

A Message From The Principal

It is with great anticipation that we prepare to welcome you, the Class of 2016, into the Emmaus High School community. There are a number of opportunities planned over the next few months designed to help you as you transition from middle to high school. The first of these opportunities is course registration. This is the process through which you select your courses for next year. In order for us to properly identify our staffing, curricular, and instructional needs, it is critical that you follow the procedures and timelines outlined in this program. Please note that this program was designed specifically for upcoming 9th graders, and highlights the courses from which you can choose. The full EHS Program of Studies is available for download and review at the Emmaus High School website or can be picked up in your school's counseling office.

Please take time to review this Program of Studies with your parents or guardians. Our counselors, teachers, and administrators will be happy to provide you the appropriate resources and support as you reflect on your future goals and make your final course selections. Regardless of your path following graduation,

we urge you to select courses that will challenge you to learn and grow while meeting your needs and addressing your areas of interest.

When selecting courses for next school year, please keep the following in mind:

- It is required that all students take a minimum of five full year (or the equivalent) courses, in addition to fitness education. Many students elect to take six or more full year courses in order to balance their educational experience.
- Incoming 9th grade student course selections will be final as of July 15th. If you wish to make a change from your initial course requests, you must do so prior to that date. Course selection can be an exciting and stressful process. Please communicate with your parents, teachers, and counselor as you finalize your selections and build your schedule. We are committed to providing you the support you need to have a great high school experience.

Sincerely,
David F. Piperato
Emmaus High School Principal

COUNSELING SERVICES

Counseling services are intended to help students. Students are urged to consult with a counselor to discuss any concerns they may experience, which may include individual career plans, occupational opportunities and current school work.

More specifically, the purpose of counseling services is to assist students in finding solutions to individual problems; adjusting to surroundings; making a vocational choice; securing information about various school courses and activities; planning post-high school education and opportunities; planning courses and electives to meet college entrance requirements; applying for admission to colleges, nursing schools, junior colleges, technical schools and preparatory schools, and securing information about these schools and their requirements.

FOR FURTHER INFORMATION

Contact Your Future Counselor - determined by your last name

Dr. Diane Flisser, Dep't Chair (Wari to Z)	610-965-1664
Mrs. Jennifer Carolla (Kol to Med)	610-965-1667
Mrs. Colleen Demchak (Hay to Koh)	610-965-1689
Mr. Joseph Henrich (Fa to Hau)	610-965-1691
Ms. Ellen Malone (Cal to Ez)	610-965-1666
Mr. Mike McInerney (Pod to She)	610-965-1527
Mrs. Kristen Grim (Mei to Plo)	610-965-1663
Mrs. Heather Greene (Shi to Ward)	610-965-1665
Mr. Paul Wood (A to Cai)	610-965-1687

DEPARTMENT CHAIRS

Mr. Tom Warnke	Social Studies
Ms. Laura Leiby	Mathematics/Computer Science
Mr. Michael Seip	Wellness/Fitness/Driver Education
Ms. Regina Oster	Art
Mr. Brent Haley	Computer and Business Applications
Ms. Kimberly Kneller	Science
Ms. Deborah Swann	World Language
Ms. Diane DiDona	English
Mr. Andrew Moxey	Technology Education
Mrs. Heather Day	Family and Consumer Sciences
Ms. Rita Cortez	Music
Mrs. Mary Ellen Roberts	Special Education
Dr. Diane Flisser	Counseling

Department Chairs can be reached through the Emmaus High School Main Office at 610- 965-1650.

Please visit our website: www.eastpennsd.org/ehs

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Mrs. Sally Hanzlik, Assistant Principal, Class of 2013 and LTS

Mr. Zachary Fuller, Assistant Principal, Class of 2015

Mrs. Janine Mathesz, Assistant Principal for
Management and Supervision

Mr. Dennis J. Ramella, Athletics/Activities Director

Mr. Shaun Murray, Assistant Athletics/Activities Director

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For information regarding 1) civil rights, 2) grievance procedures, 3) services, activities and facilities that are accessible to and usable by handicapped persons, or 4) employee or participant complaints of harassment or discrimination, contact Noelle Keeler, Compliance Officer, 800 Pine Street, Emmaus, PA 18049. The Federal Drug-Free Workplace Act requires that your workplace be free of the illegal use of drugs and requires that we issue the following statement to you. No one is allowed to use, make, sell, distribute, or have in their possession any illegal drugs. Any violation of the act will lead to severe disciplinary action which will normally include dismissal.

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THE SCHEDULING PROCESS: A MESSAGE TO PARENTS

Each eighth, ninth, tenth and eleventh grade student receives a Program of Studies. The printed program is the result of meetings with teachers, counselors, department chairpersons, parents, the Superintendent and the Board of School Directors. The Program of Studies describes each course offered in the high school and should be reviewed carefully each year.

PRE-REGISTRATION

Students will discuss next year's course selections with their subject teachers on pre-registration day. All teachers will use the knowledge they have gained having your child in class to assist him/her in choosing an appropriate course for next year which best suits his/her abilities and aspirations. This process will provide a basis for the final course selection with the counselor.

REGISTRATION

During the second semester each student will finalize his or her course selections for next year. The counselor will review the pre-registration form and the student's record and his/her career objectives. After analyzing this information, the counselor will recommend a program which will best utilize your child's abilities and provide the academic background to further his/her career plans. Occasionally, the counselor's recommendation may not match yours or your child's selection. You are encouraged to contact the counselor if you have any questions concern-

ing your child's course registration. The more we communicate throughout the process, the better the chance we have to make the best selection.

COURSE REQUESTS

Once the final selections are made, all the course requests are tallied. The number of sections of a particular course and the teachers' assignments are determined by the students' course requests. The schedule is developed over a period of two months with the objective of meeting every student's course requests. Although adjustments are often made, some students' requests cannot be honored. Because of the implications a few changes can have on the entire schedule, it is very important that each student's selections be made very carefully.

SCHEDULE CHANGES

If the selections have been carefully made, changes should not be necessary, except in very unusual situations. If you would like to request a change, please contact your counselor before July 15th. A change is much more likely to occur while the schedules are still being developed. Once the schedules are developed, a change is highly unlikely. We will never be unreceptive to extenuating circumstances, but a change merely for convenience is not in the best interest of good school organization.

GRADUATION REQUIREMENTS

The East Penn School District requires that all students complete a minimum of twenty-one (21) credits as defined in the Program of Studies between grades 9 and 12 to graduate.

Credits must be completed in the following areas:

NUMBER OF CREDITS	SUBJECT AREA
4	English (one course each year)
4	Social Studies
3	Science
3	Mathematics
2	Arts/ Humanities
1	Wellness/Fitness
.50	Health
.25	Driver Education
.50	Family and Consumer Science
.50	Computer Applications

Students must complete four (4) Wellness/Fitness courses (one each year). One of these must be aquatics.

Arts/Humanities: Any course offered in the following departments may be used to satisfy the Arts/Humanities requirements:

- Art
- Music (including band, orchestra and chorus when offered for credit)
- English
- Family and Consumer Science
- Social Studies (See page 9 for Social Studies requirements)
- World Language
- Technology Education

Since all students are required to complete a four-year Social Studies sequence, one of these courses could automatically fulfill one of the two Arts/Humanities requirements.

Students must pass their current level, full year English course in order to go to the next level, full year English course. It is not possible to take two different levels of English in the same year.

All students must complete one semester of an individual computer applications course. Please see courses listed in the Computer and Business Applications and Computer Science departments for courses that fulfill this requirement.

Students shall demonstrate proficiency in reading and mathematics on either the state assessments administered in grade 11 or 12 or local assessment aligned with academic standards and state assessments at the proficient level or better to graduate. If necessary, special education students can graduate based upon IEP goals

Students transferring into the East Penn School District who are in jeopardy of not satisfying local graduation requirements due to differences in requirements between the East Penn School District and the previous school(s) attended and/or students enrolled in approved differentiated academic programs (ADAP) are entitled to an adjustment in the graduation requirements according to procedures established by the Superintendent/Principal.

KEYSTONE EXAMS

The Keystone Exams are end-of-course assessments designed to assess proficiency in the subject areas of Algebra I, Algebra II, Geometry, Literature, English Composition, Biology, Chemistry, U.S. History, World History, and Civics and Government. The Keystone Exams are one component of Pennsylvania's new system of high school graduation requirements.

Keystone Exams will help school districts guide students toward meeting state standards—standards aligned with expectations for success in college and the workplace. In order to receive a diploma, students must also meet local district graduation requirements. In addition, for the graduating class of 2015 and 2016, students must demonstrate successful completion of secondary-level course work in Algebra I, Biology, Literature, and English Composition, in which the Keystone Exam serves as the final course exam. We expect that by the year 2013, the Keystone Exams will replace the Pennsylvania System of School Assessment (PSSA) for high school students.

Detailed information about the Keystone Exams can be found at:

<http://www.pdesas.org/Assessment/Keystone#>

PREREQUISITES

Students are required to fulfill prerequisites before registering for any course. Students who have satisfied the pre-requisite but do not meet the recommended grade contained therein and/or who are not recommended by their current teacher to take the desired course may submit a formal request to their counselor to over-ride the recommendation. This request will be reviewed by the student's school counselor and assistant principal and approved or denied based on the information presented. Students should see their school counselor for more information regarding this procedure.

GRADUATION PROJECT

The high school student project is a meaningful learning experience, which the East Penn School District feels should be a part of every student's educational career. The project provides students with the opportunity for in-depth learning of a self-selected career pathway, involving out-of-class research and development. For further information, please refer to the East Penn Graduation Project Booklet, available online at <http://www.eastpennsd.org/ehs/Academics/Graduation%20Project.html>

SEMESTERS, FULL TERMS

The Emmaus High School year is divided into four marking or rating periods. Report cards are issued at the end of each of these nine-week periods.

An eighteen-week course is referred to as a SEMESTER course. Other courses which have a duration of two semesters are referred to as FULL TERM courses. If a course is not designated as a semester course, assume the course's duration is a full term.

SIX-DAY CYCLE

Emmaus High School operates on a six-day cycle schedule. Each day is numbered (1-6) rather than identified by the traditional weekday name. This method aids in the scheduling of special classes such as science laboratories and wellness/fitness, and also provides for the continuity of days. In the past, when a holiday fell on a weekday and this was the day a student had a particular class, the student missed that part of the school program. Under the cycle schedule, holidays or days off do not affect the program since the next regular day is scheduled automatically. Example: If Monday (Day 2) is a holiday, Tuesday will become Day 2 in the student's schedule. The day within the cycle are announced each day in the EHS DAILY BULLETIN.

COURSE SELECTION

Course selection is regarded as an important function and should be given very serious consideration by students and parents. On the basis of both the wide variety of course offerings and the non-discrimination policy at Emmaus High School, the student is encouraged to extend career horizons beyond the traditional stereotypes and to select a program of studies which fits the student's unique interests, strengths, and abilities.

It is required that a student's academic program consist of a minimum of five full year courses or its equivalent (two semesters are equal to one full year course). Every student is required to take English, Social Studies, and Wellness/Fitness. LCTI students must meet as many of the requirements as their schedule allows. In addition, the student must meet the requirements listed under "Graduation Requirements." The scheduling process involves input from teachers and counselors during each academic year.

PLEASE NOTE: All course selection changes for incoming 9th graders must be made before July 15th

A listed course may not be offered because an insufficient number of students selected the course, a certified teacher is not available, or budgetary funds are not available.

CLASS TRANSFER AND WITHDRAWAL

No course changes will be made during the first six days of the semester. Exceptions will be made only if a student has been scheduled for a course that he or she did not request or, in rare cases, if an error exists on the student's schedule. Once the first six days of the semester have passed, transfers and/or withdrawals from scheduled classes will be made only in special circumstances. Requests for a transfer and/or withdrawal will be considered only after:

1. The request from parents and student has been presented to the counselor on the form available from the student's counselor. Verbal requests, email or other written notes will not be processed.
2. The teacher has signified his/her approval.
3. The committee comprised of counselors and administrator(s) has granted its approval. The validity of the request will be determined by the committee after analyzing the student's record and consulting with the teacher, parents and student involved.
4. Once interim progress report comments are entered by teachers in the first rating period of the course, course withdrawals will appear on student transcripts as a WP or WF, based upon the student's performance at the time of withdrawal.

