| <p>Accounting I Honors 9642 1 credit 6/6 days a cycle *Not NCAA Approved</p> | <p>Accounting I will provide students with a deep understanding of terminology, principles, and procedures that can be applied to keeping financial records for personal use, service, and merchandising businesses. Students will be able to work independently; emphasis will be placed on career readiness.</p> | <p>11th – 12th Grades</p> |
| <p>Accounting I 9644 1 credit 6/6 days a cycle *Not NCAA Approved</p> | <p>Accounting I will provide students with an understanding of terminology, principles, and procedures that can be applied to keeping financial records for personal use, service, and merchandising businesses.</p> | <p>11th – 12th Grades</p> |
| <p>Python Multiplayer Adventures 9603 0.5 credit 3/6 days a cycle *Not NCAA Approved</p> | <p>Python is a powerful language designed to do just about anything! This course allows students to learn Python by first completing a text-based console game and then turning it into a multiplayer adventure! Students will not only learn Python from going through the individual lessons and video reviews but also understand a client server relationship. They will get to code in their own python web server that allows connections through a browser. Students will gain experience using variables, classes, functions, lists, dictionaries, generators and proper Python formatting. Our Python online course is great for anyone interested in preparing themselves for future coding classes. This course assumes no coding</p> | <p>10th – 12th Grades</p> |

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| | experience and includes self-graded quizzes and tests. | |
| <p>History of Gaming and eSports 9604 0.5 credit 3/6 days a cycle *Not NCAA Approved</p> | <p>In this course, students will learn about the technologies and design principles that have been the foundation of the development of video game technology over the last 50 years. Students will examine and discuss the impact of video games on culture and the economy. Students will learn about the current gaming and e-sports landscape, including strategies and techniques of top teams and individuals. This course will also discuss the risks and dangers of video games and understand how to set appropriate time and content parameters. Finally, the course will identify career paths and opportunities for those who are passionate about gaming.</p> | <p>10th – 12th Grades</p> |
| <p>Introduction to Artificial Intelligence 9605 0.5 credit 3/6 days a cycle *Not NCAA Approved</p> | <p>This course teaches what every student should know about Artificial Intelligence. AI is a fast-moving technology with impacts and implications for both our individual lives and society as a whole. In this course, students will get a basic introduction to the building blocks and components of artificial intelligence, learning about concepts like algorithms, machine learning, and neural networks. Students will also explore how AI is already being used, and evaluate problem areas of AI, such as bias. The course also contains a balanced look at AI’s impact on existing jobs, as well as its potential to create new and exciting career fields in the future. Students will leave the course with a solid understanding of what AI is, how it works, areas of caution, and what they can do with the technology.</p> | <p>10th – 12th Grades</p> |

Career Development Education

| Course Name Course Code Credit # Days of cycle *NOT NCAA Approved | COURSE DESCRIPTIONS | Dept. Grade Recommendation & Course Prerequisite Requirement(s) Minimum course prerequisite requirement(s) course/level |
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| TECHNICAL COLLEGE HIGH SCHOOL (TCHS) | | |
| TCHS Programs 9007 3 credits 6/6 days a cycle | Students who are interested in attending the Technical College High School – Brandywine during 10th-12th grades must apply for admission. The Brandywine campus offers courses in 20 vocational/technical areas, including Animal Science, Automotive Collision Technology, Automotive Service Technology, Baking & Pastry Arts, Barbering, Carpentry, Commercial & Graphic Arts, Computer Information Systems-Networking, Cosmetology, Criminal Justice & Police Sciences, Culinary Arts, Digital Media & Sound Communications, Early Childhood Care & Education, Electrical Occupations, Electromechanical Engineering Technology, Engine Technology, Health Career Pathways, HVAC & Refrigeration Technology, Marketing & Financial Services, and Veterinary Science. | 10 th – 12 th Grades Prerequisites for <u>first</u> time applicants: completed application <u>and</u> must be accepted |
| Honors Allied Health 9012 2 credits 6/6 days a cycle | The Allied Health Science course is designed to expose students to the numerous and varied health career opportunities that exist in the medical field. This course combines 1.5 hours per day of classroom theory with clinical observation on a hospital unit or in a clinical department. The clinical experience is under the supervision of both the hospital preceptor and the Technical College High School teacher. Interested students must apply for admission in the winter of their junior year. See guidance counselor for more information. | 12 th Grade Completed application and must be accepted Scheduling Allied Health Science Technology does satisfy the fourth science course requirement during the senior year. |
| Teacher Leadership Academy 9018 2 credits 6/6 days a cycle | The Teacher Academy program is offered to those students who are interested in pursuing a career in secondary education. This program provides an environment in which to develop and practice skills that are necessary for a successful professional career in education. The Teacher Academy includes 7.5 hours per week of seminar/classroom and school-based internship activities. Enrollment is limited due to the number of cooperating teachers available in nearby school districts. The primary goal of this program is to help prepare students who may be interested in | 12 th Grade Completed application <u>and</u> must be accepted |

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| | <p>middle or high school teaching assignments. Interested students must apply for admission in the winter of their junior year. See guidance counselor for more information.</p> | |
| <p>Morgan Trucking Internship Program 9067 3 credits 6/6 days a cycle</p> | <p>Morgan Truck Body located in Morgantown Pennsylvania offers high school seniors the opportunity to learn welding as a trade during their senior year. Qualifying seniors will be offered a paid internship that will provide them with welding certification. Senior students will need to provide their own transportation to Morgan Truck Body. Students will leave CASH and take courses at Morgan during the afternoon. There is an application process that must be completed in order to qualify for admission into this program. This is a semester training program. Students who have the appropriate number of credits could opt to remain at Morgan Truck Body during the second semester for Work Release.</p> <p>For additional information, please watch Morgan Truck Body High School Internship Overview.</p> | <p>12th Grade</p> <p>Completed application and must be accepted.</p> <p>Application is available in guidance.</p> <p>This program is not affiliated with TCHS.</p> |
| <p>Homeland Security and Protective Services 9998 3 credits 6/6 days a cycle</p> | <p>This course is a Career and Technical program of study that prepares individuals to apply technical knowledge and skills required to perform entry level duties as a police officer, fire fighter, paramedic, and other safety service. The program stresses the techniques, methods, and procedures peculiar to the area of criminal justice and fire protection especially in emergency and disaster situations. Physical development and self-confidence skills are emphasized due to the nature of the specific occupations. In addition to the application of mathematics, communication, science and physics, students receive training in social and psychological skills, map reading, vehicle and equipment operations, the judicial system, pre-hospital emergency medical care and appropriate emergency assessment, treatment, and communication.</p> <p>This program is offered through an agreement with the Octorara Area School District.</p> <p>Students must provide their own transportation.</p> | <p>12th Grade</p> <p>Completed application and must be accepted.</p> <p>Application is available in guidance.</p> <p>This program is not affiliated with TCHS.</p> |

CAREER AND TECHNICAL EDUCATION PATHWAYS

The Technical College High School (TCHS), Brandywine Campus, is a public high school specializing in Career and Technical Education (CTE) and available for students in grades 10 through 12. CTE programs prepare students for success in college, the workplace and life. Most of the CTE programs at the Brandywine Campus are designated as High Priority Occupations (HPO) by the Pennsylvania Department of Labor and Industry and offer industry certification opportunities. All are aligned with Pennsylvania's State Academic Standards.

Many CTE programs at TCHS Brandywine lead seamlessly to postsecondary education through the Pennsylvania Department of Education's (PDE) SOAR Programs of Study. The mission of SOAR is to prepare **Students (who are) Occupationally and Academically Ready** for college and careers in an increasingly diverse, high performing workforce. Graduates of approved SOAR programs who meet challenging academic and technical criteria qualify for several **free** technical credits at over 25 participating colleges across Pennsylvania. These include the Pennsylvania College of Technology, Delaware County Community College, Clarion University, Thaddeus Stevens College of Technology, and Harcum College. For more information about SOAR and the complete list of participating colleges and postsecondary programs:

http://www.education.state.pa.us/portal/server.pt/community/programs_of_study/7686/articulations/679190.

“Get the credits you’ve already earned!” in the following SOAR programs at TCHS Brandywine: Automotive Collision Technology, Automotive Service Technology, Carpentry, Commercial and Graphic Arts, Computer Information Systems, Criminal Justice and Police Science, Culinary Arts, Early Childhood Care and Education, Electrical Occupations, Electronics and Robotics, Engine Technology and Recreational Vehicles, Health Occupations, Health Career Academy, HVAC/Refrigeration Technology, and Marketing and Financial Services.

PDE-approved Tech Prep Programs are also college pathways that connect to colleges and technical schools that offer credits for technical competencies and certifications achieved at the Brandywine Campus. Tech Prep Programs are: Cosmetology, Barbering, and Animal Science and Technology. In addition to the PDE-approved CTE programs, TCHS also offers two seniors-only college preparatory academies: Teacher Academy and Allied Health Science Technology.

For more information about all of the rigorous Career and Technical Education programs, seniors-only academies, and the application process for the TCHS Brandywine Campus, please visit: <http://www.cciu.org/tchsbrandywine>. Or contact the Admissions Specialist at 484-237-5325. *The Technical College High School is operated by the Chester County Intermediate Unit on behalf of Chester County's 12 public school districts*

English Department

Chair – Michael Jordan

| Course Name Course Code Credit # Days of cycle *NOT NCAA Approved | COURSE DESCRIPTIONS | Dept. Grade Recommendation & Course Prerequisite Requirement(s) Minimum course prerequisite requirement(s) course/level |
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| Honors English 9 8142 1 credit 6/6 days a cycle | This course focuses on the reading of multiple genres, language study, and vocabulary in order to help students meet proficiency or mastery of the PA Academic Standards. Reading and writing occurs both in school and at home. | 9 th Grade |
| English 9 8144 1 credit 6/6 days a cycle | This course focuses on teaching students to apply reading strategies using multiple genres in order to help them meet proficiency of the PA Academic Standards. Emphasis on language study and vocabulary are also incorporated. | 9 th Grade |
| Honors English 10 8152 1 credit 6/6 days a cycle | This course focuses on the reading of multiple genres and the writing process in order to help them meet proficiency or mastery of the PA Academic Standards. Reading and writing occurs both in school and at home. As an honors course, this is a pre-advanced placement course that will prepare students for the academic rigor of AP English Language and Composition (11). | 10 th Grade |
| English 10 8154 1 credit 6/6 days a cycle | This course focuses on teaching students to apply reading strategies using multiple genres and provides writing frameworks in order to help them meet proficiency of the PA Academic Standards. Emphasis on language study and vocabulary are also incorporated. | 10 th Grade |
| AP English Language and Composition 9140 1 credit 6/6 days a cycle | AP Language and Composition focuses on the study of Rhetoric and Composition techniques. The core of this course revolves around various non-fiction pieces – both long and short. The class focuses on the critical/analytical study of this literature through writing and discussion. Most composition work is based on the techniques studied in class. This course also prepares students to take the National Advanced Placement Exam, which <i>may</i> lead to students being excused from required freshmen English courses in college. Sitting for the AP exam in May is not required. | 11 th Grade Prerequisite: Honors English |
| Honors English 11 9142 1 credit 6/6 days a cycle | This course will concentrate on reading, writing, speaking, and listening skills mandated by the PA CORE standards. Major aspects of this course center on American literature, vocabulary, essay, | 11 th Grade |

