



Manheim Township
High School



Educational Planning Guide

2024-25

As of 5.1.24

MANHEIM TOWNSHIP SCHOOL DISTRICT

MISSION STATEMENT

Nurture and Challenge for Success

VISION

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

... A Nurturing Learning Community That:

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

... A Challenging Learning Community That:

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

SHARED VALUES

We believe that our learners...

- Thrive best in a safe and nurturing environment
- Form strong partnerships among home, school, and community
- Approach life with strong personal convictions and ethical behavior
- Invest in their own learning
- Grow when challenged with high expectations
- Contribute to and benefit from a diverse learning community
- Embrace change and innovation

Manheim Township High School

PO Box 5134
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Lancaster, PA 17606-5134

AN EDUCATIONAL PLANNING GUIDE FOR STUDENTS, PARENTS, AND FACULTY

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Mrs. Tara Newhouse - Assistant Principal
Ms. Laura Rakoczy – Assistant Principal
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TABLE OF CONTENTS

Purpose of the Educational Planning Guide.....	ii
Discrepancies/Changes to the Planning Guide	ii
Importance of the Course Selection Process	ii
Acknowledgement	ii
Graduation Requirements.....	iii
Career Readiness and Experiential Learning Opportunities	iv
Career Readiness Portfolio, MT Endorsement, Industry Based Learning Indicator	iv
Pennsylvania Seal of Biliteracy (PASB).....	v
Scoil, Community Service, AP Exam Registration, Keystone Exams	vi
Graduation Pathways	vii
Dual Enrollment, Early Graduation and Early College Attendance Guidelines	viii
NCAA Eligibility Center	xv
Grading System and Transcript.....	xxiv
How to Determine What Courses to Select / How to Schedule Your Selections	xxix
Course Offerings and Alternate Selections	xxix
MTSD Virtual Academy & Courses	xxx
Schedule Changes	xxxi
Suggested Grade Level Guidelines	
Freshman	xxxii
Sophomore	xxxiii
Junior	xxxiv
Senior.....	xxxv
How to Understand Course Descriptions.....	xxxvi
Course Descriptions	
Art	1
Business	4
Career and Technology Center (CTC)	8
English	11
Family and Consumer Science.....	22
Gifted and Talented Program.....	23
International Baccalaureate.....	24
Mathematics	34
Music.....	41
Physical Education, Health and Wellness Education.....	47
Science	51
Social Studies	62
Support Courses/Programs	
Student Transitional Education Placement (STEP)	68
English Learners.....	69
Emotional Support & Learning Support.....	69
Life Skills Program.....	71
Multiple Disabilities Support	72
Reading Support	73
Technology Education.....	74
World Language	78

PURPOSE OF THE EDUCATIONAL PLANNING GUIDE

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

DISCREPANCIES

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

CHANGES TO THE PLANNING GUIDE

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

IMPORTANCE OF THE COURSE SELECTION PROCESS

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

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

ACKNOWLEDGMENT

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

The entire staff of Manheim Township High School has been instrumental in developing the instructional program. This is a direct indication of their professional dedication and commitment to their students.

GRADUATION REQUIREMENTS

The Manheim Township School District Program of Study operates under a curriculum plan where all students who meet the requirements for graduation receive identical diplomas. A total of 22 credits including specific designated courses, as well as successful completion of the Career Readiness Portfolio and Keystone Exams, are required to meet graduation requirements.

1st Requirement: Course Work (22 Total Credits)

- English 4 credits
- Social Studies 4 credits
- STEM 7 credits
 - Science: Freshman Physical Science + Biology + 1 additional Science credit (Life Science will not be offered starting 2024-25 pending Board approval)
 - Math: Algebra I or Algebra 1B + 2 additional Math credits (The recommended additional Math credits are Algebra II and Geometry)
 - 1 additional student-selected credit from Science, Math, or Tech Ed
- *Arts & Humanities 1 credit
- Health ½ credit
- **Physical Education 1 ½ credits
- ***Financial Literacy ½ credit
- Elective Courses 3 ½ credits

2nd Requirement: Career Readiness Portfolio (see next section)

3rd Requirement: Keystone Exams (see next section)

**Arts and Humanities credits may consist of Art, Family and Consumer Science, Music, World Language, and Reading courses, as well as English, Social Studies, and select Tech Ed courses above and beyond those required for graduation.*

***Physical Education graduation requirements may be modified for students enrolled in an approved half-day (11th grade) or full-day (12 grade) CTC Program.*

****Financial Literacy is REQUIRED for all students.*

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

3/7/24

CAREER READINESS AND EXPERIENTIAL LEARNING OPPORTUNITIES

Career Readiness Portfolio (CRP)

As a measure of Future Ready PA reporting, Pennsylvania schools are held accountable for ensuring each student meets the Pennsylvania Career Education and Work (CEW) Academic Standards. The CEW Standards focus on the following topics: **Career Awareness and Preparation (13.1)**, **Career Acquisition (13.2)**, **Career Retention and Advancement (13.3)** and **Entrepreneurship (13.4)**. Throughout high school, students will participate in a variety of activities and experiences designed to address the CEW standards. The culmination of all career readiness activities will result in a comprehensive Career Readiness Portfolio for each student. The goal of the Career Readiness Portfolio is to help students determine their post-secondary pathway and to develop the employability knowledge, skills, and dispositions that will help them to navigate within the world of work throughout their lifetime. During their freshman year, students will be introduced to the CRP and the project requirements that must be completed. Many of the activities will be completed through the High School Advisory period and Freshman Academy, however students are responsible for saving the required items to their portfolio by the end of each year.

MT Endorsement

Starting with the Class of 2025, students who complete their grade level Career Readiness Portfolio requirements and also meet additional criteria in the areas below may be considered for an MT Endorsement to be awarded their Senior Year. More information will be shared with students during the school year.