CLASS RANK

Class rank is determined by arranging the GPA's of all students being graduated in the same year in order from highest to lowest. The rank is reported as a percentile, for example 72% (ile). In the percentile reporting method, several students will occupy each percentile, and no distinction will be made among the students in each percentile.

COLLEGE COURSES, OUTSIDE COURSES, GRADE POINT AVERAGE (GPA) AND CLASS RANK

A number of local colleges and universities, including Lehigh University, Cedar Crest College and Lehigh Carbon Community College, provide affordable opportunities for Emmaus High School students to take college courses while still in high school. Students interested in such an opportunity should contact their school counselor. Prior written approval of the high school principal is required for all college courses. College courses and any other course exceptions (i.e. pass/fail, exam exempted courses, courses exempted by private tutoring and independent study) will receive grades and will be reflected on the transcript where appropriate but will not be counted as part of the GPA or class rank.

Any costs for courses outside of the regular high school program will be the responsibility of the student and his/her family.

HONORS AND ADVANCED PLACEMENT SEQUENCE

The Honors and Advanced Placement courses are intended for students who are interested in an enriched experience in a specific subject. Enrollment in the courses is open to all students, but they must have the ability and desire to handle the increased academic demands. To remain in the courses, students must continue to demonstrate ability and desire to do the type of assignments required by this program. Students who complete an AP course are encouraged to take the AP examination. All ninth grade honors courses need the approval of the teacher/counselor.

PASS/FAIL OPTION

A course may be taken on a Pass/Fail basis if the following requirements are satisfied. All arrangements for Pass/Fail courses must be completed by then end of the add/drop period.

- (1) Students must take five majors as graded courses. Major courses are at least a full year or its equivalent (1 full year = 2 semesters).
- (2) Students may not take graduation requirements pass/fail. This includes specific subject requirements and total course requirements.
- (3) Students can request any additional course as pass/fail.

(4) The request must be approved by the parent, teacher, counselor, and principal.

(5) The teacher may recommend withdrawal from the course if the student is not meeting the course responsibilities.

INDEPENDENT STUDY

Independent study programs are available in unusual situations when it is determined that a course is a necessary component of a student's program, but it cannot be scheduled.

The course must be in the Program of Studies. Courses taken in this manner will receive a grade and assigned course value, but the grade will not be included in GPA calculations. Independent Study arrangements must be approved by the teacher, parent, counselor, and principal in writing, and the agreement must be completed prior to the beginning of the semester for which the request is made.

EXEMPTING COURSES BY EXAM

The purpose of this exemption, whenever available, shall be to allow a student, in unusual circumstances, to exempt a particular course because of an existing knowledge base. All arrangements must be approved by the Principal or his/her designee. Exempting exams will be offered during midterm exams, final exams and during summer school session.

EXEMPTING COURSES BY TUTORING

The purpose of this exemption shall be to move students ahead of the district-adopted sequence of courses in a particular academic subject through private tutoring. All arrangements must be approved by the Principal.

GIFTED SUPPORT PROGRAM

Emmaus High School offers programming options for students enrolled in the Gifted Support Program. EHS utilizes a teacher of the gifted who maintains an office in the High School to develop and implement Gifted Individualized Education Plans (GIEPs), provide students with enrichment and acceleration when appropriate, and conduct consultations and collaborations for the differentiation of instruction. Finally, electives for ninth through twelfth grade students, as well as a seminar and media experience for eleventh and twelfth grade students, are also program options (see course listings for more details).

LEHIGH CAREER AND TECHNICAL INSTITUTE

The Lehigh Career and Technical Institute is an extension of the home school. The various programs offered are an integral part of the curriculum of the home high school. Students who take a Lehigh Career and Technical Institute program continue to take their required academic subjects and wellness/fitness at the home school during one-half of the school day and attend the Lehigh Career and Technical Institute the other half-day for their specialized career program. Students receive three credits for the successful completion of one year of vocational training.

An alternative to the half-day program, LCTI's Academic Center provides tenth through twelfth grade students the opportunity to attend LCTI for a full day. This program allows students to take both academic and technical classes at LCTI. The Academic Center also affords students the opportunity to take advanced coursework at Lehigh Carbon Community College in dual enrollment and middle college courses. Ask your school counselor for more information.

Diplomas awarded at graduation are given only by the home high school and not the Lehigh Career and Technical Institute. The Lehigh Career and Technical Institute does, however, present a certificate to each graduating student who has successfully met Lehigh Career and Technical Institute standards. Lehigh Career and Technical Institute graduates also receive a listing of competencies completed in their trade area.

Students who wish to enroll in LCTI during their ninth grade year must first meet specific academic eligibility requirements established by the East Penn School District. Students should see their school counselors for more information about these criteria.

the opportunity to pursue their chosen career pathway while still in high school. Students must qualify to participate in the academy and in most cases must have completed the highest level courses in their chosen academic discipline. The academy course offerings are challenging college-level courses that require a dedicated commitment level by those students interested in advancing their careers. The rigor of the courses helps prepare students for the challenges of college beyond high school. A major thrust of the academy is to open opportunities for students to careers in science, technology, engineering and mathematics. Questions about the program may be directed to the Academy Director at 610-799-1968 or by contacting LCCC admissions at 610-799-1575.

PLANNING A PROGRAM

LCCC DUAL ENROLLMENT PROGRAM

Lehigh Carbon Community College and Emmaus High School have partnered together to offer Dual Enrollment courses. This program enables students who have achieved certain academic standards to take one or more college courses while still in high school. Students participating in the Dual Enrollment Program can earn transferable college credits for each course taken and also work toward meeting high school graduation requirements. Courses are taught at the high school during the regular school day. Courses are taught by qualified high school teachers serving as an LCCC adjunct instructor or by an LCCC faculty member. Faculty teaching Dual Enrollment courses are required to meet the hiring standards of LCCC's accrediting agency.

Taking advantage of this postsecondary experience will not only jump-start a student's college career, but also give him or her the opportunity to earn transferable college credits while he or she is still in high school. The cost for Dual Enrollment courses taught in sponsoring high schools by high school faculty is \$30 per credit, or \$90 for a three-credit course. There is no application fee for Dual Enrollment students.

PENNSYLVANIA ACADEMY

The PA Academy for Sciences, Arts and Advanced Technologies is a program offered through Lehigh Carbon Community College which gives those students who have, or will have completed their core academic courses in high school

Students are encouraged to select a program with the following objectives in mind:

- (1) Complete all graduation requirements.
- (2) Select courses which will prepare the student for entrance into college or the world of work.
 - (a) A college preparation program should contain the following courses. (Variations are acceptable and individual goals and needs should be discussed with the counselor)
 - English - Four years at the college preparatory level or above.
 - Social Studies - Four years at the college preparatory level or above.
 - Sciences - Three years or more of sciences at the college preparatory level or above.
 - Mathematics - Three years or more of mathematics, preferably to include Algebra III and Trigonometry.
 - World Languages - Four consecutive years of the same language.
 - Arts and Humanities - Two full-year or four half-year courses.
 - (b) Other programs would include the following:
 - Vocational-Technical experiences which are offered at the LCTI, Computer and Business Applications, Technology, Family and Consumer Sciences, Art, and Music.
- (3) Plan a program which is taught at the highest academic level which they can handle in each subject area.

Please Note: Planning a program of studies should involve careful consultation by the student and the parents and should be made on the basis of student interests, abilities and vocational goals. It is advisable to work closely with the counselors in the selection of a program of studies.

It is strongly recommended that a student planning to take the second year of a continuing type course follow recommended prerequisites.

CAREER PATHWAYS

What is Career Pathways?

Career Pathways guides students of all ages through a process to prepare them realistically for a promising future. To help graduates compete in a job market that requires more and more technological knowledge, Career Pathways is designed to provide all students with the academic and technical skills they need to reach their career goals.

How does it work?

Step One: Career Awareness - Throughout the elementary school years, Career Pathways teaches students about a broad range of careers through guest speakers, videos, and field trips. Teachers, counselors and parents help their students develop an awareness of the importance of good work habits, the benefits of educational achievement and much more.

Step Two: Career Exploration - Middle school students are encouraged to explore their interests by gathering information about careers, including their requirements and the lifestyles they represent. Teachers, guidance counselors, and parents motivate the students to discover their abilities, to use decision-making skills and more.

Step Three: Career Preparation - Eighth and ninth graders, with the help of their parents, guidance counselors and choose one of four broad clusters of careers to pursue:

- Arts & Humanities
- Business & Communication Technology
- Engineering & Industrial Technology
- Health & Human Services

Then, they choose one of two pathways within that cluster:

- Traditional Academic, which leads to jobs that require four or more years of college OR

- Technical Academic, which lead to jobs that requires an associate's degree or advanced technical training.

High school students take both the standard required courses as well as courses recommended by their chosen cluster and pathway, which means some students get to take courses at the local career and technical institute. These courses build a foundation for education after high school, whether it is in college, business or trade school, the military services or the workforce. Career Pathways aims to prepare students for careers based on their specific interests and abilities, although after they choose a career cluster, they are not locked in. This flexibility, together with experiences such as job shadowing days and internships, helps students decide whether a certain career is right for them.

Step Four: Career Development - Based on the career goals they have chosen, students are advised to continue preparing for their careers through one or more of the following:

- Four-year college
- Two-year college
- Business or trade school
- Military
- Apprenticeship
- Entry-level employment

Step Five: Career & Lifelong Learning - After further readying themselves for the exciting world of careers through some form of higher education, Career Pathways students are set to pursue their goals. All students, no matter which cluster and pathway they have chosen, are encouraged to make learning a life-long priority.

2012-2013 STANDARDIZED TESTS

The Emmaus High School Counseling Department suggests the following testing sequence for all students.

PSAT/NMSQT

Recommended for all juniors who plan on taking the SAT and/or wish to compete for the National Merit Scholarship.

SAT & SUBJECT TESTS

Emmaus High School will also offer the SAT & Subject Tests twice during the first semester of the 2012-2013 school year, as well as the SAT once during the second semester. Please see www.collegboard.com for specific dates and to register for a test.

A student with a disability, whose condition substantially limits his or her ability to participate in College Board tests, may be eligible for accommodations. The request for accommodations is initiated by completing a Student Eligibility Form. This eligibility form has specific deadline dates and can be obtained through the Counseling Office.

PSSA

Please see the 2012-2013 district calendar for testing dates.

Students shall demonstrate proficiency in reading and mathematics on either the state assessments administered in grade 11 or 12 or local assessment aligned with academic standards and State assessments at the proficient level or better to graduate. Students who do not meet proficiency goals in 11th grade will take a mandatory remediation course in which they will prepare for the grade 12 retest and/or participate in the local assessment. This course may affect seniors' early release and late arrival privileges. If necessary, special education students can continue to graduate based upon IEP goals.

KEYSTONE EXAMS

Please see the 2012-2013 district calendar for testing dates, which are expected to be in early May. Please see also <http://www.pdesas.org/Assessment/Keystone#> for more information about these important graduation requirements.

ENGLISH DEPARTMENT

Each high school student must take and pass a ninth grade, a tenth grade, an eleventh grade, and a twelfth grade English course to graduate. Students must pass their current level full-year English course in order to go to the next level full-year English course. It is not possible to take two different level, full-year English courses in the same year. Students should choose, with the help of parents, teachers, and counselors, the program best suited to their abilities and future plans. Each student should choose the appropriate English course offered in a grade level. All non-elective English courses will require a summer reading component suitable to the level of study. In addition to a literature survey component, all non-elective English courses provide writing activities and research, vocabulary study, study skills and career awareness instruction. Those who are undecided about going to college should choose college preparatory English.