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| | composition, and research methods. Students learn at an accelerated pace and often complete assignments outside of the classroom. | |
| English 11 9144 1 credit 6/6 days a cycle | This course will concentrate on reading, writing, speaking, and listening skills mandated by the PA State standards. Major aspects of this course center on American literature, vocabulary, essay, composition, and research methods. | 11 th Grade |
| AP English Literature and Composition 9150 1 credit 6/6 days a cycle | AP Literature and Composition aims to focus on the critical/analytical study of world literature through writing and discussion. This course also prepares students to take the national Advanced Placement Exam, which <i>may</i> lead to students being excused from required freshmen English courses in college. Sitting for the AP exam in May is not required. | 12 th Grade Prerequisite: AP or Honors English 11 |
| Honors English 12 9152 1 credit 6/6 days a cycle | Reading, writing, speaking, and listening skills as mandated by the PA State standards will be honed. Major aspects of this course center on English literature, vocabulary, essay, composition, and research methods. Students learn at an accelerated pace and often complete assignments outside of the classroom. | 12 th Grade |
| English 12 9154 1 credit 6/6 days a cycle | Reading, writing, speaking, and listening skills as mandated by the PA State standards will be honed. Major aspects of this course center on English literature, vocabulary, essay, composition, and research methods. | 12 th Grade |
| ESL English I-II 9183 / 9185 1 credit 6/6 days a cycle | In this course, Literacy Proficiency Level 1.0–3.5 ELL students learn and expand English vocabulary, grammar, and sentence structure to assist them in the development of academic, cultural, and life skills. Students will develop their literacy skills through a variety of reading and writing activities while exploring various text types including fiction and non-fiction. All four language domains (listening, speaking, reading, and writing) are incorporated in order to support students' acquisition of academic English. | 10 th – 12 th Grades |
| ENGLISH ELECTIVES | | |
| THE FOLLOWING ENGLISH ELECTIVE COURSES ARE NOT TO BE USED IN PLACE OF AN ENGLISH CREDIT | | |
| Film as Literature 9105 0.5 credit 3/6 days a cycle *Not NCAA Approved | Earn credit in Humanities by studying films as works of literature and art. Learn the aspects of filmmaking and the evaluation of film as literature through creative writing and various communication skills. This course concentrates on writing, listening, and speaking skills. Good attendance is a requirement for academic success. | 10 th - 12 th Grades |

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| <p>Sports Literature 9107 0.5 credit 3/6 days a cycle *Not NCAA Approved</p> | <p>Anchored by the notion that sports are a metaphor for life, this course will explore the influential role that sports play in American culture and the effects they have on our beliefs, morality, identity, and politics. Instruction and assessment will be Keystone Exam-driven, as books such as <i>Friday Night Lights</i>, <i>Heaven is a Playground</i>, <i>The Boys of Summer</i>, <i>Shoeless Joe</i>, and <i>Everybody's All-American</i> will be used to promote higher-level thinking. With sports being a fundamental aspect of our society, literature selections will function as tools for analysis, responsive writing, and open-ended discussions.</p> | <p>10th - 12th Grades</p> |
| <p>Creative Writing 8111 0.5 credit 3/6 days a cycle</p> | <p>Designed to increase writing skills, this course will focus on a variety of genres, including fiction, personal essays, and poetry. Students will be asked to submit a variety of literary pieces for workshop classes where classmates will constructively criticize and respond to their peers' works. Students will be expected to revise and edit their own writing based upon techniques learned from the workshops. Students will also read, explore, and discuss the motivations behind various authors' writings.</p> | <p>9th Grade</p> |
| <p>Electronic Journalism I 9171 1 credit 6/6 days a cycle *Not NCAA Approved</p> | <p>Students in this course will learn how to perform on television and to operate television equipment. The course includes script writing for commercials, news, sports, features, and editorials. Students learn to operate portable and studio television equipment and are required to complete a service project.</p> | <p>10th - 12th Grades</p> |
| <p>Advanced Electronic Journalism 9173 1 credit 6/6 days a cycle *Not NCAA Approved</p> | <p>These students are members of WCHS-TV and produce two news programs: The Morning Report, aired at the main campus each day and Update, a program on Cable TV. WCHS is conducted as a workshop course with rotating responsibilities. Students may also produce other television specials for personal satisfaction and area competitions. Students are required to complete a service project.</p> | <p>12th Grade</p> |
| <p>Journalism / Yearbook 9167 1 credit 6/6 days a cycle *Not NCAA Approved</p> | <p>Journalism/Yearbook class is designed to teach the student about the history of mass media/journalism with a focus on creating the school yearbook, <i>Talaria</i>. During the first part of the year, students will learn how to work as a team to develop, design, and create the yearbook for CASH. They will also be involved with marketing and selling the yearbook to students and staff, as well as orchestrating multiple school traditions. In addition to creating the yearbook, there will be a strong emphasis</p> | <p>12th Grade</p> |

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| | <p>placed on promoting social inclusion, cohesion, and integration. The student will not only learn about the positive initiatives and developing leadership, but also explore their own values and creativity. The course will involve writing, editing, and proofing assignments for the yearbook and other selected assignments throughout the year.</p> | |
| <p>Public Speaking (Debate) 9169 0.5 credit 3/6 days a cycle</p> | <p>This course offers the student an opportunity to gain experience in small-group discussion, formal and informal speeches, and debating. A highlight of the course is the Rotary Club Speech Contest with cash prizes for all participants. Students will develop individual video portfolios.</p> | <p>10th - 12th Grades</p> |

Family and Consumer Science Department

| Course Name Course Level Credit # Days of cycle *NOT NCAA Approved | COURSE DESCRIPTIONS | Dept. Grade Recommendation & Course Prerequisite Requirement(s) Minimum course prerequisite requirement(s) course/level in bold |
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| Culinary Arts 8723 0.5 credit | <p>This course provides the students with the opportunity to develop life skills through the exploration of Culinary Arts. It combines a classroom setting and a REAL kitchen experience. The classwork will focus on the kitchen basics such as measuring, reading and following a recipe and using and properly caring for common tools and equipment. Students will demonstrate basic food preparation techniques in practical lab experiences and critique the finished products. While preparing foods, the students will demonstrate self-management, critical thinking and problem-solving skills while practicing safety and sanitation standards.</p> | 9th Grade |
| Sports Nutrition 8733 0.5 credit 3/6 days a cycle | <p>This nutrition and wellness course stresses the importance of healthful eating and physical activity and explores how decisions affect wellness across the lifespan. Health and wellness begin in the kitchen and healthy eating requires planning and preparation. Students will be able to learn and discuss safe food handling, healthy menu planning and food preparation techniques using basic cooking skills and ingredients. They will be able to analyze, evaluate and demonstrate nutrition and wellness that enhance individual and family practice across the life span. This course also includes strategies for staying physically active by participating in fitness/sports labs, addressing the needs of the competitive athlete. Students will learn how to recognize sources of stress and healthy strategies for reducing their impact on total wellness. This course is open to both athletes and non-athletes.</p> | 9th Grade |
| Food and Finance I 8723 0.5 credit 3/6 days a cycle | <p>This course introduces students to important life skills. Students will explore the concepts of nutrition, food handling, and the theory behind food preparation in a lab setting, as well as the basic financial skills that are used by families.</p> | 10th – 12th Grades |

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| <p>Food and Finance II 9719 0.5 credit 3/6 days a cycle</p> | <p>This course provides the student many opportunities to advance their food preparation skills. Students will apply principles of food preparation and nutrition to lab settings. Foods and Finance II provides experiences in classroom theory as well as lab application skills that are used by families.</p> | <p>10th – 12th Grades Prerequisite: Food and Finance I</p> |
| <p>Child Development 9763 1 credit 6/6 days a cycle</p> | <p>This course provides students with the opportunity to plan and implement developmentally appropriate lessons for pre-school children. Students will gain knowledge about how children grow and develop applying these skills of studies by teaching 3- to 5-year-old children who enrolled in the CASH Pre-School Laboratory.</p> | <p>10th – 12th Grades</p> |
| <p>Advanced Child Development 9765 1 credit 6/6 days a cycle</p> | <p>Following the successful completion of the Child Development 1 class, the student teachers will take a leadership role in the daily activities and operations of the CASH Pre-School. This course is designed to prepare student teachers for potential careers in childcare/education.</p> | <p>11th – 12th Grades</p> |
| <p>Basic Fashion Construction 9743 1 credit 6/6 days a cycle</p> | <p>This course is for students who are serious about fashion design and those who are interested in developing sewing skills. Students must provide all materials for garments. Topics will include pattern selection and layout, zippers, buttonholes, lining, and hems.</p> | <p>10th – 12th Grades</p> |
| <p>Textile Arts 9741 0.5 credit 6/6 days a cycle</p> | <p>Students learn basic sewing techniques for clothing design, home décor, and the latest crafting methods in making great accessories. Students will be required to provide most of the materials for class projects.</p> | <p>10th – 12th Grades</p> |

Mathematics Department

Chair – Jonathan Atkins

All mathematics courses at the Coatesville Area Intermediate and Senior High Schools are taught using research-based pedagogical techniques. Every mathematics teacher has participated in comprehensive professional development to prepare them to use best practices in the classroom and foster a productive struggle to maximize student learning opportunities. These course environments offer more engaging, socially constructed, contextualized mathematics that can be used outside of the classroom.

| Course Name Course Level Credit # Days of cycle *NOT NCAA Approved | COURSE DESCRIPTIONS | Dept. Grade Recommendation & Course Prerequisite Requirement(s) Minimum course prerequisite requirement(s) course/level in bold |
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| Algebra I 8324 1 credit 6/6 days a cycle | The fundamental concepts of Algebra I will be reinforced as the topics of linear equations, inequalities, absolute value, rational and radical expressions and equations, and quadratic functions are covered. | 9 th Grade |
| Honors Geometry 8362 1 credit 6/6 days a cycle | The concepts covered in this course include Area, Angle Relationships, Pythagorean Theorem, Similarity, Trigonometry, Probability, Congruency, Quadrilaterals, Polygons/Circles, and Constructions. Included in this course will be proving formulas, Law of Sine and Cosine, for example. | 9 th Grade Prerequisite: Proficient or Advanced on the CDT, 8th grade PSSA, or Algebra I Keystone Exam |
| Geometry 8364 1 credit 6/6 days a cycle | The concepts covered in this course include Area, Angle Relationships, Pythagorean Theorem, Similarity, Trigonometry, Probability, Congruency, Quadrilaterals, Polygons/Circles, and Constructions. | 9 th Grade |
| Honors Algebra II 8342 1 credit 6/6 days a cycle | This course includes the topics of Sequences, Exponential Functions, Transformations of Graphs, Systems of Equations, Logarithms, Trigonometric Functions, Polynomial Functions, Conic Sections and Series. The use of graphing calculators (TI-84+ is recommended) will be encouraged. | 9 th Grade It is recommended that this course be taken AFTER Geometry. Prerequisite: Proficient or Advanced on the CDT, 8th grade PSSA or Algebra I Keystone Exam |
| Algebra II 8344 1 credit 6/6 days a cycle | This course includes the topics of Sequences, Exponential Functions, Transformations of Graphs, Systems of Equations, Logarithms, Trigonometric Functions, Polynomial Functions, Probability, and Series. The use of graphing calculators (TI-84+ is recommended) will be encouraged. | 9 th Grade It is recommended that this course be taken AFTER Geometry. |
| Algebra I 9324 1 credit 6/6 days a cycle | This course is reserved for students who did not successfully complete Algebra I and who were not proficient on Keystone Exams. The fundamental concepts of Algebra I will be remediated as the topics of linear equations, inequalities, absolute value, rational and radical expressions and equations, and quadratic functions are covered. | 10 th Grade |