- GPA Requirements – unweighted GPA of 75% or higher
- Attendance Requirements – 95% or higher
- Demonstration of the Township Ten!
- Evaluation from Teacher or Employer
- Experiential Learning – must have two of the following:
 - Industry-recognized credential
 - Demonstration of industry skills through CTC
 - Successful completion of a service learning project – minimum of 10 hours
 - Letter guaranteeing full-time employment or military enlistment
 - Completion of an internship, externship, or cooperative education program

Industry Based Learning Indicator/Work-Based Learning Experiences

Another measure of Future Ready PA Reporting, the Industry-Based Learning Indicator is designed to evaluate how students are engaging in work-based and classroom-based activities by the end of 12th grade. Recognizing that industry-based learning activities should be developed and sustained throughout a student's secondary level education, the Pennsylvania Department of Education recommends that school districts monitor students' annual progress towards meeting the indicator.

The following experiences qualify for the Industry Based Learning Indicator:

- Industry Standards-Based Competency Assessments (NOCTI/NIMS): Score competent or advanced on Industry Standards-Based Competency Assessments (NOCTI/NIMS) by the end of the 12th grade.
- Industry Recognized Credential: Earn at least one industry recognized credential between grades 7 & 12. See more below.
- Work-based Learning Experience: Complete a work-based learning experience between grades 7 & 12 as listed below.
 - Job Shadowing (3 separate job shadows, at minimum of 3 hours each)
 - Internships
 - Cooperative Education Programs

- Career Mentoring
- Apprenticeship
- Community-based Work Programs (students with IEPs)
- Community Service (60 Hours)

Industry-recognized credentials measure competence in core content and performance standards in a specific set of work-related tasks. These activities must connect and align with a student’s career interest, training, and workforce demands. There are many benefits to students obtaining industry-based credentials:

- Shows that students are job-ready in a specific set of skills and knowledge required and recognized by business and industry
- Helps students stand out in today’s competitive job market
- Adds value to student transcripts for postsecondary education
- Adds value to student resumes when obtaining entry-level positions
- Students are able to earn recognition for their demonstration of these identified performance standards in a specific set of work-related tasks
- Additionally, a student who earns an industry-recognized or Pcredential may satisfy Graduation Pathways 4 and/or 5

Students who participate in any of the work-based learning experiences above or earn an industry-recognized credential should submit the [Industry-Recognized Credential and Work-Based Learning Experience Report Form](#) to the Counseling Office. Industry-recognized credentials will also be added to the student’s transcript. Students enrolled in the Career and Technology Center do not need to submit documentation.

MTHS is actively working to expand the opportunities that students have to earn industry-recognized credentials through courses offered to students and through additional programming. Please stay tuned to announcements and consult with the HS Counseling Office for details.

Pennsylvania Seal of Biliteracy (PASB)

The Pennsylvania Seal of Biliteracy (PASB) is an award presented to graduating seniors by Manheim Township High School in recognition of students who show proficiency in English and one or more world languages by high school graduation.

Students can qualify for this award by:

- Demonstrating intermediate-high proficiency on approved world language and English language assessments
- Demonstrating multi-cultural competence through two or more languages
- Meeting the MTHS graduation requirements

The PASB:

- Provides future employers with means of identifying candidates with biliteracy skills
- Provides colleges and universities with a method to recognize applications with high proficiency in a world language
- Enables students to be college, career, and community ready in a global society
- Affirms and values the linguistic and cultural diversity many students bring to the classroom and workplace
- Encourages partnerships with higher education, businesses, and community organizations to increase language learning opportunities in the 21st century global economy

If interested in pursuing the PASB, students may contact their counselor, world language teacher, or ELD teacher by October 31 of their senior year. For more information, see the Pennsylvania State Modern Language Association Website: <https://psmla.net/pa-seal-biliteracy>.

Scoir

Students at MTHS have access to an additional resource to support them in their post-secondary planning. Scoir is a customized, secure website that supports post-secondary, college and career planning. It is designed to assist students and their parents/guardians in making informed decisions about college opportunities and career choices. Scoir is also used to securely send college application materials, such as transcripts and letters of recommendation, to post-secondary institutions. All students are given access and an introduction to Scoir in their freshman year. Parents/Guardians who would like access should reach out to their student's school counselor.

Community Service

Manheim Township High School wishes to encourage and recognize students who are actively involved in community service. Students that would like their community service hours documented on their transcript must fill out and submit the Community Service form available in the HS Counseling Office. Hours must have a parent and supervisor signature. Students from the Class of 2025 and beyond should also save copies of any Community Service forms to their Schoology Career Readiness Portfolio if they would like their hours to be reviewed for the MT Endorsement. The HS Counseling Office can also provide information on possible community service opportunities.

AP Exam Registration Process

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

Now, all students will decide whether or not to take exams and order their exams through *The College Board* by early November 2024. Payment is also due for the exams in *Total Registration* by this same deadline, as registration and payment are a two-part process. All students who register after this deadline will be assessed \$40.00/exam late fee. In addition, a \$40.00/exam cancellation fee will be assessed for any exam order canceled after the November deadline.

It is important that all families are aware of these changes, especially as students begin registering for their 2024-2025 courses. Please keep in mind that these changes are being mandated by the College Board and were not decided by the school. Additional details regarding the College Board's process and the specific deadline will be made available to AP students at the beginning of the school year.

Keystone Exams

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

Beginning with the 2022-23 school year, all students will be required to demonstrate proficiency on these exams or complete an alternative pathway to be established by the state as a prerequisite to graduation.

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

MTSD students in the Classes of 2023 and beyond (2024, 2025, etc.) will be held to the requirements of both (a) the Manheim Township High School Educational Planning Guide and (b) recent legislative changes instituted by the Pennsylvania Department of Education (PDE) that provide five (5) "Pathways to Graduation" summarized below:

Graduation Pathways

Students must meet MTHS Graduation Requirements, earn a passing grade in Keystone related courses, and satisfy one of the pathways below.