CORE SELECTIONS FOR 9TH GRADE

150 NINTH GRADE ENGLISH, HONORS The ninth grade English honors course has been developed as the first level of the secondary honors/advanced placement track in the language arts area. The course is built around several components including vocabulary, grammar, selected short stories, novels, drama, non-fiction and poetry, which provide the basis for concentrated study, composition and research, critical discussion and speech. Students are expected to enter into serious academic discussions and to produce a variety of in-depth writing assignments. Summer reading assignments are required. Prerequisite: Recommendation of English department and counselor and recommended 90% or higher in 8th grade English 6 period per cycle 1.0 credit

109 NINTH GRADE ENGLISH, COLLEGE PREPARATORY This course emphasizes better communication and expression through the study of grammar, literature (novels, short stories, poetry, drama, and non-fiction), vocabulary development, research and writing. The goal of the English curriculum is to make the student sensitive to the way language reflects attitudes, emotions, and purposes. Summer reading assignments are required 6 periods per cycle 1.0 credit

108 NINTH GRADE ENGLISH, GENERAL PREPARATORY The general preparatory course offers students the opportunity to read various novels, poetry, drama, non-fiction and short stories. Activities focus on the students' ability to improve comprehension and respond to literature through discussion and composition. Basic research skills are developed through the writing of a research paper. Vocabulary, grammar, usage and composition skills are also presented in this course. Summer reading assignments are required. 6 periods per cycle 1.0 credit

108SM NINTH GRADE ENGLISH, GENERAL PREPARATORY SEMINAR This course mirrors the Ninth Grade English, general preparatory course description, following the approved curriculum for that course. Students in this seminar are given an additional instructional period daily, during which they will gain additional reading comprehension and literacy strategies and work with supplemental materials designed to aid them in developing these essential skills. Summer reading assignments are required. *Note: Students will be placed in this course based on academic need and specific eligibility criteria, including but not limited to: counselor recommendation, previous course grades and standardized test and benchmark scores below proficiency.* 12 periods per cycle 1.0 credit English and 1.0 credit humanities

ELECTIVE OFFERINGS

Note that all elective courses will not be counted toward meeting English graduation requirements.

100 JOURNALISM I (Grades 9-12) Through an emphasis on print journalism, students develop the traits typical of and essential for all beginning reporters and writers as they develop an increasing awareness of their world. They achieve that goal through a mixture of instruction and writing of news, feature, and opinion pieces. This is a writing class, and students are expected to conduct interviews and write stories on an ongoing basis. On average, a new story is completed within three weeks. Public relations and advertising are also explored in the class. Upon completion of the course, students will have developed a writing portfolio of journalistic pieces. 6 periods per cycle 1.0 credit

101 DRAMA I (Grades 9-12) This course will show students that drama is a vital and exciting art form. Students will explore and participate in pantomime, improvisation, acting, scene design, stagecraft, lighting, and costume design. The history, development and elements of theatre will be examined. 6 periods per cycle Semester course .50 credit

102 DRAMA II (Grades 9-12) This course continues the study of the performance skills introduced in Drama I. Students will develop additional techniques of concentration, pantomime, improvisation, sense recall, emotional recall, stage movement and characterization. Students will then progress to comprehensive scene study with the emphasis on utilizing those skills mastered. *Prerequisite: Drama I* 6 periods per cycle Semester course .50 credit

105 COMMUNICATIONS I (Grades 9-12) This course provides the foundation for future courses of in-depth study that will prepare our students to communicate more effectively in a world where media technologies - video, film, Internet, telephone, etc. - are converging into an inter-related digital mosaic. The course will begin with a study of the history of man's quest to communicate - from early cave drawings, moveable type, phonograph, and radio to early television, computers, and the Internet. Students will learn the basic pre-production skills of researching, writing scripts, and story boarding, and will advance to learning various production and post-production skills including the operation of audio, video and editing equipment. Students will display their knowledge in written papers, tests, and several hands-on group projects. Whether a student is interested in pursuing a career in media or just has an interest in the role of communications in man's life, this course will provide the necessary basics. An application process will be used for the selection of students. 6 periods per cycle 1.0 credit

ENGLISH DEPARTMENT, cont'd
SUMMER READING ASSIGNMENT

All students at Emmaus High School are required to complete a summer reading assignment each year, beginning with the summer between 8th and 9th grade. Below is some information about the summer reading assignment for each course level. *Note: All students will receive further information about this assignment in the Spring, including updated book titles. Updated book lists and further information can be accessed at: http://www.eastpennsd.org/ehs/Academics/_Departments/English.html*

Course #108, Ninth Grade English, GP #108SM, Ninth Grade English, GP Seminar and Course #109, Ninth Grade English, CP
All ninth grade college preparatory and general preparatory students must read two books from the list, one fiction, one non-fiction. The list is divided into two themes—both books should come from the same theme group.

The books read over the summer will serve as the basis for an in-class, one-hundred-point, five-paragraph essay administered in September. The mode of writing will be persuasive, and students will be asked to evaluate the books based on their quality. Students will be expected to consider setting, plot, character development, and theme in fictional works and memoirs, and timeliness, uniqueness, accessibility, and depth of information in non-fiction works. Students must illustrate an understanding of the structure of an essay by developing an introduction, central idea, three body paragraphs with supporting details, and a conclusion. To aid students in completing their essays, students may use any original, handwritten notes collected over the summer.

SCHOOL FICTION TITLES:

Anderson, Laurie H. *Twisted*
Bruchac, Joseph *The Heart of a Chief*
Sitomer, Alan L. *Hip Hop High School*
Sittenfeld, Curtis *Prep*

SCHOOL NON-FICTION TITLES

The Freedom Writers & Filopic, Z.
The Freedom Writers Diary
Freedman, Samuel *Small Victories*
Jurmain, Suzanne *The Forbidden Schoolhouse*

ALTERNATE TITLES (CLASSICS)

Buck, Pearl *The Good Earth*
Grahame, Kenneth *The Wind in the Willows*

SPORTS FICTION TITLES:

Coyne, John *The Caddie Who Knew Ben Hogan*
Lamott, Anne *Crooked Little Heart*
Peet, Mal *Keeper*
Sitomer, Alan L. *Hoopster*
Swanson, Julie A. *Going for the Record*

SPORTS NON-FICTION TITLES

Armstrong, L. & Jenkins, S. *It's Not About The Bike*
Denlinger, Ken *For the Glory*
Feinstein, John *The Last Amateurs*
Halberstam, David *The Teammates*
Hamilton, Bethany, S. Berk and R. Bundschuh *Soul Surfer*

Course #150, Ninth Grade English, Honors

Students who have chosen to take honors English in 9th grade are encouraged to prepare for a rigorous course in literary analysis through reading, writing, and discussion. In concordance with these objectives, students must read three different selections during the summer. All students must read *Great Expectations* by Charles Dickens and two additional selections from a supplemental list below. During the first week of school, each honors student should be prepared to engage in critical analysis of all three books. The format for the summer reading assessments will be chosen at the discretion of the teacher.

Alvarez, Julia In *The Time of the Butterflies*
Ellison, Ralph *Invisible Man*
Huxley, Aldous *Brave New World*
Kingsolver, Barbara *The Bean Trees*
Remarque, Erich M. *All Quiet on the Western Front*
Stowe, Harriet B. *Uncle Tom's Cabin*
Vonnegut, Kurt *Slaughterhouse Five*

Brontë, Charlotte *Jane Eyre*
Heller, Joseph *Catch 22*
Irving, John A *Prayer for Owen Meany*
Kingsolver, Barbara *Pigs in Heaven*
Kingston, Maxine H. *The Woman Warrior*
Sijie, Dai *Balzac and the Little Chinese Seamstress*

Students taking English in a non-inclusion, special education classroom will be expected to complete a modified summer reading assignment.

Please Note: In the English Department's attempt to provide rich and varied reading experiences for our students, we have selected titles for the summer reading lists written mostly by contemporary authors. Some selections are focused toward mature readers. We encourage parents to read the book descriptions carefully with their children and assist them in selecting interesting, appropriate titles for their summer reading.

MATHEMATICS DEPARTMENT

The mathematics department, as guided by the PSSA and Keystone assessments as well as the Common Core, is committed to mathematical literacy for all students at various levels of content depth. Students are strongly encouraged to complete Algebra I, Geometry, and Algebra II by the end of Grade 11. The concepts, college preparatory, and honors sequences of courses cover the breadth and depth of the PSSA assessments. Students should earn a 74% or higher in Algebra I before progressing to more advanced math courses. Calculators are permitted for use in most math classes. Scientific calculators are satisfactory for students taking Algebra I and II and Geometry. Graphing calculators, including the TI-83, TI-83 Plus, TI-84, or TI-84 Plus, are used frequently in Algebra III/Trigonometry, Statistics and Calculus.

303 ALGEBRA IA (Grade 9)

This course will teach Part A of Algebra I at a pace that is suitable to the enrolled students. The course will be enriched by real life applications and activities related to the course curriculum. The content includes solving equations, linear graphs and functions, systems of equations, and introductions to exponents, radicals, and scatter plots. Note: Students will be placed in this course based on academic need and specific eligibility criteria, including but not limited to: counselor and/or teacher recommendation, previous course grades, and standardized test and benchmark scores that are below proficient. Students who register for this course will also enroll in the Algebra IA Lab for 3 periods of additional remediation.
6 periods per cycle 1.0 credit mathematics

303 LAB ALGEBRA IA LAB (Grade 9) This course provides students with additional support as they complete Algebra IA. This lab enriches the curriculum with applications and activities to reinforce class topics. Students are encouraged to apply topics from Algebra IA. The content includes solving equations, linear graphs and functions, systems of equations, and introductions to exponents, radicals, and scatter plots. This course must be taken concurrently with Algebra IA.

Prerequisite: Students will be placed in this course based on academic need and specific eligibility criteria, including but not limited to: counselor and/or teacher recommendation, previous course grades, and standardized test and benchmark scores that are below proficient.
3 periods per cycle .50 elective credit

306 ALGEBRA I, COLLEGE PREPARATORY (Grade 9) This course is recommended as the first course for high school students. The content includes solving equations and inequalities, linear graphs and functions, systems of equations and inequalities, exponents, polynomials, radicals and an introduction to data analysis.

Prerequisites: Counselor placement, successful completion of Pre-Algebra or Pre-Algebra B (recommended 74% or C or better).
6 periods per cycle 1.0 credit

312 GEOMETRY, COLLEGE PREPARATORY This course gives considerable attention to developing an understanding of the nature of deductive proof, the role of definitions and the meanings and uses of assumptions in writing proofs. Students are encouraged to think of geometry as a system requiring logic of thought as opposed to a less precise system based only upon observation and measurement. This course includes the study of both plane and solid figures. It is recommended that students take Algebra I,

Geometry, and Algebra II in that order to ensure success on SAT's and upper level courses.

Prerequisites: Algebra I C.P (recommended 74% or better) OR Algebra 1 Seminar (recommended 84 % or better) OR Algebra I, Honors (recommended 74% or better)
6 periods per cycle 1.0 credit

350 GEOMETRY, HONORS This course is designed for those students with an exceptional background in mathematics. The course promotes spatial perception and provides a more challenging approach to Euclidean geometry. Topics are studied in depth. In addition to the topics covered in Plane and Solid geometry, units on analytic proof and logic are included.

Prerequisites: Algebra I, Honors AND Algebra II, Honors (recommended 84% or better)
6 periods per cycle 1.0 credit

351 ALGEBRA II , HONORS This course is an extension of the Algebra II, College Preparatory course with inclusion of additional topics on polynomial functions, joint variations, rational zeros, systems of equations in three variables, rationalizing the denominator, probability and statistics and basic operations on matrices. An entire unit

on algebraic proofs is also included to adequately prepare the students for advanced mathematics courses.

Prerequisites: Algebra I Honors (recommended 84% or better) OR Algebra I, College Preparatory (recommended 90% or better)
6 period per cycle 1.0 credit

Note: These selections represent the typical mathematics courses taken by 9th grade students. Students entering 9th grade who have already completed Algebra II and Geometry should take Algebra III/Trigonometry. Please see the full EHS Program of Studies, available at the school's website - www.eastpennsd.org/ehs, for a full listing of course offerings.

COMPUTER SCIENCE DEPARTMENT

All of the computer science classes are electives and satisfy the computer applications part of the graduation requirement. Prerequisites are stated as recommendations for success by most students. Students who wish to take advanced courses without having satisfied the prerequisites should either exempt a course by exam or gain permission from a member of the computer science department via an interview and proof of student work.

321 COMPUTER SCIENCE FOUNDATIONS (Grades 9-12) This course is designed to introduce students to computer science concepts and simple programming techniques in a hands-on environment. Projects incorporate the use of Microsoft Office including Word, Excel, Access, and Power Point. Students will also use the Alice program to create 3-D animations using elementary programming concepts in a user-friendly environment. Other topics will include computer history, computer hardware and software, computer ethics, computer networking, and careers in computer science. Students who are interested in taking other computer science courses should take this course during their freshman year. Students with a strong math background, especially Honors students, should take Programming Foundations instead.