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| <p>Honors Algebra II 9345 1 credit 6/6 days a cycle</p> | <p>This course is a fast-paced environment and upon completion students are expected to have a rigorous understanding of Algebra 2 concepts. Students enrolled in this course are expected to have a thorough understanding of concepts covered in previous math courses. Topics will be explored in depth. The concepts covered in this course include: polynomials, equation solving, inequalities, factoring, rational expressions, exponential and logarithmic functions, parent functions and transformations, quadratic equations, radical expressions and equations, irrational numbers, and sequences/series. Applications of these concepts to real life situations will be explored extensively.</p> | <p>10th – 12th Grades</p> |
| <p>Algebra II 9344 1 credit 6/6 days a cycle</p> | <p>Upon completion of this course students are expected to have an understanding of Algebra 2 concepts. Students enrolled in this course are assumed to have an understanding of concepts covered in previous math courses. Homework should be expected almost daily. The concepts covered in this course include: polynomials, equation solving, inequalities, factoring, rational expressions, exponential and logarithmic functions, parent functions and transformations, quadratic equations, radical expressions and equations, irrational numbers, and sequences/series. Applications of these concepts to real life situations will be explored.</p> | <p>11th – 12th Grades</p> |
| <p>Algebra II 9348 1 credit 6/6 days a cycle</p> | <p>This course is designed for students who were successfully completed Algebra I, but who scored non-proficient on Algebra I Keystones. Time for practice of eligible content, assessment anchors and constructed response will be remediated during class. Emphasis, and concepts from previous math courses will be reviewed as necessary. Upon completion of this course, students are expected to have a fundamental understanding of a variety of Algebra 2 concepts. Homework is given periodically, and students are expected to complete some assignments outside of class time. The concepts covered in this course include polynomials, equation solving, inequalities, factoring, rational expressions, exponents, parent functions and transformations, quadratic equations, radical expressions, and irrational numbers. Applications of these concepts to real life situations will be explored.</p> | <p>10th Grade</p> |

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| <p>Honors Geometry 9372 1 credit 6/6 days a cycle</p> | <p>This course is a fast-paced environment and upon completion students are expected to have a rigorous understanding of Geometric concepts. Students enrolled in this course are expected to have a thorough understanding of concepts covered in previous math courses. Topics will be explored in depth. The concepts covered in this course include: points, lines, angles, triangles, geometric constructions, parallelograms, basic properties of circles, areas of plane figures, volumes of solid figures, and geometric proof. Extensive algebra skills will be integrated throughout this course.</p> | <p>10th – 12th Grades</p> |
| <p>Geometry 9364 1 credit 6/6 days a cycle</p> | <p>Upon completion of this course, students are expected to have a fundamental understanding of a variety of Geometric concepts. The concepts covered in this course include: points, lines, angles, triangles, geometric constructions, parallelograms, basic properties of circles, areas of plane figures, and volumes of solid figures. Basic algebra skills will be integrated throughout this course.</p> | <p>10th – 12th Grades</p> |
| <p>Algebra III & Trigonometry 9366 1 credit 6/6 days a cycle</p> | <p>This course will include more advanced factoring techniques, the study of algebraic fractions, complex numbers, exponential and logarithmic functions, and the conic sections. Trigonometry will use the unit circle approach in defining the six trigonometric functions. Trigonometry topics will include the unit circle, graphs of trigonometric functions, inverse trigonometric functions, and solving trigonometric equations.</p> | <p>11th – 12th Grades</p> <p>NOTE: Any student who has passed any Pre-Calculus course previously may <u>not</u> schedule this course.</p> |
| <p>Honors Pre-Calculus 9352 1 credit 6/6 days a cycle</p> | <p>This course is a fast-paced environment, and upon completion, students are expected to have a rigorous understanding of pre-calculus concepts. Students enrolled in this course are assumed to have a firm understanding of concepts covered in previous math courses. Topics will be explored in depth, and students are expected to complete many assignments outside of class time. Homework will be given often. Course content will include complex numbers, functions (polynomial, exponential, logarithmic, and trigonometric), inverse functions (including trigonometric), right triangle trigonometry, and analytic trigonometry. Selected topics from analytic geometry will also be introduced. The use of graphing calculators will be encouraged. (It is highly recommended students enrolled in this course have one of their own.) Successful completion of this</p> | <p>10th – 12th Grades</p> <p>NOTE: Any student who has passed any Pre-Calculus course or has passed Algebra III & Trigonometry previously may <u>not</u> schedule this course.</p> |

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| | course would prepare students to take a Calculus course in the future. | |
| Pre-Calculus 9354 1 credit 6/6 days a cycle | Upon completion of this course, students are expected to have a fundamental understanding of a variety of pre-calculus concepts. Time for practice of concepts during class will be emphasized, and concepts from previous math courses will be reviewed as necessary. Homework is given periodically, and students are expected to complete some assignments outside of class time. Course content will include complex numbers, functions (polynomial, exponential, logarithmic, and trigonometric), inverse functions, and right triangle trigonometry. Selected topics from analytic geometry will also be introduced. Graphing calculators will be used throughout the course to illustrate and explore concepts. | 10 th – 12 th Grades NOTE: Any student who has passed any Pre-Calculus course or has passed Algebra III & Trigonometry previously may <u>not</u> schedule this course. |
| AP Calculus AB 9340 1 credit 6/6 days a cycle | The course consists of a comprehensive analysis of the theory and application of differential and integral calculus. Graphing calculators will be a necessity in this course (the TI-84+ or TI Nspire is recommended). In May, students are expected to take the Advanced Placement Calculus-AB examination and they may receive college credit. | 11 th – 12 th Grades Prerequisites: 80% in Honors Pre-calculus or 95% in Academic Pre-calculus |
| AP Calculus BC 9360 1 credit 6/6 days a cycle | This course is comprised of all AP Calculus (AB) topics and additional topics including: differential equations, slope fields, parametric and polar functions, and MacLaurin and Taylor Series. ONLY THE STRONGEST MATH STUDENTS SHOULD BE RECOMMENDED FOR THIS COURSE. In May, students are expected to take the Advanced Placement Calculus-BC examination and they may receive college credit. | 12 th Grade Prerequisites: 85% in AP Calculus AB |
| Honors Calculus 9342 1 credit 6/6 days a cycle | Honors Calculus is an accelerated course which surveys analytic geometry and emphasizes the principles and applications of differential and integral calculus. Graphing calculators will be a necessity in this course (the TI 84+ or TI Nspire is recommended). | 11 th – 12 th Grades |
| AP Statistics 9350 1 credit 6/6 days a cycle | This course consists of a comprehensive study of descriptive and inferential statistics. Concepts covered will include: data analysis, measures of central tendency and spread, regression analysis, experimental design, probability distributions, and hypothesis testing. The graphing calculator (TI 84 + or TI Nspire) will be used daily. Students are expected | 12 th Grade Prerequisite: 85% in Honors Pre-calculus or 90% in Academic Pre-calculus |

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| | to take the AP exam in May. Students who have passed Probability and Statistics may not take this course. | |
| <p>Probability and Statistics 9349 1 credit 6/6 days a cycle</p> | <p>This course is in preparation for college business education, science, and/or social science courses. The course is a study of descriptive and inferential statistics. Concepts covered will include: data analysis, measures of central tendency and spread, probability, distributions, and hypothesis testing. The graphing calculator (TI 84+ or TI Nspire) will be used daily.</p> | <p>12th Grade</p> <p>Prerequisites: Algebra III & Trigonometry or Pre-calculus</p> |
| <p>Financial Literacy 9388 1 credit 6/6 days a cycle *Not NCAA Approved</p> | <p>This course is designed to help students become more competent in the mathematics required of today's consumers. Calculators will be used, and students will apply the basic skills of mathematics to topics such as salary, budgeting, investing, credit, income taxes, other taxes, banking, and insurance.</p> | <p>12th Grade</p> |
| <p>Math Topics 9358 1 credit 6/6 days a cycle</p> | <p>Major topics include: advanced graphing techniques, polar coordinates, parametric equations and vectors, matrices and determinants, linear programming, sequences and series, the binomial theorem, mathematical induction, probability, and analytical geometry. The graphing calculator (TI-83) will be used regularly in this course.</p> | <p>12th Grade</p> |
| <p>Honors Accounting 9642 1 credit 6/6 days a cycle *Not NCAA Approved</p> | <p>Accounting I will provide students with an understanding of terminology, principles, and procedures that can be applied to keeping financial records for personal use, service, and merchandising businesses.</p> | <p>11th – 12th Grades</p> |
| <p>Accounting 9644 1 credit 6/6 days a cycle *Not NCAA Approved</p> | <p>Accounting I will provide students with an understanding of terminology, principles, and procedures that can be applied to keeping financial records for personal use, service, and merchandising businesses.</p> | <p>11th – 12th Grades</p> |

Music Department

| Course Name Course Level Credit # Days of cycle *NOT NCAA Approved | COURSE DESCRIPTIONS | Depts. Grade Recommendation & Course Prerequisite Requirement(s) Minimum course prerequisite requirement(s) course/level in bold |
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| VOCAL MUSIC OFFERINGS | | |
| INTRODUCTION TO VOCAL MUSIC COURSES: | | |
| Through a vocal audition process while in 8th grade, students are placed in vocal classes based upon their vocal ability and musical knowledge. This gives students who aspire to perform vocally or theatrically outside of school, and/or wish to study music performance, music theater, or music education at the post-secondary level, the experience of going through the audition process and receiving feedback upon which they can strengthen their craft. | | |
| Bel Canto Choir 8803 0.5 credit 3/6 days a cycle | Bel Canto is a select, auditioned choir that participates in concerts, assemblies, and community programs. The class is paced at a more accelerated level, where students are challenged to learn advanced repertoire. The choir performs SATB selections of different styles and music from all periods of music history, in English, as well as other languages. Students should be able to read and/or follow a vocal score and sing their vocal parts independent of others in their section. Vocal sectionals are a regular part of each student's Bel Canto experience. Attendance at all performances and rehearsals is mandatory. This is a co-curricular course, which means that it has some requirements outside of school hours. Exceptions to this policy MUST be approved by the director. Being a part of the Bel Canto Choir is a privilege and will prepare students for lifelong vocal experiences. | 9 th Grade Prerequisite: This course will require an audition and acceptance |
| Concert Choir 8807 0.5 credit 3/6 days a cycle | Concert Choir is a non-auditioned choir made up of male and female voices. The focus of this course is to develop the vocal instrument through instruction on all aspects of the vocal anatomy, vocal technique, and sight reading of music. The choir performs 3- and 4-part choral selections from a standard repertoire of high school vocal music. Attendance at all performances and rehearsals is mandatory. This is a co-curricular course, which means that it has some requirements outside of school hours. Exceptions to this policy MUST be approved by the director. | 9 th – 12 th Grades |
| Select Girls' Chorus 8811 1.0 credit 6/6 days a cycle | Auditioned students may also be selected to be a part of the Girls' Chorus. Girls' Chorus is a choir of female voices that performs an SSA repertoire of different styles and music from all periods of music history, in English, as well as other | 9 th – 12 th Grades Prerequisite: This course will require an audition and acceptance. |

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| | <p>languages. Students should be able to sing their vocal parts independent of others in their section. Vocal sectionals/lessons are a required part of each student's Girls' Chorus experience and are scheduled on a rotated, pull-out basis, based upon the instructor's class schedule. The Girls' Chorus performs in concerts, including, but not limited to the Winter Celebration of Music and the Vocal Music Department's Spring Concert.</p> <p>Attendance at all performances and rehearsals is mandatory. Because this is a co-curricular course, there are requirements that are to be fulfilled outside of school hours. Exceptions to this policy MUST be approved by the director and the principal.</p> <p><u>Girls' Chorus is an opportunity for students to strengthen their skills as vocalists in an all-female vocal setting, possibly advance to Bel Canto Choir in their 10th grade year, and/or prepare them for Meistersingers or Women's Chorus in their 11th grade year.</u></p> | |
| <p>Meistersingers 9811 1.0 credit 6/6 days a cycle</p> | <p>The Meistersingers are a prestigious and time-honored tradition at Coatesville Area Senior High. Selected by audition, the Meistersingers are an advanced choral organization that performs an SATB repertoire of music from all periods of classical composition. The Meistersingers enjoy a demanding concert schedule, perform at community functions and offer opportunities for solos, ensembles, dramatic portrayals, and dance. Vocal sectionals are a regular part of each student's Meistersingers experience. Attendance at all performances and rehearsals is mandatory. This is a co-curricular course, which means that it has some requirements outside of school. Exceptions to this policy MUST be approved by the director.</p> | <p>10th – 12th Grades</p> <p>Prerequisite: audition/evaluation by the director</p> |
| <p>Belletones and Redmen 9805 0.5 credit 3/6 days a cycle</p> | <p>Students must be members of the Meistersingers and have a desire to perform music from all periods of composition, including, but not limited to, musical comedy styles and lighter forms of vocal music. The group excels in mastery of a more complex repertoire than that of Meistersingers and performs at a great number of community functions and all concerts, many of which are in the evening. Attendance at all performances and rehearsals is mandatory. This is a co-curricular course, which means that it has some requirements outside of school</p> | <p>11th – 12th Grades</p> <p>Prerequisites: Students are selected to be a part of Belletones and Redmen by the director.</p> <p>Meistersingers concurrent enrollment</p> |