Pathway 1: Keystone Proficiency	<ul style="list-style-type: none"> ● Student scores proficient or advanced on Algebra I, Biology, and Literature Keystone Exams.
--	---

For students that do not meet Pathway 1, they must meet **one of the pathways** below:

Pathway 2: Composite	<ul style="list-style-type: none"> ● Composite Score is 4452 or Greater (Alg 1 Score + Bio Score + Lit Score) ● At least 1 Keystone score is Proficient or Advanced ● No score Below Basic 	
Pathway 3: Alternative Assessment	One of/Minimum Score: <ul style="list-style-type: none"> ● ACT - Composite score of 21 ● ASVAB - AFQT score of 31 ● PSAT - Score of 970 ● SAT - Score of 1010 ● AP Exam (in content area) - Score of 3 ● IB Exam (in content area) - Score of 4 ● ACT WorkKeys - Gold Level ● Successful completion of Dual Enrollment course (in content area) ● Successful completion of an approved pre-apprenticeship program ● Acceptance to 4yr Institution of Higher Education (IHE) and eligibility for college-level coursework 	
Pathway 4: Career and Technical Education	One of: <ul style="list-style-type: none"> ● Industry-recognized credential ● Likelihood of success on approved industry-based competency assessment as demonstrated on benchmark assessments or course grades* ● Demonstration of readiness for continued meaningful engagement in a CTE program of study as demonstrated on benchmark assessments or course grades* <p>*The determination shall be made no later than the end of the eleventh grade, or, if a student enrolled in a one-year program, the end of the first semester of twelfth grade.</p>	
Pathway 5: Evidence-Based Three pieces of evidence that demonstrate readiness for post-secondary engagement	At least ONE: <ul style="list-style-type: none"> ● ACT WorkKeys - Silver Level ● Any AP Exam - Score of 3 ● Any IB Exam - Score of 3 ● Successful completion of Dual Enrollment course in any content area ● Industry-recognized credential ● Acceptance into an other-than-4yr Institution of Higher Education (IHE) and eligibility for college-level coursework 	No more than TWO: <ul style="list-style-type: none"> ● Attainment of Proficient or Advanced on any Keystone Exam ● Successful completion of a service learning project ● Letter guaranteeing full-time employment or military enlistment ● Completion of an internship, externship, or cooperative education program ● Compliance with NCAA Division II academic requirements
Individualized Education Plan	A student with a disability who is unable to satisfy pathway requirements but who satisfactorily completes their special education program and IEP goals is granted a diploma under Title 22 § 4.24.	

You are also welcome to visit [PDE's Graduation Requirements](#) website for more information.

DUAL ENROLLMENT, EARLY GRADUATION & EARLY COLLEGE GUIDELINES

Manheim Township School District provides students with opportunities to attend post-secondary institutions on a part-time basis as a junior and/or senior, attend college full-time in lieu of their senior year, or graduate early from high school to attend a postsecondary institution full time. Additional information about these programs is posted on the school counseling website. Please contact your school counselor with questions or to discuss these options. Please note that MTSD must have agreements with the postsecondary institutions or providers for the opportunities to be considered.

To Access These Programs:

In addition to being academically eligible, the student would be required to:

- Meet the entrance requirements of the college or university
- Meet or be on-track to attain all MT graduation requirements (See the graduation requirement section of the EPG)
- Pay all costs associated with college enrollment including registration, tuition, dues, fees and transportation.

Dual Enrollment (Part-time):

Students may attend a post-secondary college or technical school part-time during their junior and/or senior years while also attending the high school. Students interested in this option generally attend the high school in the AM or PM to complete remaining credits needed for graduation and then attend classes at a local institution during the remainder of their school day. College courses may also be used to satisfy high school graduation requirements with advanced approval of the administration. Students are responsible for providing an official college transcript to their assigned counselor if they wish to have the course appear on their high school transcript. The actual course grade earned is not figured in a student's GPA, but will appear as "P" (Pass) or "NP" (Not Pass). MTSD must have an agreement with the 2 or 4 year college/institution for this option.

Although students choosing this option are not eligible for federal financial aid, most local colleges have agreed to substantially reduced tuition rates for our dual enrollment students. Please see your school counselor for participating colleges and universities.

Early Admission to College in lieu of Senior Year:

Students may enroll in a two-year/four-year college, university or technical school for a full-time Early Admission to College in lieu of senior year. Students must be in good academic standing and on track to graduate in order to qualify for this opportunity. Students must successfully complete 24 credits (typically 8 classes) during their early college freshman year to take advantage of this program. Upon successful completion of the 24 credits and submission of an official transcript to their school counselor, the student will be eligible to receive a Manheim Township Diploma. MTSD must have an agreement with the 2 or 4 year college/institution for this option.

During the early college freshman year, students are not considered high school graduates and are therefore ineligible for federal financial aid.

Early Graduation (Graduation in Three Years):

Students who wish to graduate in three years must plan carefully with their counselor, complete an Early Graduation Application, and receive approval of the administration. Students seeking to graduate from MT in three years must successfully complete all course work and MT graduation requirements.

With this option, students graduate at the end of their junior year of high school and are eligible to apply for and potentially receive federal financial aid for college.

Updated information on these programs is posted on the school counseling website as it becomes available. Please contact your counselor in the HS Counseling Office for questions about these opportunities.



Manheim Township High School Dual Enrollment Application (Part Time)

- This application should be completed for any MTHS student who is interested in taking college courses along with their MTHS courses, during the junior and/or senior year(s).
- This form must be completed, submitted, and approved before a student begins any dual enrollment coursework.
- The [student's graduation plan](#) must accompany this request.
- The district must host an approved dual enrollment agreement with the postsecondary institution for the course to be considered. The School Counseling Office can provide a current listing of all approved dual enrollment institutions.

Student Name (Print): _____

Name of Institution: _____

Course Title/Number: _____ # of College Credits: _____
(include course description with course credits included)

1-2 Credit College Courses = .5 MTHS Replacement Credit

3-4 Credit College Courses = 1 MTHS Replacement Credit

(School Counselor Verification) The student must fulfill or be “on track” to meet graduation requirements including but not limited to:

- Chapter 339 Artifacts (in coordination with the student’s counselor)
- Act 158 Graduation Pathway (list pathway) _____
- Completion of Civics Exam (Act 35) _____ (date of exam)

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

- This signed and completed form with all required documentation attached for each course the student is requesting be accepted (One form for EACH course).
- If this course is accepted for high school graduation credit, I understand that upon successful completion of the class I must submit to my school counselor an official college transcript listing the grade and credits awarded. I understand this is required for the accepted course to show on my high school transcript and that it will appear as a P-Pass or NP - Not Pass.
- Fulfillment of MTSD Graduation requirements (Act 158, Chapter 339 Artifacts, Act 35 Civics Assessment).