Prerequisite: Algebra I

6 periods per cycle Semester course .50 credit

323 PROGRAMMING FOUNDATIONS (Grades 9-12) This course is designed to enable all students to develop better problem solving skills that will prepare them for many different fields of study and future computer science courses. By using the Visual BASIC programming language, students will learn to create a graphical user interface similar to a Windows-based environment. Students will learn how to write simple programs that include input, output, assignment, decisions, loops, strings, and possibly arrays. Programming assignments will relate to a variety of real-life applications.

Prerequisite: Computer Science Foundations (recommended 80% or better), Honors Algebra I, or Geometry CP

6 periods per cycle Semester course .50 credit

355 ADVANCED COMPUTER SCIENCE TOPICS, HONORS (Grades 9-12) This is a project-based course where students will use and extend their prior programming knowledge in a language(s) of their choice. Students will be exposed to the Python programming language as well as a variety of applications in the field of computer science. Students will create and present projects that could include web-based applications, graphics and animation, 3-D game design, database processing, graph theory, GUI interfaces, artificial intelligence, simulations and learning new languages.

Prerequisite: Programming Foundations (recommended 84% or better)

6 periods per cycle Semester course .50 credit

SCIENCE DEPARTMENT

The Emmaus High School Science Department, through a diversity of course offerings, provides students with the knowledge and skills base needed to meet the PA Academic Standards in the following areas:

Unifying Themes of Science	Inquiry and Design	Biological Sciences	Physical Science, Chemistry, and Physics
Earth Sciences	Environment and Ecology	Technology Education	Science, Technology and Human Endeavors
Technology Design			

To meet the PA Academic Standards, each student should successfully complete at least one course in biological sciences and one course in physical sciences before the senior year at Emmaus High School. The following pathways are recommended:

- 9th Grade - Biology, 10th Grade - Chemistry, 11th Grade - Physics or Level II Biological Science, 12th Grade - other science courses
- 9th Grade - Integrated Science, 10th Grade - Biology, 11th Grade - Chemistry, 12th Grade - Physics

Note: Other courses may be taken concurrently with courses in any of the recommended pathways.

GENERAL SCIENCE

405 INTEGRATED SCIENCE (Grade 9) This introductory course is designed for ninth graders and is an applied course. The emphasis is on matter, structure of compounds, physical and chemical changes as they relate to the physical structure of the Earth. Students will be involved in hands-on laboratory exercises that integrate the physical sciences with Geology, Oceanography, and Meteorology. In addition, students will learn mapping, measuring, computer, and computational skills that will build foundations for further science study in Biology and Chemistry.

7 periods per cycle 1.2 credits

BIOLOGICAL SCIENCE

401 BIOLOGY I, COLLEGE PREPARATORY (Grade 9-12) This course is designed for college preparatory students. Students will study the interrelationships between the living and non-living world. The topics will include cells (structure, function, reproduction, and interactions with environment) and ecology. The unity and diversity of organisms and development of species will be studied within the context of classification, based on heredity and molecular genetics. 7 periods per cycle 1.2 credits

402 BIOLOGY I, HONORS (Grade 9-12) This course is designed for students who have a strong interest in science and have demonstrated outstanding achievement in previous science courses. The students' understanding and appreciation for the living world will be enhanced through the study of the concepts involved in cell theory, classification, ecology, heredity, and molecular genetics. The development and applications of biotechnology will be discussed in the context of their impact on the living world. An in-depth research project is required. During the course, students are expected to develop the skills of an independent learner. 7 periods per cycle 1.2 credits

EARTH AND SPACE SCIENCE

408A ASTRONOMY (Grades 10-12 or concurrent enrollment in Honors Biology) This course involves a study of the motion, composition and physical properties of the members of the universe. Topics include: observational astronomy, constellations, celestial motions, history of astronomy, solar systems, stars, lab exercises and planetarium visits. 6 periods per cycle Semester course .50 credit

422 ADVANCED ASTRONOMY, COLLEGE PREPARATORY (Grades 9-12) This course is for college-bound students who desire a background in the physical sciences. Topics include: observational astronomy, physical laws of celestial motion, astrophysics, optics, general astronomy and cosmology. There will be a strong mathematical approach to the subject. Extensive use of the planetarium will be included. *Prerequisite: recommended 74% or better in Algebra II* 6 periods per cycle 1.0 credit

410A OCEANOGRAPHY (Grades 10-12 or concurrent enrollment in Honors Biology) This course is a study of the physical, chemical and geological processes at work in the oceans and their effect on marine plants and animals. The history of oceanographic research, instrumentation, seafloor topography, seafloor spreading, the chemistry of seawater, waves, currents, tides and life in the sea are topics included in this course. 6 periods per cycle Semester course .50 credit

412B METEOROLOGY (Grades 10-12 or concurrent enrollment in Honors Biology) This course is the study of the atmosphere. Included in this course will be a study of the Earth-Sun relations, atmosphere compositions, structure and circulation, elements and control of weather and air pollution. The use of meteorological instruments and the interpretation of weather maps will be an important part of this course. 6 periods per cycle Semester course .50 credit

414B GEOLOGY OF THE NATIONAL PARKS (Grades 10-12 or concurrent enrollment in Honors Biology) This course is focused on the national parks of the United States and presents various geological concepts through these incredible places. By focusing on the parks, students will be given tools to help them become critical observers and participants in the Earth Sciences. Emphasis is placed on understanding and interpreting landscapes and their origin. This course will illustrate how geologic phenomena (mountains, volcanoes, earthquakes, etc...) result from processes that occur within or on the surface of the Earth. There is also an opportunity to learn how humans and animals have been affected by geology and the national parks, which will help in appreciating natural science. 6 periods per cycle. Semester course. .5 credit.

Note: These selections represent the typical science courses taken by 9th grade students. Please see the full EHS Program of Studies, available at the school's website - www.eastpennsd.org/ehs, for a full list of course offerings.

SOCIAL STUDIES DEPARTMENT

The Emmaus High School Social Studies program is based on the Pennsylvania Academic Standards for History, Civics and Government, Economics, and Geography. History is the unifying discipline and includes designated strands of geography, civics, government relations, economics, political science, and contemporary issues. These strands provide students with the skills and knowledge necessary to make informed decisions. Skills include critical thinking and problem solving techniques, which lead to negotiation and resolution of social conflicts. Each high school student must take and pass American Studies I and II, a World Studies course, and a twelfth grade Social Studies course to graduate. Students should choose, with the help of parents, teachers, and counselors, the program best suited to their abilities and future plans. Each student should choose the appropriate Social Studies course offered in a grade level. Those who are undecided about going to college should choose college preparatory Social Studies.

200 AMERICAN STUDIES I, G.P. (Grade 9) This is a full-year course designed to discover American History, using a chronological approach beginning with the Constitutional Era and ending with the Progressive Era. Constitutional development, the growth of democracy, westward expansion, secession, slavery, the Civil War, industrialization, immigration, and the Progressive Movement are some of the major historical themes addressed. The incorporation of minorities and their roles are studied in their historical context. The cause and effect relationships of historical events will be emphasized throughout the course through the applications of historical principles and concepts. 6 periods per cycle 1.0 credit

Students who benefit from this course are able to:

- Demonstrate basic reading comprehension skills
- Demonstrate basic writing skills
- Demonstrate basic organizational skills
- Demonstrate basic note-taking skills
- Complete regular homework assignments
- Complete midterm examinations and final examinations
- Bring their book to class regularly
- Demonstrate a positive attitude
- Work well with others
- Show consistent effort

202 AMERICAN STUDIES I, C.P. (Grade 9) This is a full-year course designed to discover American History, using a chronological approach beginning with the Constitutional Era and ending with the Progressive Era. Constitutional development, the growth of democracy, westward expansion, secession, slavery, the Civil War, industrialization, immigration, and the Progressive Movement are some of the major historical themes addressed. The incorporation of minorities and their roles are studied in their historical context. The cause and effect relationships of historical events and students' projects will be emphasized throughout the year. 6 periods per cycle 1.0 credit

Students who find success in this course are able to:

- Write proficient sentences, paragraphs, and research papers and continue working toward improving their skills
- Read and comprehend information in the textbook and in various other assignments
- Complete midterm examinations and final examinations
- Demonstrate competent organizational skills
- Think and problem-solve independently
- Collaborate/communicate with classmates
- Contact teachers at their discretion

250 AMERICAN STUDIES I, HONORS (Grade 9) This course begins with a brief review of the major issues leading to the American Revolution. Subsequent units trace the development of the United States from the Constitutional Era to the Progressive Movement. The course emphasizes the development of federalism, sectionalism, nationalism, the Civil War, industrialization, imperialism, and progressivism. Cause and effect relationships will be emphasized in conjunction with research through the History Day project. Independent readings and research are a routine part of this course throughout the year. 6 periods per cycle 1.0 credit

Students who find success in this course are able to:

- Read and outline textbook chapters
 - Engage in class discussions
 - Demonstrate critical thinking skills (analyze and evaluate content)
 - Complete independent research projects
 - History day is a requirement
 - The *Killer Angels* research paper is a requirement
 - Write well-developed essays with a clear thesis statement, thorough body paragraphs and an effective conclusion
 - Show true interest in the subject area
 - Complete assignments independently
 - Work well in groups
 - Comprehend higher-level reading assignments
 - Answer document-based questions
 - Complete midterm and final examinations
 - Demonstrate competent organizational skills
 - Balance multiple tasks/assignments at the same time
 - Contact teachers at their discretion
-

WORLD LANGUAGE DEPARTMENT

1. The World Language Department strongly recommends that a student study at least FOUR, preferably FIVE, years of the same world language.
2. It is strongly recommended that a student achieve a 74% average in one level of the language to go on to the next level. Students may NOT repeat a level of language if they have achieved an 80% (C+) or better average in that level during the previous school year.
3. With Level II World Language courses, instruction will move toward immersion in the target language.
4. The world language department strongly recommends that students who enroll in any level of a language should also be enrolled in CP English or higher, with the exception of those taking Spanish I for Native and Heritage Speakers (Course 514N)

FRENCH

500 FRENCH I This course will focus on speaking and listening within a communication-oriented program. Students will acquire a solid linguistic base on which to build more advanced communication skills. The use of textbooks, workbooks, transparencies, videos, dialogues, audio materials and computer activities will reinforce and supplement the learning experience. Basic oral expression will be emphasized. By combining language and culture, students will broaden their communication skills while at the same time deepen their appreciation of French cultures. 6 periods per cycle 1.0 credit

510 FRENCH II This course reinforces the French language through authentic speech patterns and continues to promote communication skills that apply in everyday situations. Visuals, practical application, videos, CD's and workbooks supplement the learning experience. The students continue to develop an appreciation of the arts and a cultural awareness of daily life in French-speaking countries. Students are expected to use French as much as possible in the classroom. *Prerequisite: French I* 6 periods per cycle 1.0 credit

GERMAN

502 GERMAN I This course will focus on speaking and listening within a grammar-supported, communication-oriented program. All activities will primarily develop speaking and listening skills with secondary emphasis on reading and writing skills. Through the textbook and other components of the program, students will acquire a solid linguistic base on which to build communication skills in everyday situations. At the same time, students will develop knowledge and appreciation of the diverse culture of the German speaking countries. 6 periods per cycle 1.0 credit

512 GERMAN II This course continues to reinforce and expand upon the four communicative language skills of listening, speaking, reading and writing introduced in German I. Through the textbook and other components of the program, such as transparencies, workbooks, videos, dialogues, audio materials, computer activities, and various supplemental materials, students will build on the communicative foundation established in German I. Students are expected to use German as much as possible in the classroom, and the students will also write paragraphs in German of personal interest. Up-to-date information on German culture will be presented throughout every phase of language learning. *Prerequisite: German I* 6 periods per cycle 1.0 credit