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| | hours. Exceptions to this policy MUST be approved by the director. | |
| Handbell Choir 9815 0.5 credit 3/6 days a cycle | The Handbell Choir provides a unique performance opportunity as an alternative to more traditional music courses. Students must be able to read music. Basics of Handbell ringing will be covered, and more advanced techniques and skills will be added as the group progresses. Students will be expected to display a basic knowledge of note names, values, and basic rhythmic patterns and, according to ability, may be placed in one of two appropriate performance level bell choirs. The Handbell Choir concert schedule includes, but is not limited, to The Meistersingers Annual Christmas Carol Service. Attendance at all performances and rehearsals is mandatory, some of which require evening commitments. | 9 th – 12 th Grades |
| Music Majors 9838 0.5 credit 3/6 days a cycle | This comprehensive music class provides students with a better understanding of the principles of music notation, theory, and composition. The elements of music and music technology will also be studied. Aural (listening) and vocal (singing) skills will be developed through rhythmic and melodic dictation. The course is designed for serious music students who may be considering a career in music or for students who simply desire to enhance their existing knowledge of music. | 10 th – 12 th Grades |
| INSTRUMENTAL MUSIC OFFERINGS | | |
| Keyboarding Grade 9 8819 Grades 10-12 9819 0.5 credit 3/6 days a cycle | Music Boarding is a course in the beginning basics of keyboard playing for those with no prior experience. Classes are taught in group lessons with practice time and individual help given to each student. Classes stress note reading, musical signs, and symbols, intervals, and performances within the classroom setting. Each student has his or her own keyboard for class and lesson use, and what he or she learns is transferable to home organ, piano, or keyboard. | 9 th – 12 th Grades |
| String Orchestra Grade 9 8821 Grades 10-12 9821 0.5 credit 3/6 days a cycle | Orchestra meets every other day. The ensemble studies and performs string orchestra music from various time periods and styles. The course also focuses on individual musicianship through ear training, study of theory, technique, and creativity. Students are required to attend a few evening rehearsals throughout the year and perform for the annual Winter and Spring Concerts. Student members are eligible to participate in district, regional, and state orchestra festivals. | 9 th – 12 th Grades |

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| <p>Jazz Band Grade 9 8823 Grades 10-12 9823 0.5 credit 3/6 days a cycle</p> | <p>The membership consists of a <u>limited</u> jazz instrumentation and is chosen by the director through an audition process. The instrumentation is as follows: alto, tenor, and baritone saxophones, tuba, trombones, trumpets, drum set players, electric and bass guitars. <u>Jazz/Big Band music is the primary focus of this class. Students who choose this course MUST be able to read music!</u> All wind players such as saxophones and brass MUST be part of the Symphonic Band. <u>There are a LIMITED number of bass and electric guitar and drum positions in this ensemble. Attendance at all performances and rehearsals is mandatory.</u> This is a co-curricular course, which means that it has some requirements outside of school hours.</p> | <p>9th – 12th Grades Prerequisite: audition/evaluation by the director</p> |
| <p>Percussion Ensemble Grade 9 8827 Grades 10-12 9827 0.5 credit 3/6 days a cycle</p> | <p>Only percussionists should schedule this course. Brass And woodwind players must schedule Symphonic Band. This course is designed to explore the melodic percussion instruments. This class will have several mandatory performances. <u>Students must be able to read music.</u> The instruments that will be covered are Timpani, Marimba, Xylophone, Vibraphone, field battery, and all types of auxiliary instruments as well as some rudiment percussion. <u>Students must be recommended by the teacher/director.</u> During the outdoor months, this group performs with the Marching Band. This is a co-curricular course, which means that it has some requirements outside of school hours.</p> | <p>9th – 12th Grades Prerequisite: audition/evaluation by the director</p> |
| <p>Indoor Visual Ensemble 9829 0.5 credit 3/6 days a cycle</p> | <p>This course is designed to teach the student about movement through the use of color guard pageantry and choreography. This is a hands-on course that will require all students to actively participate in the class. Students will be exposed to demonstrations, lectures, choreography, blocking, staging, and writing their own routines. <u>Students must be a member of the outdoor color guard to be a member of this class.</u> During the outdoor months, this group performs with the Marching Band. This is a co-curricular course, which means that it has some requirements outside of school hours.</p> | <p>10th – 12th Grades Prerequisite: audition/evaluation by the director</p> |
| <p>Symphonic Band Grade 9 8835 Grades 10-12 9835 0.5 credit 3/6 days a cycle</p> | <p>NOTE: This course requires a FULL YEAR commitment on the part of the student. Brass and woodwind players should schedule this course. Percussion students should consult band director. This class is a select instrumental organization whose members are selected</p> | <p>9th – 12th Grades Prerequisite: audition/evaluation by the director</p> |

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| | <p>or recommended by the high school or middle school director through an evaluation process. This is a high-profile ensemble. The members are part of ONE band, the Marching Red Raider band and the Coatesville Area Senior High School Concert Band. During the marching season, the band rehearses two nights per week. If there is a competition on a Saturday, the band will rehearse before the competition. The Marching Red Raiders enjoy a demanding fall schedule, comprised of competitions, football games, parades, and community events, which concludes at the end of football season. However, other performances (i.e., parades, community events, etc.) <i>may</i> involve marching after football season has concluded. Participation is expected at all announced performances. Attendance at all performances and rehearsals is mandatory. This is a co-curricular course, which means that it has some requirements outside of school hours. Exceptions to this policy MUST be approved by the director <u>and</u> the principal. There is a participation fee of \$80 to cover the cost of dry cleaning. Some students may need to purchase shoes and/or gloves at an additional cost of up to \$40.</p> | |
| <p>Music Theory (AP) 9840 1.0 credit 6/6 days a cycle</p> | <p>This advanced placement music class will give students a better understanding of the principles of music notation, theory, music composition, the elements of music, and music technology. Aural (listening) skills and vocal (singing) skills will also be developed through rhythmic and melodic dictation and sight singing. The course is designed for serious music students who might be considering a career in music or students who simply desire to enhance their knowledge of music. You must be able to read music prior to taking this course!</p> | <p>11th – 12th Grades Prerequisite: Music Majors</p> |
| <p>Pit Orchestra 9818 0.5 credit 3/6 days a cycle</p> | <p>Selected through audition, the pit orchestra class is a select group of string and band players that serves as the pit section for the annual musical. Attendance at all performances and rehearsals is mandatory.</p> | <p>10th – 12th Grades Prerequisite: audition/evaluation by the director</p> |

Science Department

Chair – William Mendenhall

| Course Name Course Level Credit # Days of cycle *NOT NCAA Approved | COURSE DESCRIPTIONS | Depts. Grade Recommendation & Course Prerequisite Requirement(s) Minimum course prerequisite requirement(s) course/level in bold |
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| Biology 8444 1 credit 6/6 days a cycle | Academic Biology is the science of living things; their structure, function, and interactions in the biosphere. The three levels of biology exist to address the life science needs of students of varying ability. | 9 th Grade |
| Honors Biology 8442 1 credit 6/6 days a cycle | This course is designed to have students explore an in-depth study of life, from the molecular level to that of the biosphere. Major topics include characteristics of living organisms, bioenergetics, genetics, evolution and ecology. This course engages students with higher critical thinking skills and seeks greater conceptual understanding. At this level, students are expected to study and read beyond what is done in the classroom. As an honors course, this is a pre-advanced placement course that will prepare students for the academic rigor of AP Biology. | 9 th Grade |
| Meteorology 9401 1 credit 6/6 days a cycle | The course will concentrate on phenomena occurring in the earth's atmosphere. Topics included are earth motions, seasons, weather instruments, forecasting, clouds, air masses and winds. Extensive hands-on, cooperative learning activities and the use of satellite tracking station images will be stressed. | 10 th – 12 th Grades |
| Oceanography 9403 1 credit 6/6 days a cycle | Explore the ocean and our relationship with the ocean. The course focuses on physical, chemical, and biological processes occurring within the ocean. With these foundational processes, students will investigate historical and contemporary uses, resources, and challenges, both natural and man-made. | 10 th – 12 th Grades |
| Chemistry 9454 1 credit 6/6 days a cycle | Chemistry is a course designed for the average college-bound student who may or may not have an interest in pursuing a scientific field. The course provides an overview of many basic chemical principles from both a theoretical and mathematical perspective. Major topics include the composition, structure, and | 10 th – 12 th Grades Prerequisites: Completion of Algebra I and suggested Algebra II taken concurrently |

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| | changes of matter, the periodic table, and energy. A strong emphasis is placed on laboratory work, mathematical problem solving, and reasoning. The successful student will have good study skills, and it is suggested that students be enrolled in Algebra II concurrently. Students are required to provide their own scientific calculator. | |
| Honors Chemistry 9452 1 credit 6/6 days a cycle | Honors chemistry is an elective course designed for the above average college-bound student who has an interest in pursuing a scientific or mathematical related career. The course provides an in-depth overview of many basic chemical principles from both a theoretical and mathematical perspective. Major topics include the composition, structure, and changes of matter, the periodic table, and energy. A strong emphasis is placed on laboratory work, problem solving, and reasoning. This is a math-based science course and is suggested students are enrolled in Algebra II concurrently. Students are required to provide their own scientific calculator. | 10 th – 12 th Grades Prerequisites: Completion of Honors Biology and completion of Honors Algebra I with a grade of 85% or higher; suggested Honors Algebra II concurrently |
| Physics 9476 1 credit 6/6 days a cycle | Academic Physics is an Algebra-based course for college bound students. Physics is the study of how the world works around them. Topics covered include the study of motion, forces, energy, and momentum as well as waves, light, and electricity. During activities in this class, students will learn about flying balls, spinning skaters, musical instruments, and household wiring. It is a lab-based course that will give the interested student a better understanding of the world around them. | 11 th – 12 th Grades Prerequisites: Completion of Algebra I with a grade of 85% or higher and Algebra II completed or taken concurrently |
| Honors Physics 9472 1 credit 6/6 days a cycle | Honors Physics is an Algebra-based course for college bound students. Students should have a solid understanding of the trigonometric functions (sin, cos, and tan). Physics is the study of how the world works around them. Topics covered include the study of motion, forces, energy, and momentum as well as waves, light, and electricity. During activities in this class, students will learn about flying balls, spinning skaters, musical instruments, and household wiring. It is a lab-based course that will give the interested student a better understanding of the world around them. | 11 th – 12 th Grades Prerequisite: 85% or higher in Honors Algebra I |
| Forensic Science 9434 1 credit 6/6 days a cycle | This course is a laboratory course that applies knowledge of criminal law, mathematics, and the sciences of solving crimes. Students are expected to engage in regular hands-on labs and case studies | 11 th – 12 th Grades |