I am requesting that this course be accepted:

As ELECTIVE credit

To REPLACE the following MTHS graduation requirement

(Name of MTHS course to be replaced)

I understand that if I choose to withdraw from the above course I must notify my School Counselor within three days of the withdrawal. This withdrawal may result in an additional course being added into my schedule at MTHS.

- For college bound student-athletes: I understand that in Pass/Not Pass grading situations, the NCAA Eligibility Center will assign the lowest passing grade (D/1.0) for a course in which you received a Pass grade and will award only one quality point towards eligibility.
- I understand that if this course is to replace Civics that I must take the Act 35 Civics assessment upon completion of the course.

Student's Signature/Date

Parent's Signature/Date

School Counselor's Signature/Date

High School Principal (Signature and Date)	<input type="checkbox"/> I support this plan <input type="checkbox"/> I do not support this plan <input type="checkbox"/> I could support this plan with the following additional information
Director of Curriculum & Instruction (Signature and Date)	<input type="checkbox"/> I support this plan <input type="checkbox"/> I do not support this plan <input type="checkbox"/> I could support this plan with the following additional information
Assistant Superintendent (Signature and Date)	<input type="checkbox"/> I support this plan <input type="checkbox"/> I do not support this plan <input type="checkbox"/> I could support this plan with the following additional information

This form, student application, and supporting documentation will be returned to the student's school counselor upon review. The school counselor will communicate the status of this request with the student. A copy of the approved plan will be provided to the Office of Student Services.



Manheim Township High School Application for Early Admission in Lieu of Senior Year School Board Policy No. 124

This application should be completed for students interested in attending a 2 or 4-year college/institution during their senior year of high school. *The [student's graduation plan](#) must accompany this request.

To access this privilege, a student must:

- 1 – Complete this application with the required signatures
- 2 – Be in good academic standing
- 3 – The student must fulfill or be “on track” to meet graduation requirements including but not limited to:
 - Chapter 339 Artifacts (in coordination with the student’s counselor)
 - Act 158 Graduation Pathway (list pathway) _____
 - Completion of Civics Exam (Act 35) _____ (date of exam)
- 4 - Indicate any senior year courses that are waived due to enrollment in a 2 or 4-year college institution:

- 5 - A complete application must also contain a proposed course schedule for semesters I & II
- 6 - Upon successful completion of 24 credit hours within 1st year of enrollment, present an official transcript to the principal for review to be awarded a high school diploma.

Student Name (Print): _____

I hereby request permission to attend _____, which is an accredited 2 or 4-year college, in lieu of my senior year at Manheim Township High School.

- If permission is granted, I understand that I must successfully complete at least 24 credit hours of non-remedial coursework during the year and submit an official transcript to the principal for review and acceptance.
- A mid-year check-in is required as part of the acceptance of this request.
- I understand that if I do not complete the 24 credit hours during my senior year, I will be required to complete the previously waived/exempted courses to meet graduation requirements.
- All signatures below are required for this application to be considered complete and to constitute acceptance of the request for Early Admission in Lieu of Senior Year.

Student’s Signature/Date

Parent’s Signature/Date

School Counselor’s Signature/Date



Manheim Township High School
Application for Early Admission in Lieu of Senior Year
School Board Policy No. 124

High School Principal (Signature and Date)	<input type="checkbox"/> I support this plan <input type="checkbox"/> I do not support this plan <input type="checkbox"/> I could support this plan with the following additional information
Director of Curriculum & Instruction (Signature and Date)	<input type="checkbox"/> I support this plan <input type="checkbox"/> I do not support this plan <input type="checkbox"/> I could support this plan with the following additional information
Assistant Superintendent (Signature and Date)	<input type="checkbox"/> I support this plan <input type="checkbox"/> I do not support this plan <input type="checkbox"/> I could support this plan with the following additional information

Date of midyear check-in: _____

Comments:

All documentation will be returned to the student’s school counselor upon review. The school counselor will communicate the status of this request with the student. A copy of the approved plan will be provided to the Office of Student Services.



Manheim Township High School

Application for Early Graduation School Board Policy No. 217

Student's Name (Please print legibly): _____

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

- The fourth year of high school shall not be required for graduation if a student has completed all requirements for graduation and attends a post secondary institution as a full-time student.
- This form (with required student and parent/guardian signatures below) to the principal by October 1st of their third year of high school.
- A written request by the student including the reason for early graduation, how all graduation requirements will be met, and indicate the post-secondary institution that the student will be attending as a full-time student (include acceptance letter).
- School counselor will include the [student's graduation plan](#) (includes plan for the completion of all graduation requirements) & student transcript.
- School counselor's and principal's signatures verifying that, after review of the student request, graduation plan, and the transcript, early graduation can be attained, upon successful completion of all course work and graduation requirements.

_____	_____
Student Signature	Date
_____	_____
Parent/Guardian Signature	Date
_____	_____
School Counselor Signature	Date
_____	_____
Principal Signature	Date

- Application and supporting documents sent to the Office of Curriculum & Instruction for consideration of approval.

Manheim Township High School

Application for Early Graduation School Board Policy No. 217

Please see the signatures and comments below to indicate the status of the request.

Student's Name: _____

Graduation Year Request: _____

- If approved, I would like to participate in the Graduation Ceremony at the conclusion of my junior year of high school.

Director of Curriculum & Instruction:

- I support this plan.
 I do not support this plan.
 I could support this plan with the following additional information:

Signature: _____ Date: _____

Assistant Superintendent:

- I support this plan.
 I do not support this plan.
 I could support this plan with the following additional information:

Signature: _____ Date: _____

Superintendent:

- I support this plan.
 I do not support this plan.
 I could support this plan with the following additional information:

Signature: _____ Date: _____

All documentation will be returned to the student's school counselor upon review. The school counselor will communicate the status of this request with the student. A copy of the approved plan will be provided to the Office of Student Services.

MTSD Office of Curriculum & Instruction, 2023-2024

NCAA ELIGIBILITY CENTER

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

The following basic information is taken from *NCAA Freshman-Eligibility Standards Quick Reference Sheet*: To be eligible to participate, students must meet minimum GPA and minimum SAT/ACT standards while completing a minimum number of core courses at the College Preparatory Level. Students should access the above documents to determine GPA/SAT/ACT requirements. See your counselor to discuss your options.