LATIN

506 LATIN I This course has as its objective the development of the student's ability to read and comprehend Latin through the systematic mastery of grammar and syntax. Set in the cultural framework of First Century Rome, stories are presented in Latin which give students the opportunity to learn relevant vocabulary and to become acquainted with Roman customs and a typical Roman family. By emphasizing the relationship between the original Latin roots and English, the course gives students a better knowledge and appreciation of their own language. Additional materials are provided on the topics of history, religion, and mythology that enhance the students' awareness of the contributions of the Romans. 6 periods per cycle 1.0 credit

SPANISH

504 SPANISH I This course focuses on speaking and listening within a communication-oriented program. All activities will develop speaking, listening, reading and writing skills. Through these activities students will acquire a solid linguistic base on which to build more advanced communication skills. Use of textbooks, transparencies, videos, dialogues, audio materials and computer activities will be incorporated into this course. Basic oral expression will be emphasized. By combining language and culture, students will broaden their communication skills while at the same time deepen their appreciation of other cultures. 6 periods per cycle 1.0 credit

514N SPANISH I FOR NATIVE AND HERITAGE SPEAKERS This new course is designed for students who are being raised in homes where a non-English language is spoken. While they may have never received any formal instruction in their heritage language, they have attained some level of oral proficiency and internalized some basic grammatical concepts. This course will expand upon the skills the heritage speakers already possess, as well as focus on challenging reading and writing assignments which will allow the students to explore their own cultures more fully. Admission to this course is flexible and can include LEP/ESL students as well as those enrolled in English GP or English/Reading. 6 periods per cycle 1.0 credit

514 SPANISH II This course continues to reinforce and expand upon the four communicative language skills of listening, speaking, reading, and writing introduced in Spanish I. Through the textbook and other components of the program, such as workbooks, transparencies, videos, dialogues, audio materials, computer activities, and various supplementary materials, students will continue to build on the communicative foundation established in Spanish I. Students are expected to use Spanish as much as possible in the classroom, and the students will also write paragraphs in Spanish of personal interest. Up-to-date information on Hispanic culture will be presented throughout every phase of language learning. *Prerequisite: Spanish I* 6 periods per cycle 1.0 credit

Note: These selections represent the typical world language courses taken by 9th grade students. Please see the full EHS Program of Studies, available at the school's website - www.eastpennsd.org/ehs, for a full list of course offerings.

WELLNESS/FITNESS DEPARTMENT

The WELLNESS/FITNESS PROGRAM will enable the students to personally improve upon their level of muscular strength, flexibility, and cardio-vascular endurance. All classes will be supplemented with lifetime activities.

NINTH GRADE CO-ED COURSES

CE - 1 9th Grade - Wellness/Fitness - *most 9th grade students will select this option*

CE - 6 Modified Wellness/Fitness - *offered to those students with limitations and in need of an individualized physical education program. Students will be admitted to the program after a screening by the Wellness/Fitness staff and school counselor of appropriate documentation.*

CE - 7 Adaptive Wellness/Fitness - *offered to students who are disabled and currently have an IEP, making them eligible for adaptation.*

LIFETIME ACTIVITIES

DANCE will expose students to social dancing.

FITNESS will expose the student to anaerobic and aerobic exercises. The course will give students an opportunity to improve aerobic capacity as well as muscle endurance.

RACKET SPORTS may include the following activities: Badminton, Pickle Ball, and Tennis. These activities demand quick thinking, hand-eye coordination, motor skills, and mastery of the direction through proper use of a racket.

TEAM SPORTS will afford a student an opportunity to learn team strategy and physical fitness that provides both anaerobic and aerobic exercise. These games include: Speedball, Team Handball, Ultimate Frisbee, Ultimate Ball, Racketball, Big Bases, Flag Football, Soccer, Basketball, and Volleyball.

WEIGHT TRAINING Weight training utilizes the Fitness Center to develop strength, endurance, and flexibility. Points of emphasis will be safety and proper technique while using the cardiovascular and weight training equipment. In 11th and 12th grade, each student will design and implement his or her own personal weight training program.

POLAR HEART MONITORS will be used to keep the students in the "Healthy Zone" during activities. The monitors will allow the students to better understand appropriate exercise and how it leads to a healthier life.

PARTICIPATION

The ultimate goals are maximum participation and enjoyment, and an understanding of the value of physical fitness in adult life. Each course meets three times per cycle for one semester for .25 credit.

Students are required to select one semester of Wellness/Fitness each year. During the 9th, 10th, 11th and 12th grades, students must pass a minimum of 3 semesters of fitness and 1 semester of aquatics, and a course in Health in order to graduate.

Each student will participate in pre- and post-tests each semester in strength, flexibility, body composition, cardiovascular endurance and biometrics. Each time the testing is completed, each student will receive a computer-generated personal profile outlining his or her results.

A student will be excused from participating in wellness/fitness classes by a doctor's statement. Alternative education activities will then be assigned. Should a student become ill during the day and therefore not have a note from a parent or guardian, the school nurse may excuse a student from participating in these classes. The school nurse may also excuse a student for other physical conditions which in his/her professional judgment are valid reasons. Repeated or continuing requests will necessitate a doctor's statement. The student must make up missed classes. Each student will be allowed 2 absences (per marking period) before classes have to be made up. If a student participates in class without proper attire they can receive a maximum of 3 out of the possible 5 points for the day. All make-up work must be completed within 10 days of the original date work was due. The wearing of street clothing to participate in wellness/fitness classes, and street shoes on the gymnasium floor is strongly discouraged.

All Aquatic and Wellness/Fitness classes are graded on a rubric with a 5 point scale taking into account the student's effort, understanding, and participation. Aquatic classes also will have skill tests. Both Wellness/Fitness and Aquatic classes will have cognitive tests.

Students must furnish their own athletic attire and/or swim suits, towels, bathing caps, nose clips, ear plugs, and goggles as necessary. Appropriate athletic attire consists of a shirt and shorts that is neither drug related, sexually explicit or ethnically degrading. Appropriate bathing suits for females are one piece or a tank-ini.

The safety of our students is foremost in our teachers' minds. Therefore:

1. NO JEWELRY OF ANY KIND MAY BE WORN DURING PARTICIPATION IN CLASS.
2. FOOTWEAR IS TO BE SNEAKERS THAT ARE ATHLETIC IN NATURE WITH A CLOSED FRONT AND BACK. Sneakers must be tied and laced as designed by the manufacturer. No platform/elevated soles will be permitted.

Showers after classes are available. Students taking swimming are strongly encouraged to shower before and after entering the pool. All students are responsible for putting their equipment and valuables into their lockers and locking them. Each student will be issued a school combination lock. The replacement cost of a lost lock is \$10.00.

Want to take art in 9th Grade ???

Here's what you need to know before signing up for your art courses!!!

The Art Department offers a variety of elective courses which include drawing, painting, ceramics, crafts, 2-D design, 3-D design, AP Art History and AP Art Studio. Before electing any of the aforementioned art studio courses, students are required to take two semester Foundations of Art courses.

Students entering ninth grade must register for both a 2-D and a 3-D foundations course as together, they are viewed as a full-year foundational experience. Students will indicate their first choice for each. If first choices are not available, students will be automatically scheduled for an alternate.

THE FIRST COURSE SELECTION REQUIREMENT IS EITHER 2-D FOUNDATIONS OF OF DRAWING/ PAINTING OR 2-D FOUNDATIONS OF DESIGN/COMPUTER ART

A700 2-D FOUNDATIONS OF DRAWING AND PAINTING (Grades 9-12) Students will experience an introduction to drawing and painting techniques in the creation of 2-dimensional art works. Students will develop an awareness of the historical and cultural art traditions which influence contemporary art forms. This course, combined with one 3-D foundations selection, satisfies the prerequisite for any level I course.

6 periods per cycle Semester Course .50 credit

A702 2-D FOUNDATIONS OF DESIGN/COMPUTER ART (Grades 9-12) Students will participate in various design projects that will reflect traditional 2-D and new computer techniques. Projects will include both functional and non-functional results. A variety of traditional and computer art media will be used to allow students to see and explore the many possible avenues of design such as: graphics, architecture, fashion, interior and product. This course, combined with one 3-D foundations selection, satisfies the prerequisite for any level I course.

6 periods per cycle Semester Course .50 credit

THE SECOND COURSE SELECTION REQUIREMENT IS EITHER 3-D FOUNDATIONS OF CRAFTS/3-D DESIGN OR 3-D FOUNDATIONS OF CERAMICS/3-D DESIGN

A701 3-D FOUNDATIONS OF CRAFTS/3-D DESIGN (Grades 9-12) Students will participate in various introductory craft 3-D design projects, which reflect the influence of specific cultural groups. Students will see and explore the possible 3-dimensional design avenues such as architecture, fashion, interior and product. This course, combined with one 2-D foundations selection, satisfies the prerequisite for any level I course.

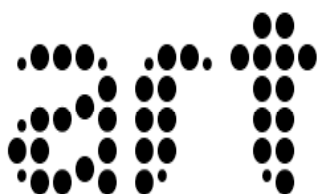
6 periods per cycle Semester Course .50 credit

A703 3-D FOUNDATIONS OF CERAMICS/3-D DESIGN (Grades 9-12) Students will use hand building techniques of clay and various other 3-D materials such as wood, paris craft and wire to create functional and nonfunctional forms. Using glazing and painting methods will enhance 3-D forms. The historical/cultural importance of ceramics and sculpture is explored. This course, combined with one 2-D foundations selection, satisfies the prerequisite for any level I course.

6 periods per cycle Semester course .50 credit

Any student wishing to test out of a prerequisite course must submit a comprehensive portfolio and be approved by the Art Department.

We can't wait to see you in



COMPUTER & BUSINESS APPLICATIONS DEPARTMENT

The department's mission is to prepare students for lifelong learning through the use of 21st century skills in technology, business and economic concepts. The curriculum is designed, delivered, evaluated and updated to prepare students to enter the ever-changing global economy and job market.

628 DESKTOP PUBLISHING (Grades 9-12) This course will provide students with the knowledge required to create publications using Microsoft Word 2007 and Publisher 2007, along with Adobe Photoshop CS4 and Illustrator CS4. Students will learn how to create effective and interesting documents and publications using industry standard software. Students who previously took Desktop Publishing may also take this course. (Fulfills computer applications course requirement for graduation)
6 periods per cycle Semester course .50 credit

627 MICROSOFT® EXCEL (Grades 9-12) This course will provide students with the knowledge required to create spreadsheets using Microsoft Excel 2007 and will include fundamental and advanced techniques. Upon successful completion of the course, students will be prepared to complete the Microsoft Certification Application Specialist Exam. In the business and education community, job applicants with this certification are recognized as proven experts using Microsoft Excel. Students who previously took Spreadsheet/Database may also take this course. (Fulfills computer applications course requirement for graduation)
6 periods per cycle Semester course .50 credit

629 MICROSOFT® ACCESS (Grades 9-12) This course will provide students with the knowledge required to create databases using Microsoft Access 2007 and will include fundamental and advanced techniques. Upon successful completion of the course, students will be prepared to complete the Microsoft Certification Application Specialist Exam. In the business and education community, job applicants with this certification are recognized as proven experts using Microsoft Access. Students who previously took Spreadsheet/Database may also take this course. (Fulfills computer applications course requirement for graduation)
6 periods per cycle Semester course .50 credit

625 MICROSOFT® WORD (Grades 9-12) This course will provide students with the knowledge required to create documents using Microsoft Word 2007 and will include fundamental and advanced techniques. Upon successful completion of the course, students will be prepared to complete the Microsoft Certification Application Specialist Exam. In the business and education community, job applicants with this certification are recognized as proven experts using Microsoft Word. Students who previously took Word Processing or Advanced Word Processing may also take this course. (Fulfills computer applications course requirement for graduation)
6 periods per cycle Semester course .50 credit

623 MICROSOFT® OFFICE (Grades 9-12) This course will provide students with the knowledge required to create documents using Microsoft Word 2007, spreadsheets and databases using Microsoft Excel 2007 and Microsoft Access 2007, and multimedia presentations using Microsoft PowerPoint 2007 and will include fundamental techniques. Students who previously took any business computer class may also take this course. (Fulfills computer applications course requirement for graduation)
6 periods per cycle Semester course .50 credit