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| | of forensic laboratory investigations and case studies of forensic laboratory investigations and author various research projects. | |
| [DC] Honors Intro to Forensic Science 9456 1 credit 6/6 days a cycle | This course is a laboratory course that applies knowledge of criminal law, mathematics, and the sciences of solving crimes. Students are expected to maintain an organized portfolio of forensic laboratory investigations and author two research projects, including one involving a local (Philadelphia area) crime case. | 11 th – 12 th Grade Prerequisite: successful completion of biology and chemistry |
| Integrated Physical Science 9447 1 credit 6/6 days a cycle | Integrated physical science is an introductory course to basic Chemistry and Physics principles designed for students who need time for their math skills to develop more fully. Hands on experiments are performed as we cover topics such as matter, chemical changes, the atom, chemical bonding, the periodic table, energy, motion, and simple machines. Students who have previously passed Chemistry and Physics should NOT select this course. | 10 th – 12 th Grades |
| Honors Human Anatomy and Physiology 9443 1 credit 6/6 days a cycle | This course is a course presented in a systematic approach for the college-bound student. It is especially designed for the bioscience or health-oriented career fields. The course content includes principles and functions of the major organ systems as advances are made in biotechnology. | 11 th – 12 th Grades Prerequisite: Honors or Academic Biology and Chemistry completed or taken concurrently |
| AP Biology 9440 1.5 credits 6/6 days a cycle 3/6 days a cycle (lab) | AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage and transfer, and system interactions. Any student who chooses this course should also plan to take the AP exam in May. | 10 th – 12 th Grade Prerequisites: at least 85% in Honors Biology Suggested Honors Chemistry completed or taken concurrently |
| AP Chemistry 9450 1.5 credits 6/6 days a cycle 3/6 days a cycle (lab) | This course is a second-year college level course that provides a detailed study of the states and structure of matter, reactions, and descriptive chemistry. A strong emphasis is placed on critical thinking, detailed problem solving, writing, and laboratory work. Students are required to keep a lab notebook and provide their own scientific calculator. | 11 th – 12 th Grades Prerequisites: 85% or higher in Honors Chemistry and Honors Algebra II |
| AP Environmental Science 9420 1.5 credits 6/6 days a cycle 3/6 days a cycle (lab) | This course will provide students with the scientific concepts and principles to understand the relationships between the natural and human made world, to identify and analyze environmental problems, to understand and analyze risks associated | 10 th – 12 th Grades Prerequisite: Completion of honors chemistry or taken concurrently |

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| | with these problems, and to examine and develop solutions to these problems. Topics will include earth systems and resources, the living world, population, land and water use, energy resources and consumption, pollution, and global environmental issues. Any student who chooses this course should also plan to take the AP exam in May. | |
| Environmental Science 9424 1.0 credits 6/6 days a cycle | This course is designed to build on the understanding of the environment begun in Biology. Students will investigate a wide variety of environmental issues impacting local, state, national, and global communities, and will study a variety of topics including ecosystems, renewable and nonrenewable forms of energy, watersheds, climate change, endangered and invasive species, and agricultural practices. | 10 th – 12 th Grades Prerequisite: Honors or Academic Biology |
| AP Physics C-Mechanics, Electricity and Magnetism 9470 1.5 credits 6/6 days a cycle 3/6 days a cycle (lab) | This course is an intense, college-level, Calculus-based course designed to prepare the student to take the AP Physics exam. This is a lab-oriented course that places its emphasis on problem solving. Students will be required to provide their own scientific calculator. Any student who chooses this course should also plan to take the AP exam in May. | 11 th – 12 th Grades Prerequisite: AP Calculus must be taken concurrently |

Social Studies Department

Chair – Joseph Tassoni

| Course Name Course Level Credit # Days of cycle *NOT NCAA Approved | COURSE DESCRIPTIONS | Depts. Grade Recommendation & Course Prerequisite Requirement(s) Minimum course prerequisite requirement(s) course/level in bold |
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| Honors Modern American History Grade 9 Grade 10-12 9262 1 credit 6/6 days a cycle | This rigorous course is a study of American history beginning with the events leading to World War I and ending with the Vietnam War. Topics include, but are not limited to: Imperialism, WWI, the Twenties, the Great Depression, WWII, the Cold War, the Civil Rights era, the Korean and Vietnam Wars, and the Kennedy assassination. Students will engage the content through a series of primary documents and readings, debates, essay assignments, and individual and collaborative projects with multiple components. Current events will be used to compare and analyze past and present events. | 9 th – 12 th Grades |
| Modern American History Grade 9 Grade 10-12 9264 1 credit 6/6 days a cycle | This course is a study of American history beginning with the events leading to World War I and ending with the Vietnam War. Topics include, but are not limited to: Imperialism, WWI, the Twenties, the Great Depression, WWII, the Cold War, the Civil Rights era, the Korean and Vietnam Wars, and the Kennedy assassination. Students will engage the content through a series of annotated primary documents, annotated readings, short writing assignments, and collaborative projects. Connections between the past and the present will be made using current events. | 9 th – 12 th Grades |
| [DC] Modern American History (H) 9282 1 credit 6/6 days a cycle | This dual credit, honors course is a study of American history beginning with the events leading to World War I and ending with the Vietnam War. Topics include, but are not limited to: Imperialism, WWI, the Twenties, the Great Depression, WWII, the Cold War, the Civil Rights era, the Korean and Vietnam Wars, and the Kennedy assassination. Students will engage the content through a series of annotated primary documents, annotated readings, short writing assignments, and collaborative projects. Connections between the past and the present will be made using current events. | 10 th - 12 th Grades |
| Honors African American History Grade 9 8251 Grade 10-12 9222 1 credit 6/6 days a cycle | African American History critically examines people of African descent and their history from their first presence on the American continents through the 21 st century. The course provides students with a comprehensive knowledge about the institution of slavery and, racial discrimination. The course also highlights obstacles African Americans faced, in the quest for freedom and in the struggle for equality in the United States. The examined story includes the journey from Africa to America, the trials and victories in the fight for social equity, and the major political, social, and cultural contributions made to the United States and the world. The course helps students better understand the historical events and persons that shaped the African American experience. | 10 th - 12 th Grades Pass a previous honors course to stay in the honors track. |

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| <p>Honors World History 8252 1 credit 6/6 days a cycle</p> | <p>Honors World History is a survey of the past three centuries from a global perspective. In World History, students will explore how our modern, interconnected, industrialized world has come to exist. The course explores World History from a variety of perspectives and points of view. World History also challenges students to develop their historical thinking skills, such as evaluating primary sources and developing historical arguments. Students in World History will study eleven units, beginning with the world in 1750 through the modern era of globalization.</p> | <p>10th - 12th Grades Pass a previous honors course to stay in the honors track.</p> |
| <p>World History 8254 1 credit 6/6 days a cycle</p> | <p>Academic World History is a survey of the past three centuries from a global perspective. In World History, students will explore how our modern, interconnected, industrialized world has come to exist. The course explores World History from a variety of perspectives and points of view. World History also challenges students to develop their historical thinking skills, such as analyzing primary sources and developing historical claims. Students in World History will study eleven units, beginning with the world in 1750 through the modern era of globalization.</p> | <p>10th - 12th Grades</p> |
| <p>AP World History 9220 1 credit 6/6 days a cycle</p> | <p>In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.</p> | <p>10th - 12th Grades</p> |
| <p>AP European History 9230 1 credit 6/6 days a cycle</p> | <p>AP European History is a challenging survey of European history from 1300 to the present. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are paramount to success. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents, and verbal communication.</p> | <p>10th - 12th Grades</p> |
| <p>Psychology Grade 9 8241 Grades 10-12 9241 1 credit 6/6 days a cycle</p> | <p>This course is an introduction to the basic fundamentals of human behavior and mental processing. This course will cover such areas as history of psychology, biological basis of behavior, research methods, sensation, perception, learning, cognition, memory, and personality.</p> | <p>9th - 12th Grades</p> |
| <p>AP Psychology 9240 1 credit 6/6 days a cycle</p> | <p>AP Psychology studies the science behind why people think and behave the way they do. This extremely rigorous class provides an opportunity for highly motivated students to prepare for taking the AP Psychology test. Success on this test could result in obtaining college credit in an introductory Psychology course. The course covers all of the major areas of Psychology.</p> | <p>10th - 12th Grades</p> |

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| <p>AP Human Geography 9270 1 credit 6/6 days a cycle</p> | <p>Advanced Placement Human Geography studies the distribution of people and their actions on the surface of the earth. How do religions, businesses, and cities have a correlation to physical geography? How are agriculture and demography related? Human Geography is the where AND why. This course will challenge students to make connections between humans and their global environment, while enhancing the study of all social sciences.</p> | <p>10th - 12th Grades</p> |
| <p>Historical Research & Preservation I Grade 9 8248 Grades 10-12 9283 1 credit 6/6 days a cycle</p> | <p>This is a four-year program designed to be taught in conjunction with the traditional history courses already offered by the Coatesville Area School District. Students will become familiar with local historic districts and ordinances, National Registry criteria, National Landmark criteria, the Secretary of the Interior’s Standards, Garden types, preservation planning, tax incentives and section 106. Students will choose a research topic, look through libraries, archives, museums, conduct oral history interviews, and visit historic sites. Collins Writing activities will be utilized daily in class. They will analyze and interpret the sources and draw conclusions about the significance of their topic. Students will present their work in one of five ways: as a paper, an exhibit, a performance, a documentary, or a website. In the spring, students may enter their work in the Chester/Delaware Counties contest where it will be judged by professional educators and historians. If the work is chosen as one of the best, they will move on to the Pennsylvania National History Day (NHD) contest. If a student wins the state NHD contest, he/she will be eligible to attend the Kenneth R. Behring National History Day Contest at the University of Maryland at College Park in the summer. This is where the best NHD projects from across the United States, American Samoa, Guam, International Schools, and Department of Defense Schools in Europe all meet and compete.</p> | <p>9th - 12th Grades</p> |
| <p>Historical Research & Preservation II 9284 1 credit 6/6 days a cycle</p> | <p>This is a four-year program designed to be taught in conjunction with the traditional history courses already offered by the Coatesville Area School District. Students develop understanding of the evolution of the national and local historic preservation movements; communication of the need of, and benefits of, historic preservation at the local, state, and federal levels; an understanding of the legal basis for historic preservation, as well as its theory and philosophy; and the establishment of connections between the responsible stewardship of our historical, cultural, social, and economic well-being. Via the National Trust for Historic Preservation (NTHP) mini-lessons, students will be guided through the correct way to research, document, and submit historical properties for recognition/preservation. Students use the lessons to develop heritage history-based assembly programs for students and or parents in the Coatesville Area School District elementary schools in order to show the students and perhaps wider community where Coatesville fits in the wider scope American History. Covers architectural styles and terms, interiors, interior terms, historic landscapes, archeology, and terms, and design issues common to various types of preservation projects as well as new development.</p> | <p>10th - 12th Grades Prerequisite: completion of the Level 1 class</p> |

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| <p>Historical Research & Preservation III 9285 1 credit 6/6 days a cycle</p> | <p>This is a four-year program designed to be taught in conjunction with the traditional history courses already offered by the Coatesville Area School District. This is a career technical education program that requires field trips and field experiences outside the traditional school trip model. A field trip in this program might include a trip to an art museum not to view the exhibits, but rather to meet with curators and conservators to tour the back rooms where cleaning, preservation and storage are managed. Field experience might include photography, creation of plot plans, and detailed descriptions of design, architecture, and site management. In year four of the program, students will be expected to undertake some form of internship related to a preservation field and perform at least 10+ hours of unpaid service.</p> | <p>11th & 12th Grades Prerequisite: completion of the Level II class</p> |
| <p>Historical Research & Preservation IV 9286 1 credit 6/6 days a cycle</p> | <p>This is a four-year program designed to be taught in conjunction with the traditional history courses already offered by the Coatesville Area School District. This is a career technical education program that requires field trips and field experiences outside the traditional school trip model. A field trip in this program might include a trip to an art museum not to view the exhibits, but rather to meet with curators and conservators to tour the back rooms where cleaning, preservation and storage are managed. Field experience might include photography, creation of plot plans, and detailed descriptions of design, architecture, and site management. In year four of the program, students will be expected to undertake some form of internship related to a preservation field and perform at least 10+ hours of unpaid service.</p> | <p>12th Grade Prerequisite: completion of the Level III class</p> |
| <p>AP United States History 9260 1 credit 6/6 days a cycle</p> | <p>In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.</p> | <p>10th – 12th Grades</p> |
| <p>AP Comparative Government & Politics 9280 1 credit 6/6 days a cycle</p> | <p>Advanced Placement Comparative Government is designed to provide students with the conceptual tools necessary to develop an understanding of some of the world’s diverse political structures and practices. This course will examine six countries in detail: Great Britain, Russia, China, Mexico, Nigeria, and Iran. These countries are taught because they are excellent examples of the six core topics of a comparative course. These topics include methodology, power, institutional structure, civil society, political and economic change, and public policy. This is an academically rigorous course that is taught at a collegiate level. All students will have the opportunity to take the Advanced Placement Test for this course and earn college credit.</p> | <p>12th Grade</p> |