Core Courses

16 Core Courses

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

Test Scores

NOTE: STANDARDIZED TEST SCORE REQUIREMENT HAS BEEN REMOVED FOR 2023 ENROLLEES AND BEYOND

Grade-Point Average

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

NCAA Division I:

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

NCAA Division II:

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

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



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



Registration Checklist

If you want to compete in NCAA sports, you need to register with the NCAA Eligibility Center at eligibilitycenter.org. Plan to register before your freshman year of high school (or year nine of secondary school).

Which account type do I need?

1. Profile Page Account: If you're not sure in which division you want to compete, or are a domestic student who plans to compete at a **Division III school**, register for a free Profile Page account. If at any time you wish to pursue a Division I or II path, you'll be able to **transition** your account to the required **certification account**.

2. Academic and Amateurism Certification Account: You must receive an academic and amateurism certification from the Eligibility Center to compete at an NCAA Division I or II school. You must complete the Academic and Amateurism Certification account registration (including payment or **fee waiver**) before you go on official visits, sign a **National Letter of Intent**, receive an athletics scholarship or compete at a Division I or II school.

3. Amateurism-Only Certification Account:

If you're an **international student-athlete** (first-year enrollees and transfers), you must receive an amateurism certification from the Eligibility Center to compete at an NCAA Division III school. You must register with a certification account and receive your final amateurism certification before you can compete at a Division III school.

This account may also be right for domestic students transferring from a two-year school to a Division I or II school who did not require an Eligibility Center academic certification. These students should check with the compliance office at the NCAA school they may attend to determine their required account type.

NCAA ELIGIBILITY CENTER ACCOUNT TYPES			
In which division do you plan to compete?	Academic and Amateurism Certification Account	Amateurism-Only Certification Account	Profile Page* Account
Division I			
Any recent high school graduate (domestic or international), first-time enrolling at NCAA school.	✓		
Transferring from a two- or four-year college or university. Check with the compliance office at the school you may attend.	✓	OR	✓
Division II			
Any recent high school graduate (domestic or international), first-time enrolling at NCAA school.	✓		
Transferring from a two- or four-year college or university. Check with the compliance office at the school you may attend.	✓	OR	✓
Division III			
Recent high school graduate (domestic only), first-time enrolling at NCAA school.			✓
Recent high school graduate who maintains a permanent residence outside of the U.S.		✓	
Recent high school graduate who attended high school or college outside of the U.S. for any time (excluding U.S.-based students who study abroad).	✓	OR	OR
Recent high school graduate (international only), first-time enrolling at NCAA school.		✓	
Recent high school graduate who competed outside of the U.S.		✓	
Transferring from a two- or four-year college or university, attended domestic high school(s) only.			✓
Transferring from a two- or four-year college or university, attended at least one international high school (U.S. territories are considered domestic).		✓	
Division Undecided/Unknown			
Never enrolled full time at a two- or four-year college or university. Best for younger students or before recruiting begins. Can be transitioned to a certification account when needed.			✓

Once you have determined the right account for you, visit eligibilitycenter.org to register. A list of information you will need to complete your account is outlined on below. For a Profile Page account, allow 15 minutes to complete. For certification accounts, allow between 30 and 45 minutes to complete. If you need to exit and come back at a later time, you can save and exit once your account is created.

***Unsure which account type is right for you?** Start with our **free Profile Page account**, then check with the compliance office at the NCAA school you may attend. If you need additional assistance, contact the Eligibility Center's Customer Service team at 877-262-1492, 9 a.m. to 5 p.m. Eastern time Monday-Friday for assistance. International students (including Quebec) should use the **International Contact Form** to submit questions.

ELIGIBILITY CENTER REGISTRATION ESSENTIALS

Below are some items you should have with you as you create an account at eligibilitycenter.org:

Valid Email for Student

To register, you need a valid email address that you check regularly and will have access to **after** high school. The Eligibility Center uses email to update you about your account throughout the process. **Note:** If you have a sibling who has previously registered, you will need to use a different email address than the one in your sibling's account.

Basic Student Personal Information

This includes information such as your name, gender, date of birth, primary and secondary contact information, address and mobile number for texting.

Basic Student Education History

We will ask you to provide details about all secondary and high schools and additional programs you attend in the U.S. and internationally. Be sure to include all schools, regardless of whether you received grades or credits. If you attended ninth grade at a junior high school located in the same school system in which you later attended high school, do not list the ninth-grade school.

Student Sports Participation History

Select the sport(s) you plan to participate in at an NCAA school. For **certification accounts**, we will ask you to provide details for any expenses

or awards you received, any teams you have practiced or played with or certain events in which you participated. We also ask about any individuals who have advised you or marketed your skills in a particular sport. This information helps the Eligibility Center certify your amateur status once you **request your final amateurism certification**.

Payment (Certification Accounts Only)

Your Academic and Amateurism or Amateurism-Only Certification account registration is complete only after your registration fee is paid (or upon indicating you're eligible for a **fee waiver**, if you're eligible). You may pay online by debit, credit card or echeck. For the Academic and Amateurism Certification account, the fee for college-bound student-athletes attending a high school in the U.S., **U.S. territories** or Canada is \$100; the fee for international students is \$160. For students for which an Amateurism-Only Certification account is the right choice, the fee for all students is \$70. Profile Page accounts do not have a fee.

*All fees are nonrefundable 30 days after the certification account fee is paid. If you completed a duplicate registration and paid your registration fee twice, you may be eligible for a refund. To receive a refund, you will need to complete and submit an **NCAA refund form**.*

Unsure if you've already created an account?

Contact Customer Service at 877-262-1492 prior to creating a new account to avoid duplicate account issues during recruiting.