631 MICROSOFT® POWERPOINT (Grades 9-12) This course will provide students with the knowledge required to create multimedia presentations using Microsoft PowerPoint 2007 and will include fundamental and advanced PowerPoint techniques. Upon successful completion of the course, students will be prepared to complete the Microsoft Certification Application Specialist Exam. In the business and education community, job applicants with this certification are recognized as proven experts using Microsoft PowerPoint. Students who previously took Web Creation/PowerPoint may also take this course. (Fulfills computer applications course requirement for graduation)
6 periods per cycle Semester course .50 credit

635 WEB DESIGN I (Grades 9-12) This course will provide students with the knowledge required to create Web sites using Adobe Dreamweaver CS4 and will include fundamental and advanced Web creation techniques. Upon successful completion of the course, students will be prepared to complete the Adobe Certification Exams. In the business and education community, job applicants with these certifications are recognized as highly skilled users of Adobe software. Students who previously took Web Creation/PowerPoint may also take this course. (Fulfills computer applications course requirement for graduation)
6 periods per cycle Semester course .50 credit

638 ADOBE® PHOTOSHOP/FLASH I (Grades 9-12) This course will provide students with the knowledge required to apply smart design principles to the multimedia areas of dynamic graphics and animation. Professional quality software titles, Adobe Photoshop CS4 and Adobe Flash CS4, will be utilized to prepare students for creating dynamic, interactive content to be used in both print and web based applications. (Fulfills computer applications course requirement for graduation)
6 periods per cycle Semester course .50 credit

639 ADOBE® PHOTOSHOP/FLASH II (Grades 9-12) This course will provide students with the knowledge required to apply design principles to the multimedia areas of dynamic graphics and animation. Adobe Photoshop CS4 and Adobe Flash CS4, will be utilized to prepare students for creating dynamic, interactive content to be used in both print and web based applications. Upon successful completion of the course, students will be prepared to complete the Adobe Certification Tests. In the business and education community, job applicants with these certifications are recognized as highly skilled users of Adobe software. (Fulfills computer applications course requirement for graduation) *Prerequisite: Adobe Photoshop/Flash I* 6 periods per cycle Semester course .50 credit

601 INTRODUCTION TO BUSINESS (Grades 9-12) This course will provide students with a broad understanding of how businesses operate. The informed student who understands our economic system and the business world will be better prepared as a consumer, employee, manager, and entrepreneur. Topics discussed include basic economic concepts, owning and operating a business and influence on business.
6 periods per cycle Semester course .50 credit

603 STUDY AND CAREER SKILLS (Grades 9-12) This course is beneficial for the student who is interested in improving his or her study habits and exploring possible career paths. It is self-reflective and asks students to evaluate personal habits and interests. Study skills topics include note-taking, time management and test-taking strategies. Students then transition into career exploration and preparation, including interviewing skills and resume writing.
6 periods per cycle Semester course .50 credit

608 PERSONAL FINANCIAL MANAGEMENT (Grades 9-12) In this course students will gain practical life skills and knowledge necessary to maintain the finances of a household. Topics include paychecks, budgeting, income taxes, checking accounts, saving and investing, credit, buying a car or home, and insurance.
6 periods per cycle 1.0 credit

606 ACCOUNTING I (Grades 9-12) In this course, students are introduced to accounting principles surrounding the basic accounting equation: Assets = Liabilities + Owner's Equity. Students will learn the steps of the accounting cycle and apply them to both a sole proprietorship and a partnership. Key areas of study include: analyzing transactions, creating journal entries, maintaining subsidiary ledgers, completing bank reconciliations and preparing financial statements. Automated accounting software will be used to complete a business simulation project at the end of the course. 6 periods per cycle 1.0 credit

645 SCHOOL STORE (Grades 9-12) This course gives students the opportunity to gain experience in the world of retail and is designed to allow students to gain first-hand experience in running a small business in a school setting. Students learn useful skills associated with a retail business, including advertising, product design, inventory control, and customer service. The text allows for business theory to be taught in conjunction with the hands-on operation of the store. Not only will this course be practical and educational, but the experience is a unique opportunity and can serve as a reference for a potential job or career.
6 periods per cycle Second semester only .50 credit

Note: Admission into this class requires two teacher recommendations. The high school administration and the Computer and Business Applications Department reserve the right to deny any student the privilege of admission into the School Store courses.

670 INTRODUCTION TO MARKETING (Grades 9-12) New this year, this course will introduce students to the fundamentals of business marketing. Topics include the role of marketing in a business, market research and segmentation, basic economics, developing a marketing plan, e-commerce, products, price strategies, placement of products and distribution, and promotional aspects of businesses. It is a basic intro course that allows students gain skill from one of the core areas of business and allows room to proceed to other marketing courses that are in a more specialized area. 6 periods per cycle Semester course .50 credit

672 SPORTS & ENTERTAINMENT MARKETING (Grades 9-12) This course will take the basic skills of marketing and focus them onto the areas of sports and entertainment. Students will learn a variety of ways to market products, hold promotional events, and create advertising means related to all areas of sports and entertainment businesses. *Prerequisite: Introduction to Marketing*
6 periods per cycle Semester course .50 credit

674 FASHION MARKETING (Grades 9-12) By taking a design or a product from concept to completion while using fashion sense, students will get a clear picture of what fashion marketing is all about. This course will put students on a fast track for an understanding what an entry-level position with a high fashion manufacturer or retailer would entail, while using the basics of promotions, advertising, and product pricing strategies. Students will learn great fashion marketing strategies and trend analysis.
Prerequisite: Introduction to Marketing 6 periods per cycle Semester course .50 credit

676 HOSPITALITY & TOURISM MARKETING (Grades 9-12) Tourism and hotel/restaurant careers have a steady job growth and a job outlook that is increasingly booming. Students will study and focus on marketing in areas of travel, restaurants, casinos, spas, hotels and resorts. It will demonstrate to students that hospitality and tourism jobs are fast-paced and varied—a perfect combination for individuals with business sense and boundless energy while specifically concentrating on marketing and promotions.
Prerequisite: Introduction to Marketing 6 periods per cycle Semester course .50 credit

FAMILY AND CONSUMER SCIENCES DEPARTMENT

802 SKILLS for LIVING (Grades 9-10) This course is a survey course intended to develop the ability to manage the eventual need for a balance among family, work and other activities. This includes changing needs in the family, child development and parenting skills, and understanding and applying nutritional information to the family life span. Time management and decision-making skills will be used to complete selected projects.
6 periods per cycle Semester course .50 credit

800 CHILD DEVELOPMENT I (Grades 9-12) Students will learn about the developing child from the prenatal stage through age 6. They will be able to distinguish and understand the inter-relatedness of a child's development. Students will evaluate the roles and responsibilities of parenting and discuss the societal trends at different stages of the life cycle.
6 periods per cycle Semester course .50 credit

GIFTED SUPPORT PROGRAM

Please note that priority for scheduling of all courses in this program will be given to students who have been identified as gifted.

980 HISTORY OF WESTERN PHILOSOPHY, HONORS (Grades 9-12) This course explores the fundamentals of western philosophy. The course focuses on a systematic examination of the "great questions in the areas of truth, beauty, goodness, freedom, ethics and the nature of knowledge. Students will engage in directed discussions, do research and readings on great thinkers, plus make presentations and conduct symposiums about these concepts.
6 periods per cycle Semester course .50 credit

983 ADVANCED PHILOSOPHY (Grades 9-12) This course facilitates the continued exploration of the important philosophical ideas developed in The History of Western Philosophy, Honors course that form the foundations of Western culture. Students will delve deeper into topics introduced in the previous course including metaphysics, aesthetics and ethics. Students will engage in readings, participate in discussions and engage teacher presentations. A research project and presentation are required as is the completion of essays and tests.
Prerequisite: History of Western Philosophy, Honors (recommended 88% or better)
6 periods per cycle Semester course .50 credit

982 THE QUEST FOR THE DISTANT PAST, HONORS (Grades 9-12) This offering emphasizes an interdisciplinary approach to trace the development of human culture in the Paleolithic and Neolithic worlds. The fundamental concepts of archaeology and anthropology will be introduced. Topics include the emergence of humankind, important early archeological excavations, and new world pre-Columbian civilizations. An important emphasis will be on reducing ethnocentric cultural bias through an exploration of diverse early cultures and civilizations. Literature, archeology, science, and the arts are combined to create rich insight into the distant past.
6 periods per cycle Semester course .50 credit

MUSIC DEPARTMENT

735 PIANO CLASS (FOR BEGINNERS) (Grades 9-12) This class is designed for students with a strong interest in music but **little or no prior keyboard experience**. Students will learn basic keyboard skills as well as the fundamentals of music theory and music reading. The class includes individual and group experiences.
3 periods per cycle .50 credit

744 MUSIC THEORY I (Grades 9-12) is offered to students who have been introduced to the elements of music in general music course work, but who desire to continue their study of music in a detailed, comprehensive program. The materials and structure of music are defined and analyzed; the content of the course challenges the student/musician to demonstrate musical literacy in their listening, and performance skills. Activities include sight singing, melodic and rhythmic dictation and harmonic analysis. This course is the prerequisite for Music Theory AP. It is highly recommended that students with no keyboard experience take Piano Class before Music Theory I.
3 periods per cycle .50 credit

731 CONCERT CHOIR (Grades 9-12) Concert choir is a non-auditioned ensemble that provides a choral singing experience to any students in grade 9-12. Students are given the opportunity to develop individual singing abilities as well as contribute to the overall improvement of the choir. Music from many historical periods and styles will be studied. The Concert Choir will participate in regularly scheduled concerts. While the course is offered either three or six days per cycle, students are strongly encouraged to enroll in six-day choir.
Prerequisite: Student ability to match pitch
3 periods per cycle(731A) .50 credit
6 periods per cycle (731) 1.0 credit

INSTRUMENTAL PERFORMANCE GROUPS

737/747 ORCHESTRA (Grades 9-12) The orchestra is comprised of students who play string instruments and desire to perform in an orchestra and improve their instrumental skills. Emphasis is placed on the development of individual instrumental technique as well as small ensemble practice and skills. The orchestra performs a variety of literature from many styles and periods. *String players are strongly encouraged to enroll in 6-day Orchestra (747)*
3 periods per cycle (737) .50 credit 6 periods per cycle(747) 1.0 credit

748/749 CONCERT BAND (Grades 9-12) This course is designed for students who desire to continue their musical education or to start on a new musical instrument. Students will learn beginner to intermediate level technical and ensemble skills necessary for performance on a musical instrument. Music literacy and the ability to perform expressively on a musical instrument are the primary goals of this ensemble. Students will perform a wide variety of musical literature. Emphasis is placed on the development of ensemble skills and individual instrumental technique. Concert band is available in three or six days per cycle format. *Students are strongly encouraged to enroll in 6-day Concert Band (749).*
3 periods per cycle (748) .50 credit 6 periods per cycle (749) 1.0 credit

732 JAZZ ENSEMBLE "ESQUIRES" (Grades 9-12) is comprised of instrumentalists who desire to perform jazz, rock, blues, swing, pop and various other forms of contemporary popular music. Besides performing in a variety of styles, improvisational skills are developed; all members are encouraged to improvise. The Jazz Ensemble affords students the opportunity to perform at concerts, travel to festivals and learn of career opportunities for contemporary musicians. Entrance into "Esquires" is based upon an audition. "Esquires" is a graded, scheduled course in the instrumental music curriculum. Any student who wishes to be placed in Jazz Ensemble must first select 6 day band.
6 periods per cycle 1.0 credit

745 SYMPHONIC BAND (Grade 9-12) This course is designed to continue the development of musical skills as an individual musician and as member of an ensemble. Enrollment in this ensemble is by audition and director recommendation, which is governed by a rigid consideration for balanced instrumentation. Students will learn intermediate to advanced technical and ensemble skills necessary for performance. After school rehearsals and performances are required of all students as an integral part of the course. Any students interested in auditioning for Symphonic Band must pre-register for 6 day concert band (749).
6 periods per cycle 1.0 credit

750/751 PERCUSSION ENSEMBLE (Grades 9-12) The objective of this lab is to develop the student rhythmically and melodically by emphasizing the fundamentals of melodic and battery percussion. The students will study the history of percussion, both in the U.S. and abroad. Students will continue to hone their abilities on the following instruments: Marching Percussion, Concert Percussion, Drum Set and Auxiliary Percussion. The lab will perform at both the winter and spring instrumental concerts. Some after-school rehearsals may be required. *Prerequisite: Audition*
3 periods per cycle (750) .50 credit 6 periods per cycle (751) 1.0 credit

VOCAL PERFORMANCE GROUPS

At the high school, there are three curricular choirs. Curricular means that the choir is a course that meets during the school day. Students enrolled in a curricular choir receive a grade as well as credit for their participation.