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| <p>AP United States Government & Politics 9250 1 credit 6/6 days a cycle</p> | <p>This course prepares students to take the national AP Exam which may lead to earning college credits. The course covers topics such as constitutional development, institutions of government, the political process, and public policy.</p> | <p>12th Grade</p> |
| <p>Honors United States Government and Politics 9242 1 credit 6/6 days a cycle</p> | <p>This rigorous course will focus on the constitutional foundations of American democracy, political beliefs and behaviors, and the functions and interactions of the branches of the United States Government. There will be an in-depth study of civil rights and civil liberties, as well as a basic economic component. Students will engage the content through a series of primary documents and readings, debates, essay assignments, advanced current event assignments, and individual and collaborative projects with multiple components.</p> | <p>11th – 12th Grades</p> |
| <p>United States Government and Politics 9244 1 credit 6/6 days a cycle</p> | <p>This course will focus primarily on the constitution, political beliefs and behaviors, and the branches of the United States Government. The constitution will be analyzed in terms of the civil rights, civil liberties, and responsibilities of U.S. citizenship. Students will engage the content through a series of annotated primary documents, annotated readings, short writing assignments, current events, and collaborative projects.</p> | <p>11th – 12th Grades</p> |
| <p>AP Macro-Economics 9290 1 credit 6/6 days a cycle</p> | <p>Advanced Placement Economics is designed to provide students with the conceptual tools necessary to develop an understanding of the fundamental principles of micro and macroeconomics. This course will examine the market system, and the forces that shape economic change, and public policy, all of which ultimately influence personal economic behaviors including loss aversion, and consumption. The microeconomics component is an examination of basic economic concepts, the function of product markets, factor markets, reasons for market failure and the role of government. The macroeconomic component of the course outlines the basic differences between micro and macro concepts. There is an emphasis on the role of finance and trade. The students will be introduced to the methods used in the measurement of economic performance. The course also defines financial sectors and encourages students to use economic reasoning to determine the causes of inflation, unemployment, productivity and economic change. This is an academically rigorous course that is taught at a collegiate level. All students will have the opportunity to take the Advanced Placement Test for this course and earn college credit.</p> | <p>11th – 12th Grades</p> |

Technology Education Department

| Course Name Course Level Credit # Days of cycle *NOT NCAA Approved | COURSE DESCRIPTIONS | Depts. Grade Recommendation & Course Prerequisite Requirement(s) Minimum course prerequisite requirement(s) course/level in bold |
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| Introduction to Digital Photography 8753 0.5 credit 3/6 days a cycle | Introduction to Photography is an elective course open to all 9th grade high students who have an interest in exploring the field of photography. Students will learn the basics of photographic composition, portrait techniques, lighting, basic color theory, and an introduction of industry software. No previous knowledge of photography is required. | 9th Grade |
| Introduction to Robotics 8773 0.5 credit 3/6 days a cycle | Introduction to Robotics is a STEM course providing a survey of beginner robotics topics. Problem-solving skills focusing on the engineering design process will be explored. Topics include programming, hardware, movement, automation, and remote control. Students will be presented with challenges to demonstrate their understanding of course content. | 9th Grade |
| Wood Technology 8775 1.0 credit 6/6 days a cycle | This course is organized to expose students to a wide range of wood technologies. Course content presents the basic and joinery skills needed to build basic furniture. Proper use of hand and power tools, woodworking machinery, and safety procedures will be covered. Measuring and wood joinery will also be covered. All students must be proficient (70% or higher) in measuring and safety in order to receive credit for this class. | 9th Grade NOTE: any student added after the first mid-marking period, must pass all safety tests at 70% or higher Students will be responsible for the cost of their projects. |
| Computer-Aided Drafting I 9783 1.0 credit 6/6 days a cycle | This student-centered course will provide you with the basics of the Computer Aided Drafting (CAD) software where you will create 2D and 3D computer drawings. This course provides students with the foundational concepts and skills necessary for the creation of technical designs and drawings. An action-oriented and self-paced approach taken to learn drafting concepts and the basics of design. CAD is an essential course to take for those interested in a career in manufacturing, architecture, any form of engineering or other technical fields. Students will progress from two-dimensional projection to building a house designing architectural structures while using the AutoCAD program. | 10th – 12th Grades |

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| <p>Computer-Aided Drafting II 9785 1.0 credit 6/6 days a cycle</p> | <p>This is a computer-based, advanced level, Computer Aided Drafting course. In this student-centered course, you will work in a variety of different industry program such as AutoCAD, Inventor, Revit and Onshape. You will build on the skills learned in CAD I to design and draft using two-dimensional orthographic projection drawing techniques, solid modeling, assemblies, and rendering. Emphasis will be placed on personal computer-based CAD systems through a series of increasingly difficult drafting assignments and problems culminating in a presentation quality final project and portfolio of completed drawings</p> | <p>11th – 12th Grades Prerequisite: Computer-Aided Drafting I</p> |
| <p>Computer-Aided Drafting III 9787 1.0 credit 6/6 days a cycle</p> | <p>This course is the most advanced computer drafting and design course provided at CASH. It includes instruction in advanced computer-aided drafting techniques in addition to creation of three-dimensional drawings. Students progress from two-dimensional projection to wire frame, surface modeling, solids modeling, and rendering. You will have the opportunity to explore different areas of technical drafting and work with the teacher to develop a capstone project which encompasses your interests and career-based standards.</p> | <p>12th Grade Prerequisite: Computer-Aided Drafting II</p> |
| <p>Honors Introduction to Engineering 9774 1.0 credit 6/6 days a cycle</p> | <p>Explore the work of engineers and their role in the design and development of solutions to real-world problems. The course introduces students to engineering concepts that are applicable across multiple engineering disciplines and empowers them to build technical skills through the use of a variety of engineering tools, such as geographic information systems (GIS), 3-D solid modeling software, and prototyping equipment. Students learn and apply the engineering design process to develop mechanical, electronic, process, and logistical solutions to relevant problems across a variety of industry sectors, including health care, public service, and product development and manufacturing.</p> | <p>10th – 12th Grades</p> |
| <p>Wood Technology 9775 1.0 credit 6/6 days a cycle</p> | <p>Basic Furniture Building is organized to expose students to a wide range of wood technologies. Course content presents the basic and joinery skills needed to build basic furniture. Proper use of hand and power tools, woodworking machinery, and safety procedures will be covered. Measuring and wood joinery will also be covered. All students must be proficient (70% or higher) in measuring and safety in order to receive credit for this class.</p> | <p>10th – 12th Grades NOTE: any student added after the first mid-marking period, must pass all safety tests at 70% or higher Students will be responsible for the cost of their projects</p> |

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| <p>Wood Technology II 9777 1.0 credit 6/6 days a cycle</p> | <p>This course introduces basic cabinetmaking skills. Topics covered include material selection, layout, case construction, drawer and door construction, and finishing techniques. This course includes the design and construction of various projects.</p> | <p>10th – 12th Grades Prerequisite: 80% in Wood Technology NOTE: any student added after the first mid-marking period, must pass all safety tests at 70% or higher Students will be responsible for the cost of their projects</p> |
| <p>Wood Technology III 9779 1.0 credit 6/6 days a cycle</p> | <p>Basic Furniture Building is organized to expose students to a wide range of wood technologies. Course content presents the basic and joinery skills needed to build basic furniture. Proper use of hand and power tools, woodworking machinery, and safety procedures will be covered. Measuring and wood joinery will also be covered. All students must be proficient (70% or higher) in measuring and safety to receive credit for this class.</p> | <p>11th – 12th Grades NOTE: any student added after the first mid-marking period, must pass all safety tests at 70% or higher Students will be responsible for the cost of their projects</p> |
| <p>Wood Technology IV 9781 1.0 credit 6/6 days a cycle</p> | <p>Basic Furniture Building is organized to expose students to a wide range of wood technologies. Course content presents the basic and joinery skills needed to build basic furniture. Proper use of hand and power tools, woodworking machinery, and safety procedures will be covered. Measuring and wood joinery will also be covered. All students must be proficient (70% or higher) in measuring and safety in order to receive credit for this class.</p> | <p>12th Grade NOTE: any student added after the first mid-marking period, must pass all safety tests at 70% or higher Students will be responsible for the cost of their projects</p> |

Wellness & Fitness Department

| Course Name Course Level Credit # Days of cycle *NOT NCAA Approved | COURSE DESCRIPTIONS | Depts. Grade Recommendation & Course Prerequisite Requirement(s) Minimum course prerequisite requirement(s) course/level in bold |
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| ** NOTE: All Wellness & Fitness courses at the High School Campus are co-educational ** | | |
| Health Education Grade 9 8901 0.5 credit 3/6 days a cycle | This course is designed to help students understand current health and safety issues in today's society. Understanding the impact of personal choices will also be stressed throughout the course. Students will create a personal plan for maximizing a healthy lifestyle. This course will include but is not limited to the following topics: nutrition, drugs, alcohol, tobacco, violence, and interpersonal relationships with peers, family, school, and community members. | 9 th Grade |
| WELLNESS & FITNESS ELECTIVES | | |
| Team Sports Grade 9 8903 Grades 10-12 9903 0.5 credit 3/6 days a cycle | This course is designed to give students the opportunity to learn and develop the fundamental skills and strategies associated with a variety of team activities. Students will be provided with techniques to achieve and maintain optimal physical fitness. Opportunities will be provided for students to develop personal goals to improve performance as an individual and team. Team activities include but are not limited to: flag football, floor hockey, ultimate frisbee, handball, basketball, softball, volleyball, soccer, and other cardiovascular activities. | 9 th – 12 th Grade |
| Lifetime Sports Grade 9 8909 Grades 10-12 9909 0.5 credit 3/6 days a cycle | This course is designed to learn basic skills and knowledge associated with a variety of sports activities. Students will be provided with opportunities to improve physical fitness, acquire knowledge of health-related fitness concepts, practice positive personal and social skills, as well as gain an understanding of how a wellness lifestyle affects health, fitness, and physical performance. Additionally, students will develop a personal fitness plan to monitor their progress both in and outside of school. Activities include but are not limited to: badminton, track and field events, tennis, golf, archery, biking, and other cardiovascular activities. Students will be required to participate as individuals and with partners. | 9 th – 12 th Grade |