Initial-Eligibility Standards

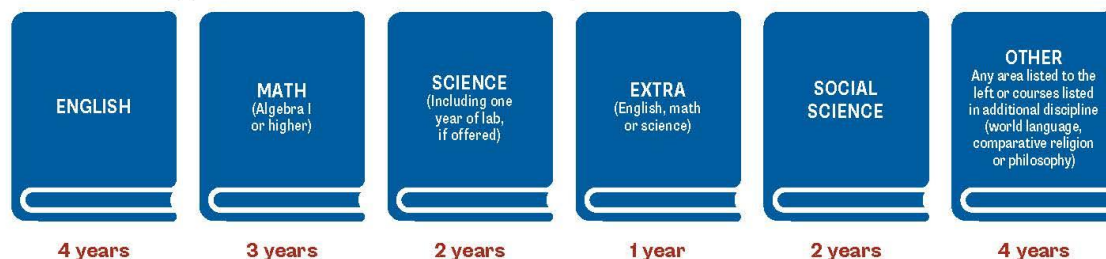
If you want to compete in NCAA sports, you need to register with the NCAA Eligibility Center at eligibilitycenter.org. Plan to register before your freshman year of high school. For more information on registration, visit on.ncaa.com/RegChecklist.

Academic Requirements

Division I and II schools require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:

Division I

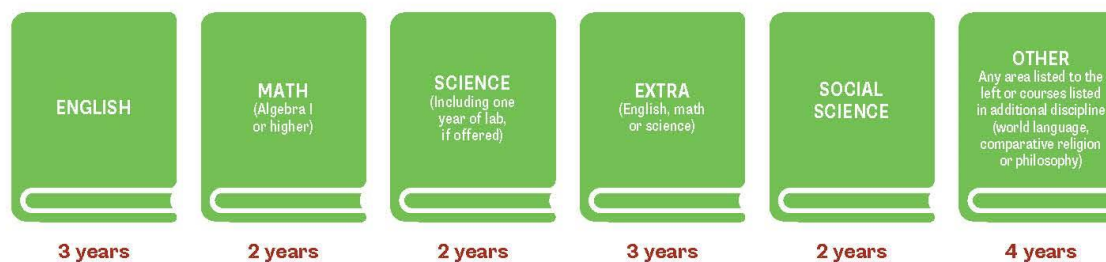
1. Earn 16 NCAA-approved core-course credits in the following areas:



2. Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade. If you graduate from high school early, you still must meet core-course requirements.
3. Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of your seventh semester. Once you begin your seventh semester, any course needed to meet the 10/7 requirement cannot be replaced or repeated.
4. Earn a minimum 2.3 **core-course GPA**.
5. Ask your high school counselor to upload your **final official transcript** with proof of graduation to your Eligibility Center account.

Division II

1. Earn 16 NCAA-approved core-course credits in the following areas:



2. Earn a minimum 2.2 **core-course GPA**.
3. Ask your high school counselor to upload your **final official transcript** with proof of graduation to your Eligibility Center account.

Division III

While **Division III schools** set their own admissions and academic requirements, **international student-athletes** (first-year enrollees and transfers) who are enrolling at a Division III school after Aug. 1, 2023, must be certified as an amateur by the Eligibility Center. Contact the Division III school you plan to attend for more information about its academic requirements.

GRADE
9
REGISTER

- » If you haven't yet, **register** for a free Profile Page account at eligibilitycenter.org for information on NCAA initial-eligibility requirements.
- » Use NCAA Research's **interactive map** to help locate NCAA schools you're interested in attending.
- » Find your high school's list of NCAA-approved core courses at eligibilitycenter.org/courselist to ensure you're taking the right courses, and earn the best grades possible!

GRADE
10
PLAN

- » If you're being actively recruited by an NCAA school and have a Profile Page account, **transition** it to the required **certification account**.
- » Monitor the **task list** in your NCAA Eligibility Center account for next steps.
- » At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.
- » If you fall behind academically, ask your high school counselor for help finding **approved courses** you can take.

GRADE
11
STUDY

- » Ensure your **sports participation** information is correct in your Eligibility Center account.
- » Check with your high school counselor to make sure you're on track to complete the required number of NCAA-approved **core courses** and graduate on time with your class.
- » Share your **NCAA ID** with NCAA schools recruiting you so each school can place you on its **institutional request list**.
- » At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.

GRADE
12
GRADUATE

- » **Request your final amateurism certification** beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your Eligibility Center account at eligibilitycenter.org.
- » Apply and be accepted to the NCAA school you plan to attend.
- » Complete your final NCAA-approved **core courses** as you prepare for graduation.
- » After you graduate, ask your high school counselor to upload your final **official transcript** with proof of graduation to your Eligibility Center account.

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

$$4 \times 4 = 16$$

9th GRADE

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

4 CORE COURSES

10th GRADE

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

4 CORE COURSES

11th GRADE

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

4 CORE COURSES

12th GRADE

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

4 CORE COURSES



CONTACT THE NCAA ELIGIBILITY CENTER

U.S. and Canada (except Quebec):
877-262-1492 (toll free), Monday-Friday
9 a.m. to 5 p.m. Eastern time



[@ncaaec](https://twitter.com/ncaaec) [@ncaaec](https://www.youtube.com/channel/UCncaaec) [@ncaaec](https://www.facebook.com/ncaaec) [@playcollegesports](https://www.instagram.com/playcollegesports)

Division I Academic Standards

Division I schools require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:



1. Earn 16 NCAA-approved core-course credits in the following areas:

ENGLISH	MATH (Algebra I or higher)	SCIENCE (Including one year of lab, if offered)	EXTRA (English, math or science)	SOCIAL SCIENCE	OTHER Any area listed to the left or courses listed in additional discipline (world language, comparative religion or philosophy)
4 years	3 years	2 years	1 year	2 years	4 years

2. Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade. If you graduate from high school early, you still must meet core-course requirements.
3. Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of your seventh semester. Once you begin your seventh semester, any course needed to meet the 10/7 requirement cannot be replaced or repeated.
4. Earn a minimum 2.3 **core-course GPA**.
5. Ask your high school counselor to upload your **final official transcript** with proof of graduation to your Eligibility Center account.

EARLY ACADEMIC QUALIFIER

If you meet **specific criteria** after six semesters of high school, you may be deemed an early academic qualifier for Division I and may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

QUALIFIER

You may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

ACADEMIC REDSHIRT

You may practice during your first regular academic term and receive an athletics scholarship during your first year of full-time enrollment but may NOT compete during your first year of full-time enrollment. You must pass either eight quarter or nine semester hours to practice in the next term.