Admission to the following choirs is by audition only. Auditions are held in May at each middle school.

731 CONCERT CHOIR (Grades 9-12) Concert choir is a non-auditioned ensemble that provides a choral singing experience to any students in grade 9-12. Students are given the opportunity to develop individual singing abilities as well as contribute to the overall improvement of the choir. Music from many historical periods and styles will be studied. The Concert Choir will participate in regularly scheduled concerts. While the course is offered either three or six days per cycle, students are strongly encouraged to enroll in six-day choir.

3 periods per cycle (731A) .50 credit
6 periods per cycle (731) 1.0 credit

733/733A WOMEN'S CHOIR (Grade 9-12) In this course, students will learn the principles of good vocal technique, including diction, proper breathing, and tone production. There will be an emphasis on music literacy, including sight-singing skills. They will learn and perform challenging choral literature for the female voice. *Acceptance into Women's Choir will be made after a successful audition in May of the previous year.*

3 periods per cycle (733A) .50 credit 6 periods per cycle (733) 1.0 credit

- *Note:* Students are expected to participate on all six days of the cycle. However, exceptions can sometimes be made with prior permission from the director.

734 CHORALE (Grades 9-12) Chorale is for the truly dedicated choral singer. Auditions are required and will be held in the spring of each school year. This group will perform in regularly scheduled concerts. Challenging choral literature from many historical periods and styles will be studied. Emphasis is placed on the development of individual and ensemble musicianship skills. Any student who wishes to be placed in Chorale must first select six-day concert choir. After a successful audition, the student will be placed into Chorale by the director. *Prerequisite: One year in Freshman or Concert Choir or approval of director*

6 periods per cycle 1.0 credit

- *Note:* Students are expected to participate on all six days of the cycle. No exceptions can be made.

FOR STUDENTS INTERESTED IN TAKING CHOIR AND ORCHESTRA OR CHOIR AND BAND

Orchestra and some performance groups meet during the same class periods. Students may have to choose between music groups or may be permitted to participate in both, depending upon scheduling constraints and audition results.

TECHNOLOGY EDUCATION DEPARTMENT

900 DRAFTING AND DESIGN I (Grades 9-12) This is an introductory course giving the student a basic understanding of mechanical drawing and CAD Drafting. Presented are: the use of drawing instruments, CAD drafting, and the theory of shape description as it applies to design. Emphasis will be placed on the importance of neatness and paying attention to detail. Process learning and problem solving are key points in this class. Drawings will be completed on the board and in CAD.

6 periods per cycle Semester course .50 credit

910 DRAFTING AND DESIGN II (Grades 9-12) This course expands the skills of Drafting and Design I, giving the student a basic understanding of orthographic projection, isometric development, machine drawing, and scale drawings. Process learning and problem solving are key points in this class. Students will be given the assignments on the drawing board and in CAD.

Prerequisite: Drafting and Design I 6 periods per cycle Semester course .50 credit

902 VISUAL COMMUNICATIONS (Grades 9-12) The students will be exposed to numerous areas of visual communication. They are: Photography - This portion of the course introduces the student to the fundamentals of the 35mm camera, film developing, photographic enlargements, and presentation. 35mm SLR cameras will be provided. Graphics - This covers the fundamentals of printing technology. Topics of study include screen printing and offset technology. Additional printing techniques will be discussed. Desktop / Computer Imagery - This portion of the course deals with basic design principles and how they are related to visual communications. Design problems will be solved using Adobe Creative Suite. 6 periods per cycle 1.0 credit

906 ENGINEERING TECHNOLOGY I (Grades 9-12) This course is divided into two areas of study. The first area covers basic electricity and electronics. The topics covered will be electrical theories and practices, electrical and electronic experiments, and the construction of electronic projects. The second area covers creative problem solving and experimentation. The topics may include kinetic energy projects, truss fabrication and analysis, robotics, flight, alternative energy, and a more in-depth study of electronics. The material is presented through lecture, demonstration, and hands-on activities. Careers and occupations in the various fields of technology are explored.

6 periods per cycle .50 credit

907 ENGINEERING TECHNOLOGY II (Grades 9-12) In the first part of this course, students will learn how to operate a CNC lathe and milling machine. Emphasis will be placed on design, programming and running part programs. The second part of this course allows for greater exploration of engineering studied in Engineering Technology I. Self-directed study involving electricity/electronics, transportation systems, construction, manufacturing, robotics and computer integration will be presented with a "hands-on" problem-solving approach.

Prerequisite: Engineering Technology I 6 periods per cycle Semester course .50 credit

908 POWER TECHNOLOGY I (Grades 9-12) This course is divided into three basic areas of study. The first area is internal combustion engine theory and operation. A four cycle engine is disassembled, components and systems will be studied and evaluated, reassembled and test run. The second area covers self-directed study in the areas of mechanisms, simple machines, pneumatics, hydraulics, aerodynamics, and alternative forms of transportation. The third area covers the design, fabrication, racing, and evaluation of an electric powered dragster. The material is presented through lecture, demonstrations, and hands-on lab activities. Careers and occupations in related fields are explored. 6 periods per cycle Semester course .50 credit

909 POWER TECHNOLOGY II (Grades 9-12) This course is an extension of Power Technology I. Self directed areas of study may include applied pneumatics and hydraulics, alternative forms of energy and transportation, electric motor theory and gear train analysis which will be presented in a hands-on problem solving approach. The final project involves engineering teams designing, fabricating and testing an electric-powered pulling tractor or hill climb vehicle. Related careers and occupations will be explored. *Prerequisite: Power / Technology I*

6 periods per cycle Semester course .50 credit

LEHIGH CAREER & TECHNICAL INSTITUTE (LCTI)

LCTI has a reputation as one of the top career & technical schools in the nation. With more than 40 programs, LCTI teaches students the skills needed to succeed in the job market, technical school or college. Our expert instructors have spent years training in their fields and provide students with a world-class education taught on state-of-the-art equipment. LCTI also has agreements with area colleges where students can begin earning college credits while still in high school.

As the job market changes, so does LCTI. We are constantly evolving--re-evaluating programs and adding new ones to respond to the needs of our students and area employers. Whether students want to pursue careers in health care, logistics, construction, engineering, or one of our other program areas, LCTI will help students gain the valuable skills and knowledge needed to stand out from the crowd in today's competitive job market. Take a few moments and read about all the exciting choices and enrollment options available at Lehigh Career & Technical Institute.

ENROLLMENT OPTIONS

ACADEMIC CENTER

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

HALF-DAY ENROLLMENT

Students in grades nine through twelve may choose the half-day enrollment option. This option provides students with career & technical education at LCTI and the required academics at their respective school districts. Students are encouraged to take high-level course work at the sending district which will provide the academic background necessary to be successful in today's highly technical careers.

FLEX TIME ENROLLMENT

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

FEATURED PROFESSIONAL PROGRAMS

EMERGING HEALTH PROFESSIONALS PROGRAM (EHPP)

This is a dual enrollment course involving Penn State and LCTI. The program is based at Lehigh Valley Hospital/Health Network and Penn State Lehigh Valley. Students gain real world experience in health careers by shadowing hospital personnel in several departments. This competitive program requires an application evaluation and committee review. This program is only available to senior students.

EMERGING ENGINEERING PROFESSIONALS PROGRAM (EPPP)

This program provides high school seniors with the opportunity to experience a variety of engineering careers in a classroom and business setting and take Penn State or Lehigh Carbon Community College math and/or engineering courses for college credit. Students spend three days a week in a state-of-the-art pre-engineering lab exploring different engineering fields for the first and third marking periods, and job shadow at local engineering firms the second and fourth marking periods. Students attend Penn State or Lehigh Carbon Community college 2 days a week for the entire school year.

NOTE : ADMISSION TO THE EMERGING HEALTH PROFESSIONALS AND EMERGING ENGINEERING PROFESSIONALS PROGRAMS IS HIGHLY COMPETITIVE AND THE APPLICATION DEADLINE IS FEBRUARY 1, 2012. SEE YOUR COUNSELOR IMMEDIATELY IF YOU ARE INTERESTED!

WHY ENROLL?

Lehigh Career & Technical Institute clearly has the potential to offer students many career opportunities. Students may pursue career & technical education starting with their freshman year or may start as a sophomore, junior, or even a senior. With the rising cost of post-secondary education, students need to make critical career decisions that result in a post-secondary plan that has the likelihood of being successful. LCTI can help students get the skills and knowledge to meet, and exceed, their career goals.

Equal Opportunity Statement:

Lehigh Career & Technical Institute has a policy not to discriminate on the basis of age, sex, handicap, national origin, color or race in its programs or employment as required by Title IX, Section 504 and Title VI, Age Discrimination Act, and Boy Scouts Act. Inquiries about this policy should be directed to Lehigh Career & Technical Institute's Compliance Officer at (610) 799-1357. The information contained in this booklet is subject to change. Questions, please call Student Services at 610-799-1358.

LEHIGH CAREER & TECHNICAL INSTITUTE: Academic Offering for Half-Day Students

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

10TH AND 11TH GRADES: WELLNESS & FITNESS

Course Overview: This course is designed to acquaint students with the benefits of physical activity in their lives and to promote life-long wellness and fitness. The course, held in the LCTI Fitness Center, will include a fitness component such as: cardiovascular endurance, strength and conditioning, weight training, flexibility, nutrition, body composition, and various technology-based exercises.

10TH GRADE: AMERICAN STUDIES II

Course Overview: This course begins with the 20th Century America and proceeds to the present day. Students study the nation's transformation into an industrial power and the impact of this change on the social, cultural, economic and political development of the country. The course also traces the foreign policy of the United States from isolationism to internationalism. Our program is based on history as the unifying discipline and includes designated strands of geography, history, people, economics, contemporary issues, and political science. These strands provide students with skills and knowledge necessary to make informed decisions. Skills include critical thinking and problem solving techniques which lead to negotiation and

ARTS & HUMANITIES CLUSTER

1019/2019 ADVERTISING DESIGN/COMMERCIAL ART: Drawing, design layout, desktop publishing, graphic design and illustration media are just a few of the areas covered in this program. The course prepares students for careers as commercial and graphic artists and illustrators in the fields of advertising, marketing, and public relations. Students are also taught sign making, digital photography, and computer graphics using Adobe Creative Suite 3. **(TECH PREP)**

1016/2016 COMMERCIAL PHOTOGRAPHY/ELECTRONIC IMAGING: Students who select this specialty will receive training in photography both in the studio and on location using the latest digital camera techniques and digital computer technology for processing and printing images. The course includes professional lighting techniques and design elements for a wide variety of subjects including wedding and portraiture, products for advertising, as well as photojournalism and editorial markets.

1024/2024 DRAFTING/COMPUTER AIDED-DESIGN: Students combine their industrial and mechanical interests with creativity and work toward successfully moving into mechanical, architectural or civil engineering careers. Drawing techniques, architectural plans, advanced AutoCAD, engineering and more open the world of CAD to students. This solid foundation assists Drafting/CAD students who wish to pursue further education and professional careers. **(TECH PREP)**

1043/2043 PAINTING AND DECORATING: Stenciling, wallpaper hanging, furniture refinishing and decorative finishes are a few of the emphases in this program. Students learn to paint and maintain interiors and exteriors of homes, businesses and historical buildings. Included in the variety of projects students undertake is the LCTI House Project, a student-built house painted by the students.

BUSINESS AND COMMUNICATION TECHNOLOGY CLUSTER

1002/2002 ADMINISTRATIVE OFFICE TECHNOLOGY/ACCOUNTING: Word processing, spreadsheets, databases, accounting and presentations expose students to a typical office environment. They learn computer applications in Microsoft Word, Excel, PowerPoint, Money and more. Students also learn to create forms and reports and how to publish them to the Internet.