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| <p>Yoga / Aerobics I Grade 9 8911 Grades 10-12 9911 0.5 credit 3/6 days a cycle</p> | <p>This course is a beginner level designed to give students the opportunity to learn basic yoga styles, and some aerobic training routines as well as basic postures, breathing techniques, and relaxation methods of yoga. Students will gain an understanding of the fundamentals of movement as it relates to stretches, flexibility, balance, coordination, strength related to the core, and cardiovascular endurance activities. Students will develop a personal fitness plan for both in and outside of school. Nutrition and wise choices to promote vibrant health for a lifetime will be emphasized.</p> | <p>9th – 12th Grade</p> |
| <p>Yoga / Aerobics II 9912 0.5 credit 3/6 days a cycle</p> | <p>This course is an Intermediate level for those who have a good understanding of the basic yoga postures and have begun to explore a wider variety of poses and styles. The intermediate student understands the relationship between breath and movement. It is an inspired practice that focuses on flowing rhythmic movement that is connected to the breath. Students will move through sun salutations, add challenge to basic poses and progress to more advanced poses while cultivating the mind body connection.</p> | <p>10th – 12th Grade</p> |
| <p>Swimming / Lifeguarding 9907 0.5 credit 3/6 days a cycle</p> | <p>This course is designed to learn skills and strategies associated with swimming. Both beginner and advanced swimmers are encouraged to participate. Students will be provided with opportunities to improve physical fitness, acquire knowledge of health-related fitness concepts, practice positive personal and social skills, as well as gain an understanding of how a wellness lifestyle affects health, fitness, and physical performance. Additionally, students will develop a personal fitness plan to monitor progress both in and outside of school. Activities include but are not limited to: water aerobics, personal conditioning, water safety, water toning, and water games. Students interested in obtaining American Red Cross Lifeguarding Certification will be required to complete additional training, pass required tests, and are responsible for the associated certification costs.</p> | <p>10th – 12th Grade</p> |
| <p>Martial Arts / Self-Defense I 9933 0.5 credit 3/6 days a cycle</p> | <p>This course is designed to utilize Martial Art skills and techniques to reach health and fitness related goals. Students will learn basic Martial Art and self-defense skills, techniques, awareness, assault deterrence, and verbal boundaries. Physical skills will involve practicing light contact and controlled force with an</p> | <p>10th – 12th Grade</p> |

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| | <p>“attacker.” This practice will help overcome the “freeze response” and help to strategize and assess options while in an adrenalized state. This course will be taught in a protective and supportive environment that allows each student to make his/her own choices. Additionally, students will develop a personal fitness plan to monitor their progress throughout this course.</p> | |
| <p>Martial Arts / Self-Defense II 9935 0.5 credit 3/6 days a cycle</p> | <p>This course is designed for Advanced Martial Art skills and techniques to reach health and fitness related goals. Students will further their Martial Art and self-defense skills, techniques, awareness, assault deterrence, and verbal boundaries. Physical skills will involve practicing light contact and controlled force with an “attacker.” This practice will help overcome the “freeze response” and help to strategize and assess options while in an adrenalized state. This course will be taught in a protective and supportive environment that allows each student to make his/her own choices. Additionally, students will develop a personal fitness plan to monitor their progress throughout this course.</p> | <p>11th – 12th Grade</p> |
| <p>Strength Training I Grade 9 8915 Grades 10-12 9915 0.5 credit 3/6 days a cycle</p> | <p>This course is designed for the Basic learner for basic skills and knowledge associated with resistance training, aerobic conditioning, and anaerobic conditioning. Opportunities to acquire knowledge regarding health-related fitness concepts, personal and social skills, as well as how our choices affect our personal health and physical performance. Additionally, students will develop a personal fitness plan to monitor their progress both in and outside of school.</p> | <p>9th – 12th Grade</p> |
| <p>Strength Training II 9916 0.5 credit 3/6 days a cycle</p> | <p>This is an Intermediate course that continues to stress the proper guidelines, principles, and techniques of weightlifting and the development of muscular strength and endurance at an intermediate level. Introduces intermediate level evaluation techniques for muscular strength and endurance. Continues the development of individual weight training programs. Workouts will be conducted alone or in pairs. The course will be taught using a variety of exercise resistance equipment. With the guidance of the instructor, students will evaluate types of muscular strength and endurance training and implement a weight training program for personal needs. Each student will progress</p> | <p>10th – 12th Grade</p> |

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| | at a rate commensurate with his or her abilities. | |
| <p>Strength Training III 9917 0.5 credit 3/6 days a cycle</p> | <p>This is an Advanced high intensity course is designed for individuals who are interested in increasing strength, power, speed, and agility through power lifting, Olympic style lifting, plyometric, and cardiovascular exercises. Students will incorporate these principles in order to create and maintain a functional training program by targeting individualized measurable goals. These goals will help support positive attitudes, increased knowledge, and skills needed to maintain fitness through life. Students will continue to maintain their personal fitness plan and monitor their progress both in and outside of school.</p> | <p>10th – 12th Grade</p> |
| <p>Sports Medicine 9913 0.5 credit 3/6 days a cycle</p> | <p>This course is designed for students who may have an interest in health care professions such as: Athletic Training, Physical Therapy, and Orthopedic Medicine. Students will learn the basic skills involved in preventing, evaluating, treating, and rehabilitating sports-related injuries. Opportunities for hands-on learning experiences will be provided throughout the course.</p> | <p>10th – 12th Grade</p> |
| <p>Advanced Sports Medicine 9914 1.0 credit 6/6 days a cycle</p> | <p>This course is a continuation of Sports Medicine. Advanced ideas, vocabulary, and treatments will be presented in this course. Students will gain a greater understanding of the structure and function of the human body as it relates to recognition/evaluation of injury and illness. The skills learned can be applied to everyday life scenarios, that will follow students throughout their lives.</p> | <p>11th – 12th Grade Prerequisite: Sports Medicine</p> |

World Language Department

| Course Name Course Level Credit # Days of cycle *NOT NCAA Approved | COURSE DESCRIPTIONS | Depts. Grade Recommendation & Course Prerequisite Requirement(s) Minimum course prerequisite requirement(s) course/level in bold |
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| German I Grade 9 8561 Grades 10-12 9561 1 credit 6/6 days a cycle | This course is an introduction into the cultures of Germany, Switzerland, and Austria. The focus is on basic vocabulary and expressions. Some of the topics that are included are family, school, sports, and hobbies. Cultural events will also be discussed and celebrated along our journey. | 9 th – 12 th Grades |
| German II Grade 9 8563 Grades 10-12 9563 1 credit 6/6 days a cycle | This course continues the appreciation for the Germanic perspective on life. The class is focused on expanding vocabulary and learning the grammar needed to create present, future, and past tense sentences. Lessons on clothing, food, and the house hope to provide the student with opportunities to use the language in directed and creative speaking, reading, and written activities. Students should actively and consistently review previously learned concepts independently in order to improve fluency. | 10 th – 12 th Grades Prerequisite: At least 80% in German I is strongly recommended |
| German III 9565 1 credit 6/6 days a cycle | This course is designed to prepare the student for travel. Airport, hotel, and sightseeing vocabularies are presented. Reading skills are enhanced by short stories. Complex and sophisticated communication skills will be gradually developed in this course. Videos and the internet will also be used to enhance the learning experience. | 11 th – 12 th Grades Prerequisite: At least 80% in German II is strongly recommended |
| Honors German IV 9567 Grades 11-12 1 credit 6/6 days a cycle | This course is an advanced course designed to develop maximum speaking and reading proficiency. Units of study include the Grimm fairy tales, German Legends, Expressing Opinions, and Holiday Celebrations. The students should actively and consistently review previously learned concepts independently to improve fluency. Students will have the option of taking this course as an honors level course within the traditional level IV class. Independent projects and work outside the classroom experience will be required to receive weighted credit value. | 11 th – 12 th Grades Prerequisite: At least 80% in German III is strongly recommended |

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| <p>French I Grade 9 8551 Grades 10-12 9551 1 credit 6/6 days a cycle</p> | <p>French I is an academic elective covering the French language and culture. The focus of this course is speaking, listening, reading, and writing as students acquire and use vocabulary, the present tense, grammar, and sentence structures for oral and written comprehension and production. The 5 C's of the National Standards for World Language Studies are aligned with PA State Guidelines. By the end of this course, students are expected to be able to ask and respond to questions with adequate to excellent to French, and converse at a novice middle to high level. Conversations, dialogues, presentations, readings, and songs. This is done as we emphasize Francophone cultures and current career options. The class is primarily taught in French with English support.</p> | <p>9th – 12th Grades</p> |
| <p>French II Grade 9 8533 Grades 10-12 9553 1 credit 6/6 days a cycle</p> | <p>French II is an academic elective covering the French language and culture, and after a short review of French I, continues students' acquisition of listening, speaking, reading, and writing in the French. The focus of this course will be acquiring and using more vocabulary across multiple verb tenses, enhanced grammar, and sentence structure. At the end of this course, students are expected to be able to converse at the intermediate low to middle in adequate to excellent French, and converse at a novice middle to high level. They can respond in French more comfortably and naturally. Conversations, dialogues, presentations, readings, and songs. This is done as we deepen our understanding of Francophone cultures and current career options. This course is primarily taught in French. Students should actively and consistently review previously learned concepts independently in order to improve fluency.</p> | <p>10th – 12th Grades</p> <p>Prerequisite: At least 80% in French I is strongly recommended</p> |
| <p>French III 9555 1 credit 6/6 days a cycle</p> | <p>French III continues to expand upon vocabulary and grammatical concepts. It is an advanced academic elective in French. Students continue to listen to and read conversations, songs, and excerpts in French. By the end of this course, students are expected to use a variety of verb tenses to express themselves in spoken and written communications. At times, French III collaborates with French IV. At this point, students consider how French can enhance their career Pathway and goals. This course is taught in French. Students should actively and consistently review previously learned concepts independently in order to improve fluency.</p> | <p>11th – 12th Grades</p> <p>Prerequisite: At least 80% in French II is strongly recommended</p> |

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| <p>Honors French IV 9557 1 credit 6/6 days a cycle</p> | <p>French IV offers students a cultural and historical overview of France and her people. It is an advanced academic elective in French. Original and creative expression is stressed for proficiency in all aspects of language learning. Students will be required to speak French in class and will be urged to speak French with their teacher and classmates outside of the class. An important goal of this course is to equip students of French to travel to a French-speaking country, communicate with French speakers around the world, and develop an understanding of the cultures studied. There will continue to be a heavy emphasis on the French language and Francophone culture. Students solidify how French can enhance their career Pathway and goals. This course is taught in French. Students should actively and consistently review previously learned concepts independently in order to improve fluency.</p> | <p>11th – 12th Grades</p> <p>Prerequisite: At least 80% in French III is strongly recommended</p> |
| <p>Honors French V 9572 1 credit 6/6 days a cycle *Not NCAA Approved</p> | <p>French V focuses on authentic texts, audio, and video recordings in French to acquire a deeper understanding of the current French language and culture. Students will be required to produce the French language in both speaking and writing. By the end of the course, students will be capable of comprehending a variety of authentic texts and the daily spoken language, and communicating their thoughts, ideas, and information in French. This course is taught in French. Students should actively and consistently review previously learned concepts independently in order to improve fluency.</p> | <p>12th Grade</p> <p>Prerequisite: At least 80% in French IV is strongly recommended</p> |
| <p>Spanish I Grade 9 8541 Grades 10-12 9541 1 credit 6/6 days a cycle</p> | <p>Spanish I is an academic course which stresses pronunciation, vocabulary building, grammar mastery, oral proficiency, and cultural appreciation. Classroom activities include daily oral and written vocabulary and grammar drills, conversation practice, oral and written presentations, skits, and review activities, etc. Students are expected to develop disciplined study habits.</p> | <p>9th – 12th Grades</p> |
| <p>Spanish II Grade 9 8543 Grades 10-12 9543 1 credit 6/6 days a cycle</p> | <p>Spanish II follows the Spanish I format. Vocabulary and grammatical concepts learned in Level I form the foundation for continued study. Expectations include the ability to understand and respond to more advanced instructions in Spanish, and to use the language in directed and creative speaking, reading, and written activities. Students should actively and consistently review previously learned concepts independently in order to improve fluency.</p> | <p>10th – 12th Grades</p> <p>Prerequisite: At least 80% in Spanish I is strongly recommended</p> |