NONQUALIFIER

You will not be able to practice, compete or receive an athletics scholarship during your first year of full-time enrollment.



GRADE
9
REGISTER

- » If you haven't yet, **register** for a free Profile Page account at eligibilitycenter.org for information on NCAA initial-eligibility requirements.
- » Use NCAA Research's **interactive map** to help locate NCAA schools you're interested in attending.
- » Find your high school's list of NCAA-approved core courses at eligibilitycenter.org/courselist to ensure you're taking the right courses, and earn the best grades possible!

GRADE
10
PLAN

- » If you're being actively recruited by an NCAA school and have a Profile Page account, **transition** it to the required **certification account**.
- » Monitor the **task list** in your NCAA Eligibility Center account for next steps.
- » At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.
- » If you fall behind academically, ask your high school counselor for help finding **approved courses** you can take.

GRADE
11
STUDY

- » Ensure your **sports participation** information is correct in your Eligibility Center account.
- » Check with your high school counselor to make sure you're on track to complete the required number of NCAA-approved **core courses** and graduate on time with your class.
- » Share your **NCAA ID** with NCAA schools recruiting you so each school can place you on its **institutional request list**.
- » At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.

GRADE
12
GRADUATE

- » **Request your final amateurism certification** beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your Eligibility Center account at eligibilitycenter.org.
- » Apply and be accepted to the NCAA school you plan to attend.
- » Complete your final NCAA-approved **core courses** as you prepare for graduation.
- » After you graduate, ask your high school counselor to upload your final **official transcript** with proof of graduation to your Eligibility Center account.

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

$$4 \times 4 = 16$$

9th
GRADE

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

4 CORE COURSES

10th
GRADE

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

4 CORE COURSES

11th
GRADE

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

4 CORE COURSES

12th
GRADE

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

4 CORE COURSES

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Division II Academic Standards

Division II schools require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:

NCAA DIVISION II

MAKE IT YOURS.

1. Earn 16 NCAA-approved core-course credits in the following areas:

ENGLISH	MATH (Algebra I or higher)	SCIENCE (Including one year of lab, if offered)	EXTRA (English, math or science)	SOCIAL SCIENCE	OTHER Any area listed to the left or courses listed in additional discipline (world language, comparative religion or philosophy)
3 years	2 years	2 years	3 years	2 years	4 years

2. Earn a minimum 2.2 **core-course GPA**.
3. Ask your high school counselor to upload your **final official transcript** with proof of graduation to your Eligibility Center account.

EARLY ACADEMIC QUALIFIER

If you meet **specific criteria** after six semesters of high school, you may be deemed an early academic qualifier for Division II and may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

QUALIFIER

You may practice, compete and receive an athletics scholarship during your first year of full-time enrollment.

PARTIAL QUALIFIER

You may practice and receive an athletics scholarship but may **NOT** compete during your first year of full-time enrollment.



GRADE
9
REGISTER

- » If you haven't yet, **register** for a free Profile Page account at eligibilitycenter.org for information on NCAA initial-eligibility requirements.
- » Use NCAA Research's **interactive map** to help locate NCAA schools you're interested in attending.
- » Find your high school's list of NCAA-approved core courses at eligibilitycenter.org/courselist to ensure you're taking the right courses, and earn the best grades possible!

GRADE
10
PLAN

- » If you're being actively recruited by an NCAA school and have a Profile Page account, **transition** it to the required **certification account**.
- » Monitor the **task list** in your NCAA Eligibility Center account for next steps.
- » At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.
- » If you fall behind academically, ask your high school counselor for help finding **approved courses** you can take.

GRADE
11
STUDY

- » Ensure your **sports participation** information is correct in your Eligibility Center account.
- » Check with your high school counselor to make sure you're on track to complete the required number of NCAA-approved **core courses**.
- » Share your **NCAA ID** with NCAA schools recruiting you so each school can place you on its **institutional request list**.
- » At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.

GRADE
12
GRADUATE

- » **Request your final amateurism certification** beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your Eligibility Center account at eligibilitycenter.org.
- » Apply and be accepted to the NCAA school you plan to attend.
- » Complete your final NCAA-approved **core courses** as you prepare for graduation.
- » After you graduate, ask your high school counselor to upload your final **official transcript** with proof of graduation to your Eligibility Center account.

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

4 x 4 = 16

9th GRADE

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

4 CORE COURSES

10th GRADE

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

4 CORE COURSES

11th GRADE

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

4 CORE COURSES

12th GRADE

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

4 CORE COURSES



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GRADING SYSTEM

Course Grades: Marking Period, Semester, and Course

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

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

- For courses with a midterm or final exam:
 - o $0.475 \times \text{Marking Period 1} + 0.475 \times \text{Marking Period 2} + 0.05 \times \text{Midterm/Final Exam}$
- For courses without a midterm or final exam:
 - o $0.5 \times \text{Marking Period 1} + 0.5 \times \text{Marking Period 2}$

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

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

Final/Midterm Exams

As part of their course grades, students take midterm and final examinations in English, social studies, science, and mathematics courses.

Honor Roll

There is a First Honor Roll and a regular Honor Roll. To be eligible for the First Honor Roll a student must have a marking period weighted NGA of 93% with no grade lower than an 80% in any subject. The regular Honor Roll is comprised of students with a marking period NGA of 83% with no grade lower than a 70% in any subject. A student must be attempting four credits (or the equivalent of five courses) to be eligible for either Honor Roll.

Grade Level Status: Freshman, Sophomore, Junior, and Senior

The classification of **sophomore** is given after a student has completed 4.5 credits of work. The classification for a **junior** is given after a student has completed 11 credits of work, and the classification of **senior** is given upon the completion of 16 credits of work. The students' grade levels generally change at the conclusion of school year, but students can be promoted at mid-year if, through passing semester courses, their number of credits reaches the next classification. Credits are not awarded for coursework completed prior to the end of grade 8. To determine the credit value of a course, refer to the course description section printed in this guide.