1008/2008 COMPUTER MAINTENANCE TECHNOLOGY: Learn the operating systems and hardware inside a computer while training for the industry's A+ Service Technician Certification. Students learn to manage the Windows environment, demonstrate proficiency with and understand spreadsheets, databases, microcomputer service and support, peripherals, the Internet, and administer and troubleshoot a network. **(TECH PREP)**

1025/2025 MARKETING AND BUSINESS EDUCATION: Students learn about finance, retail marketing, banking, entrepreneurship, promotions and other important aspects of marketing through virtual business software and retail experience in the school's store. They examine what is necessary to run a business, promote a product or manage a department. Practical experience is available through the student-managed school store and by participating in community internship opportunities. **(TECH PREP)**

1045/2045 PRINT TECHNOLOGY/GRAPHIC IMAGING: Press operation, digital imaging, electronic page layout, offset press operation and bindery introduce students to the printing industry. Students design and layout books, magazines, signs, tablets, greeting cards and newspapers using the most current versions of Adobe Creative Suite 3, QuarkXpress and Photoshop software and learn press operation on a state-of-the-art five-color sheetfed offset press in our Heidelberg Technology Center. **(TECH PREP)**

1007/2007 WEB DESIGN/WEB PROGRAMMING: Students learn the fundamentals related to web page design and website development, graphics, multi-

media and HTML coding. Students are taught the tools for rapid web page production and basic server-side programming techniques to handle everything from forms transmittal to building dynamic interactive web pages, to intranets, extranet and e-commerce applications.

ENGINEERING AND INDUSTRIAL TECHNOLOGY CLUSTER

1006/2006 AUTO BODY/COLLISION REPAIR TECHNOLOGY: Students learn alignment, trim, hardware, body fillers, damage analysis, welding, heating, and more in this program. There are forty-three areas of study in this course and the volume of exposure students receive allows them to step into the workforce immediately or they may continue their study at the post-secondary level. **(TECH PREP)**

1005/2005 AUTO TECHNOLOGY: Students in this program are prepared to diagnose and repair automobile systems including electrical systems, ignition and emission systems, engine cooling and lubrication, front ends, air conditioning, brakes, transmissions, engines and drive trains. Students participate in the nationally recognized Automotive Youth Education Systems (AYES) an industry partnership. The instructors of this program are Master Certified ASE Technicians who utilize state-of-the-art equipment to prepare students to become automotive technicians. **(TECH PREP)**

1014/2014 CABINETMAKING & MILLWORK: Cabinetry and wood products design and layout and construction open the world of cabinetmaking and millwork to students. Students are taught to read blueprints, make shop drawings and produce components with trade-related hand and power tools and machinery. The newly expanded lab and curriculum provides knowledge of lumber products adhesives, fastener, finishing, 32mm cabinets and counter top fabrication. Technology has entered this rewarding construction trade with the addition of CNC router technology.

1015/2015 CARPENTRY: Blueprints, site work, construction footings, framing floors/walls/ceilings/roofs, radon control, insulation and participation in the LCTI House Project teach students in carpentry and six other

labs to construct a house that is sold at auction upon completion. Students learn how the building industry works, what its standards are and what is required to complete a project on time and at cost. **(TECH PREP)**

1009/2009 DIESEL/MEDIUM AND HEAVY TRUCK TECHNOLOGY: Students gain experience with drive trains, clutch assemblies, transmissions, diagnostics, steering and other aspects of this industry. Students also study suspension, diesel engines, gasoline engines, bearing and seals. The trucking industry needs professionals to service the truck fleet that keeps industry and commerce moving in the United States. LCTI can provide students with the necessary expertise they need to succeed in this industry. **(TECH PREP)**

1027/2027 ELECTRICAL TECHNOLOGY: Students learn residential, commercial, industrial electrical wiring, as well as fluid power technology planning and wiring. Students are taught to install duplex and split wired duplex receptacles, single pole switches, 3-way and 4-way switches and Ground Fault Circuit Interrupters (GFCI).

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

1032/2032 ELECTRONICS TECHNOLOGY/NANOFABRICATION: Students are taught the principles of semiconductors and learn to design, build and test solid state devices. LCTI has a fully functioning Class 1000 fabrication room (clean room) where students create the silicon chips that are the foundation of the information age and the heart and soul of modern electronics. **(TECH PREP)**

1039/2039 HEATING/AIR CONDITIONING AND REFRIGERATION: Students learn to install, troubleshoot and repair air conditioning, heat pumps, commercial

refrigeration units and gas and oil heating equipment. Skilled technicians will become proficient in reading electrical diagrams, diagnosis of electrical problems, air distribution designs, copper and steel pipe cutting and soldering and fabricating fiberglass, and sheetmetal duct systems. Certifications include EPA Freon Handling and ICE. **(TECH PREP)**

1004/2004 HEAVY EQUIPMENT OPERATIONS & PREVENTATIVE MAINTENANCE: As a student in this fast-paced and diverse program you will learn the safety, maintenance and operating techniques for a wide variety of earthmoving equipment. Students will also receive instruction in soils, erosion and sediment control, site preparation, aggregate production, concrete and asphalt paving, surveys and grades and utility installation. In addition, students will have the opportunity to learn machine systems, parts identification and ordering, and preventative maintenance techniques in a state-of-the-art facility. **This program is not available to ninth grade students.**

1001/2001 LANDSCAPE CONSTRUCTION/ ENVIRONMENTAL DESIGN: Landscape technology, arbor culture, turf management, and safety and equipment operation are all part of this program. Students learn plant identification, nursery production, pest management, safe tractor operation, front-end loaders, soil augers, and tree digging equipment.

1050/2050 MASONRY: Students will learn various layouts and pattern designs using brick, concrete masonry units, stone, and ceramic tile. This comprehensive program teaches students how to correctly use the necessary tools and equipment to build simple wall structures, fireplaces and brick sculptures. Ceramic tile installation and thin stone veneer applications are also included in the curriculum. Students also participate in the student-built house project.

1051/2051 MATERIAL HANDLING/ LOGISTICS TECHNOLOGY: Students learn inventory control, purchasing, receiving, shipping, and equipment operation and maintenance in a state-of-the-art 17,000 square foot distribution center. Students train with current industry technology including; handle-held track pads and computers, vertical and horizontal carousels, a computer-controlled conveyor, and a computer-integrated warehouse management system. **(TECH PREP)**

PLUMBING AND HEATING: Students will learn to measure, cut, ream and thread steel, iron, copper, and plastic pipe and tubing. Students will also learn rough plumbing and study plumbing and heating unit codes. The class will design and construct the plumbing system for the student-built house project.

1041/2041 PRECISION MACHINE TOOL TECHNOLOGY: LCTI's precision machine lab is recognized as a Haas Technical Education Center and incorporates lessons and demonstrations, as well as extensive applications training in reading blueprints, operating a digital lathe, milling machine, drill press and other machine shop operations in the curriculum. Students train on state-of-the-art CNC machine tools placed in the lab by Haas Automation. **(TECH PREP)**

1059/2059 PRE-ENGINEERING AND ENGINEERING TECHNOLOGY: The Project Lead the Way engineering program is a sequence of courses, when combined with traditional mathematics and science courses introduces students to the world of engineering. Students study the principles of engineering, engineering design, digital electronics and computer integrated manufacturing. Students participating in the PLTW courses are better prepared for college engineering programs and are more likely to be successful. **(TECH PREP)**

1049/2049 SMALL ENGINES/ RECREATIONAL VEHICLE REPAIR: Students will learn to diagnose and repair lawn mowers, chain saws, jet skies, motorcycles, and go-karts. Students will learn about the small engine and the vital components to effectively make the engine perform to maximum efficiency. Students will also learn about brake systems, transmissions, hydraulics, hydrostatics, and drive systems. Students will learn skills that involve welding, cutting with a torch, cylinder honing, and boring.

1052/2052 WELDING TECHNOLOGY: This course teaches students shielded metal arc welding, gas metal arc welding, flux cord arc welding, welding inspection, testing, and safety/emergency procedures. The program operates under entry level certification authorization by the American Welding Society and a special arrangement with Lehigh Carbon Community College permits students to earn a national skills certificate and an associate degree. **(TECH PREP)**

HEALTH AND HUMAN SERVICES CLUSTER

1036/2036 COMMERCIAL BAKING: Cake decorating, breads, rolls, sweet goods, pastries, pies, doughnuts and nutrition are all part of this course. Students learn the fundamental principles and procedures of operating a fully functioning bakery and bake shop, including preparation, display and management. With attention to both theory and practice, this course is designed to prepare students for above entry-level positions in commercial baking.

1021/2021 COSMETOLOGY: Students learn hair styling, hair cutting, haircoloring, chemical texturizing, nail and skin care, and salon business operations. Students learn these skills through clinical practices offered at the school salon. Preparation for the Pennsylvania State Board Examination will enable students to become licensed as a cosmetologist and will allow them to work in a challenging and creative profession. **(TECH PREP)**

1035/2035 CULINARY ARTS: Stocks, soups, sauces, appetizer, desserts, main dishes, menu planning, and nutrition are just some of the aspects of this program. Students learn front of the house and back of the house skills working in the school restaurant. LCTI's program is certified by the American Culinary Federation and is nationally recognized as exemplary in all areas of the curriculum. **(TECH PREP)**

1003/2003 DENTAL TECHNOLOGY: Students who enroll in this program learn a variety of skills that will enable them to become a dental assistant, dental laboratory

technician, and/or pursue a career as a dental hygienist. The major areas of study in the course include: dental radiology, oral pathology, chair-side dental assisting, anatomy and physiology, dental materials, sterilization, and dental office business procedures.

1038/2038 EARLY CARE & EDUCATION OF YOUNG CHILDREN: Students studying childcare will learn child and staff health, child development, early childhood education, special education, discipline and guidance of children, childcare program development, and professional development. **(TECH PREP) This program is not available to ninth grade students.**

1034/2034 FLORAL DESIGN/ GREENHOUSE MANAGEMENT: Processing cut flowers and greens, floral arrangements, silk and dry flowers, and the operation and maintenance of a state-of-the-art greenhouse are all part of this course. Students learn to stock, manage and market a retail floral shop. Students also learn plant identification, plant production, propagation, medium preparation, pest management, and environmental control.

1037/2037 HEALTH OCCUPATIONS/ HEALTH RELATED TECHNOLOGY: Students are taught about the patient's environment, nutrition, special treatments, care of the elderly, hospital procedures, and more. The world of medicine and science is growing and changing daily, creating an urgent need for well educated, skilled professionals. Students have the opportunity to train and test for their Health Assistant Certification. **(TECH PREP)**

1040/2040 LAW ENFORCEMENT/ SECURITY SYSTEMS: Students learn Pennsylvania criminal and traffic laws, the legal use of force, search/seizure/evidence procedures, arrests and other aspects of law enforcement. Students also train in a fire arms simulator and conduct mock disaster drills to gain practical emergency skills. **(TECH PREP)**

OTHER PROGRAM OPTIONS

1069/2069 SERVICE OCCUPATIONS: Six curricular areas are offered in this program: Building Trades Maintenance, Custodial Maintenance, Grounds Maintenance and Landscaping, Food Service, Material Handling and Hospitality Services. Each area is designed to help the student transition from basic entry-level skill development to more advanced technical training or directly into the workforce. A skills assessment will be done to determine the readiness and interest of the student. Results of the assessment will be provided to the student's IEP team.

3000 CAREER ACADEMY PROGRAM: Provides the nine participating school districts of Lehigh County an alternative for at risk students to receive a high school diploma and work toward a career goal in their program of choice. Selected technical programs at LCTI are available to CAP students. They receive academic instruction in English, mathematics, social studies, science, health/wellness, physical education and enrichment coursework. A week of academic sessions rotate in the schedule with two weeks of technical education. Programs include: Auto Specialization Technology, Building Trades Maintenance, Carpentry, Early Care & Education of Young Children, Electrical Construction, Home Health Services and Office Systems Technology.

School-To-Career - What We Are All About!

JOB SHADOW Students accompany employees through part of a typical day and learn about the varied aspects of their job and skills required to work in the field.

INTERNSHIP Students in grades ten and eleven participate in a business match program that allows them to spend a period of time working in their field of study.

1022/2022 COOPERATIVE EDUCATION: Students in grade twelve participate in a business match program that allows them to spend a portion of their senior year working in their field of study. Students pursue their academic coursework during the A.M. session and report to their place of employment for the P.M. session.