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| <p>Spanish III 9545 1 credit 9522 Dual Credit 6/6 days a cycle</p> | <p>This course develops the proficiency of more sophisticated and complex communication skills. Grammar and vocabulary are presented with multiple examples, graphics, and visuals to illustrate all concepts clearly. Strategies for developing listening, speaking, reading, and writing skills are included in each section. Video, internet, etc., will be used to enhance learning. An overview of Latin American geography, history, and literature is also presented. Students are expected to communicate through oral and written discourse. Students should actively and consistently review previously learned concepts independently in order to improve fluency.</p> | <p>11th – 12th Grades</p> <p>Prerequisite: At least 80% in Spanish II is strongly recommended</p> |
| <p>Honors Spanish IV 9547 1 credit 6/6 days a cycle</p> | <p>This course develops maximum proficiency in speaking, understanding, reading, and writing the Spanish language. Students will enhance their overall language skills by an in-depth review of grammatical rules, vocabulary, and exposure to a variety of topics within the Spanish-speaking world. Students will be expected to participate orally through debates, presentations, student projects, and classroom discussion. Writing assignments include dialogues, compositions, journals, and essays. This course will prepare students for continued studies in their post-secondary institutions. Students should actively and consistently review previously learned concepts independently in order to improve fluency.</p> | <p>11th – 12th Grades</p> <p>Prerequisite: At least 80% in Spanish III is strongly recommended</p> |
| <p>Honors Spanish V 9592 1 credit 6/6 days a cycle *Not NCAA Approved</p> | <p>Spanish V is designed to review critical Spanish language structures and vocabulary in order to continue to support students in their pursuit of proficiency in the Spanish Language. This course involves language learners in activities that require the communicative use of all four language skills - listening, speaking, reading, and writing. There are also comparisons between culture in the United States and the multi-faceted Hispanic world. The course is taught mainly in the target language.</p> | <p>12th Grade</p> <p>Prerequisite: At least 80% in Spanish IV is strongly recommended</p> |
| <p>Spanish for Native Speakers I Grade 9 8549 Grades 10-12 9549 Grades 10-12 1 credit 6/6 days a cycle *Not NCAA Approved</p> | <p>Spanish for Native and Heritage Speakers is designed for students who are fluent speakers in the target language. Students will enhance their overall language skills by an in-depth review of grammatical rules and exposure to a variety of topics within literature studies. Literacy will be improved through exposure to Hispanic and Spanish literature, which includes</p> | <p>9th – 12th Grades</p> |

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| | <p>selections of poems, short stories and legends (leyendas) from Latin American, Puerto Rico and Spain. Students will identify and compare/contrast cultural elements and regional dialects. Students will be expected to participate orally through debates, presentations, student projects, and classroom discussion. Writing assignments include composition, journals, and newspaper reporting. This course will prepare students for continued studies of their native/heritage language through either Spanish for Native and Heritage Speakers, Level 2 or Spanish 3.</p> | |
| <p>Spanish for Native Speakers II Grade 9 8550 Grades 10-12 9550 1 credit 6/6 days a cycle *Not NCAA Approved</p> | <p>Spanish for Native and Heritage Speakers is designed for students who are fluent speakers in the target language and have basic writing, reading, and communication skills as learned from Spanish for Native and Heritage Speakers, Level 1. Students will enhance their overall language skills by continuing their studies of mechanics of the language, enhanced vocabulary, and differences between regional usage of the Spanish language. Literacy will be enhanced through further exposure to a variety of literary genres of Hispanic and Spanish literature that began in Spanish for Native and Heritage Speakers, Level 1. Students will identify and compare/contrast cultural elements and regional dialects. Students will be expected to read, analyze, and discuss literary works from various regional and national authors through a cultural lens as native and heritage speakers, and in contrast with their studies of the English language. Students will continue to improve their speaking skills through advanced topical discussions, debates, Presentations, and student-selected projects. Writing assignments will include compositions, journals, and original creative writings in a variety of genres and newspaper reporting. This course will prepare students for Spanish IV or V, after successful mastery of the concepts learned throughout the course.</p> | <p>10th – 12th Grades</p> |
| <p>Russian I 9531 1 credit 6/6 days a cycle</p> | <p>Russian I students develop basic communication skills in listening comprehension, speaking, reading, and writing in a world language. Cultural highlights are also included. Students gain the ability and confidence to communicate at a basic level. Students are expected to practice their skills daily.</p> | <p>11th – 12th Grades</p> |

APPENDIX

NOTE: Courses subject to change

DUAL ENROLLMENT

Coatesville Area School District
and
Delaware County Community College



Coatesville Area School District and Delaware County Community College Dual Enrollment Program

Sample Delaware County Community College schedules for each year are listed below. These college courses can be used to satisfy high school graduation requirements. Please see page 11 for information on the application and testing. Additional information for parents / guardians and students will be forthcoming with respect to DCCC.

Coatesville Area School District Dual Enrollment Courses – Sample Year 1 Schedule

| Fall 2022 | | |
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| Course | Description | Credits |
| ENG 100 English Composition I | This course reviews the principles of composition, including rhetoric, grammar, and usage. It emphasizes critical thinking, the recursive nature of writing, the writing of analytical essays, and the application of information literacy skills. | 3 |
| College Enrichment | College Enrichment blocks are provided to allow opportunity for students to take advantage of tutoring, faculty office hours, and other institutional resources. Additionally, mandatory workshops on college systems, policies, and practices will be offered. | Not applicable |
| INT 100H Student Success | Student Success is designed to assist students in their transition to college-level work by learning proven strategies for creating greater academic, professional and social success. This course is designed to help students identify and understand the fundamental characteristics and learning strategies needed for college and beyond. Students will be provided with the necessary tools to take personal responsibility for their success while encouraging student interest in promoting self-awareness, increasing their self-concept, and improving their personal and academic success. This course will encourage students to participate in a community of learners, to strengthen their own critical thinking skills, and to communicate more effectively both orally and in writing. | 3 |
| DPR 100 Introduction to Information Technology or SOC 110 Introduction to Sociology | <p>DRR 100 is a course designed to provide an introduction to Information Technology (IT) concepts and applications, and the impact of IT on individuals, organizations, and society. Core content includes computer hardware and software, digital communications, the Internet, databases, networking, programming, computer security, ethics in IT, and current and emerging digital technologies.</p> <p>SOC 110 is a course that studies the factors that determine social organization, social injustice, behavior and change as they are considered in relation to the individual student's own life and society. Study is concentrated on social intervention, culture, social class, national and global inequality, institutions, and socialization.</p> | 3 |

| Spring 2023 | | |
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| Course | Description | Credits |
| ENG 112 English Composition II Writing About Literature | ENG 112 is a writing course emphasizing both literature and information literacy skills that reinforce basic principles of composition learned in ENG 100. The course develops critical thinking through the study of literature and the use of advanced research techniques to write analytical/critical and research essays. | 3 |
| College Enrichment | College Enrichment blocks are provided to allow opportunity for students to take advantage of tutoring, faculty office hours, and other institutional resources. Additionally, mandatory workshops on college systems, policies and practices will be offered. | Not applicable |
| DPR 100 | DRR 100 is a course designed to provide an introduction to Information Technology (IT) concepts and applications, and the impact of IT on individuals, organizations, | |

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| <p>Introduction to Information Technology or</p> <p>SOC 110 Introduction to Sociology</p> | <p>and society. Core content includes computer hardware and software, digital communications, the Internet, databases, networking, programming, computer security, ethics in IT, and current and emerging digital technologies.</p> <p>SOC 110 is a course that studies the factors that determine social organization, social injustice, behavior, and change as they are considered in relation to the individual student's own life and society. Study is concentrated on social intervention, culture, social class, national and global inequality, institutions, and socialization.</p> | <p>3</p> |
| <p>HIS 120 American History II</p> | <p>An inquiry into the history of the United States from the Reconstruction to the present. It includes the process of reconstruction of the Union and the rise of Jim Crow, post-Civil War industrialization, immigration and urbanization, the Western frontiers, the emergencies of the Labor Movement, United States diplomatic history, the Progressive Era, World War I, post-war prosperity and the Great Depression, New Deal policy and diplomacy, World War II, the Cold War, Vietnam, Civil Rights Movement and various social movements of the 1960s, and America in a globalizing world in the latter part of the 20th century.</p> | <p>3</p> |

NOTE: Courses subject to change

Coatesville Area School District Dual Enrollment Courses – Sample Year 2 Schedule

| Fall 2022 | | |
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| Course | Description | Credits |
| PHI 110 Contemporary Moral Problems | This course is intended for the beginning student in philosophy. In this course, students, after acquiring basic argumentative skills and some background in moral theory, will examine several different contemporary moral problems. | 3 |
| College Enrichment | College Enrichment blocks are provided to allow opportunity for students to take advantage of tutoring, faculty office hours, and other institutional resources. Additionally, mandatory workshops on college systems, policies, and practices will be offered. | Not applicable |
| POL 120H American National Government | American Government introduces students to the concepts, functions, and structures of the United States government. It undertakes an analysis of the U.S. national political system with a focus on the role of individuals in the governmental process, and the nature of the interactions that take place among the various branches and levels of government. Analysis will be made of civil rights and liberties that have maintained America as the most culturally diverse country in the world. | 3 |
| COMM 111 Public Speaking | This course enables students to deliver a variety of presentations. Students are introduced to various methods of delivery, organizational patterns, and types of presentational aids. Emphasis is placed on preparing presentations for multiple audiences and occasions. | 3 |

| Spring 2023 | | |
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| Course | Description | Credits |
| ESS 100H Earth Science | This course is a general survey of geology, meteorology, oceanography, and astronomy in the context of natural hazards and disasters. There is an emphasis on understanding, predicting, avoiding, and preventing these disasters. The course is intended for non-science majors interested in the earth sciences and how they relate to human activity. | 4 |
| College Enrichment | College Enrichment blocks are provided to allow opportunity for students to take advantage of tutoring, faculty office hours, and other institutional resources. Additionally, mandatory workshops on college systems, policies and practices will be offered. | Not applicable |
| PSY 225H Experiences in Diversity | This course critically examines systems of stratification within the United States. Topics include race and racism, ethnicity, sex and gender and sexual orientation. Upon successful completion of this course, students should clearly understand the legal and policy-based frameworks which created group-based inequality for various groups within the U.S. | 3 |

NOTE: Courses subject to change

Coatesville Area School District Dual Enrollment Courses – Sample Year 3 Schedule

| Fall 2022 | | |
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| Course | Description | Credits |
| MAT 121 Introduction to Probability and Statistics | This course provides a solid introduction to probability theory and its applications as well as the visual and mathematical analysis of data and data distributions. | 3 |
| Open Elective | <i>(Waiting for more Info)</i> | |
| PSY 130 Personal and Career Development | This course examines the theoretical and empirical issues related to personal growth and career development. The purpose of this course is to increase self-awareness, understand the career development process, and practice the ability to effect personal change. Emphasis is on self-awareness, personal growth, and career exploration that is examined theoretically and applied to the self and others in a diverse society. Content includes identity development, self-assessment, social influence, self-esteem, mindfulness, career development, and behavior change. | 3 |
| College Enrichment | College Enrichment blocks are provided to allow opportunity for students to take advantage of tutoring, faculty office hours, and other institutional resources. Additionally, mandatory workshops on college systems, policies, and practices will be offered. | Not applicable |

| Spring 2023 | | |
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| Course | Description | Credits |
| MAT 128 Algebra | This course is designed primarily as a preparatory course for students intending to take College Algebra or Business Pre-calculus. Topics covered in this course include linear equations and inequalities; quadratic equations; introduction to functions and their graphs; 2x2 linear systems; polynomials; rational expressions and equations; and radical expressions and equations. | 3 |
| Open Elective | <i>(Waiting for more Info)</i> | |
| HIS 160 World Civilizations II | An introductory history of the development of the world's major civilizations since 1500. The course emphasizes the role of economic, social, and political change throughout modern world history. Students will gain a greater appreciation for the interaction and interdependence of nations and cultures within the modern world. | 3 |
| College Enrichment | College Enrichment blocks are provided to allow opportunity for students to take advantage of tutoring, faculty office hours, and other institutional resources. Additionally, mandatory workshops on college systems, policies, and practices will be offered. | Not applicable |

NOTE: Courses subject to change