Dropping a Course

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

Importance of Attendance and Classroom Behavior

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

Course Level Changes

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

Repeating a Course

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

Senior Pass/Not Pass Option

Seniors who have successfully completed the required courses through grade 11 will be able to take one course with a Pass (P)/Not Pass (NP) evaluation. Seniors must confer with and receive permission from their school counselor. Students must also obtain a signature from their class teacher. The student's school counselor will submit the form to the principal for signature and final approval. The Pass/Not Pass form (available in the School Counseling Office) must be completed by the last day of the first marking period for first semester and full-year courses, and the last day of the third marking period for second semester courses. The same deadlines apply for rescinding a request.

Questions & Answers About the Manheim Township High School Transcript

1. What do colleges/universities consider when evaluating student academic records as part of the application review process?

Postsecondary institutions consider variations among secondary schools when evaluating student academic records in the application review process. Much of this information is garnered from the school's profile, which provides information on student demographics, curriculum, grading systems, transcript format, and school resources. The National Association for College Admissions Counseling (NACAC) provides best practices and guidelines for districts to develop their school profiles. This document provides contextual information that admissions professionals use in application review to determine the rigor of the curriculum a student is taking and to understand where a student falls within the context of their High School. Many colleges and universities recalculate cumulative grades, given that school districts throughout the state and nation differ in their grading scales.

2. What is the MT High School Profile that is shared with colleges and universities?

This document (located on our high school website and linked [HERE](#)) shares information about our high school with colleges and universities so that they have an understanding of how we evaluate and endorse students' academic performance.

3. How do varying course weightings impact our students when compared to students from other high schools across the country?

The use of a 4.0 scale and 100 point scale (Numeric Grade Average [NGA] scale), combined with our weighting system, supports our students who are seeking to continue their education beyond Manheim Township School District. Final marks in all credit courses are reported on our report cards and transcripts and more weight is placed on higher level coursework. For a full list of our weighted courses, please consult the Educational Planning Guide (EPG).

4. Why do we include the 4.0 scale and 100 point scale (NGA) on the high school transcript?

When asked, the MTHS School Counseling Department reports student grades on the 100 point scale. We provide a conversion of the 4.0 scale in order to share a comprehensive overview of student academic achievement.

5. Is there a connection between the 4.0 scale and the 100 point scale (NGA) or are they different scales?

The 4.0 scale and 100 point scale (NGA) are different scales and do not correlate. Please see information below for more information about these scales.

6. Does MTSD confer with colleges/universities regarding the grading scales?

We routinely communicate with various colleges including (but not limited to): Harrisburg Area Community College, Thaddeus Stevens, Franklin & Marshall, Gettysburg College, John Hopkins University, Columbia University, University of Pennsylvania, and Penn State University. These institutions provide guidance with regard to our grading systems, as well as understanding about the college application and admissions process. MTSD also follows guidelines and best practices shared by the National Association for College Admissions Counseling (NACAC) and Pennsylvania Association for College Admissions Counseling (PACAC).

7. Do MTSD's grading scales encourage students to take rigorous course offerings?

Yes, this is why MTSD places weight on higher-level coursework. Weighted grades provide an incentive for students to challenge themselves academically. For a full list of our weighted courses, please consult the Educational Planning Guide.

MTSD Grading System & Decile Rank

<u>Grade</u>	<u>NGA</u>	<u>GPA</u>	
A	90-100%	4.0	
B+	87-89%	3.6	NGA = Numeric Grade Average (100 scale)
B	83-86%	3.3	GPA = Grade Point Average (4.0 scale)
B-	80-82%	3.0	F = Fail
C+	77-79%	2.6	M = Medical
C	73-76%	2.3	I = Incomplete
C-	70-72%	2.0	P = Passing
D+	67-69%	1.6	WP = Withdrew Passing
D	63-66%	1.3	WF = Withdrew Failing
D-	60-62%	1.0	EPG = Educational Planning Guide
F	Below 60%	0.0	

1. The school year consists of two semesters: four marking periods of approximately 45 days each. There are seven class periods each day.
2. A student's numeric grade average and decile rank reflect the academic achievement of the student's final course grades and are computed cumulatively on the basis of a 100 percent scale at the conclusion of each semester. Midterms and Finals are administered in designated core content areas. These assessments, if administered, are each weighted 2.5% of the student's final grade.
3. Pass/Not Pass: Manheim Township High School offers dual enrollment with local colleges where students take coursework alongside college students; taught by college faculty. These courses are designated on the transcript as College Dual Enrollment along with the subject area and receive a grade of Pass/Not Pass. Students that meet certain eligibility requirements may also apply to take one course as Pass/Not Pass during their Senior year. Pass grades are not included in the calculation of NGA, but do count for graduation credit. For NCAA purposes, please speak with your school counselor and reference the Educational Planning Guide before electing to take a course Pass/Not Pass.
4. Students who take higher level coursework receive additional weighting in final grade calculations. For a full list of our weighted courses, please consult the Educational Planning Guide.
5. Students can access an unofficial copy of their transcript on the Community Portal. The unofficial transcript allows students to review their academic progress and is updated once grades are posted at the end of each semester. Official transcripts can be requested and sent by the MTHS School Counseling Office.

Sample Marking Period Grade Calculation:

	<u>Credits</u>	<u>Weight</u>	<u>Percent</u>	<u>GPA</u>
Health & Wellness	0.5	1.0	94%	4.0
CP Algebra 2	1.0	1.0	85%	3.3
Honors Chemistry (H)	1.0	1.05	82%	3.0
Creative Movement	0.5	1.0	83%	3.3
AP US Government (A)	1.0	1.1	78%	2.6
CP English 11	1.0	1.0	95%	4.0
Spanish 3	1.0	1.0	88%	3.6

Calculating unweighted NGA:

$$\frac{0.5(94) + 1.0(85) + 1.0(82) + 0.5(83) + 1.0(78) + 1.0(95) + 1.0(88)}{6} = \frac{516.5}{6} = 86.083\%$$

Calculating weighted NGA

$$\frac{0.5(94) + 1.0(85) + 1.0(82)(1.05) + 0.5(83) + 1.0(78)(1.1) + 1.0(95) + 1.0(88)}{6} = \frac{528.4}{6} = 88.067\%$$

Calculating unweighted 4.0:

$$\frac{0.5(4.0) + 1.0(3.3) + 1.0(3.0) + 0.5(3.3) + 1.0(2.6) + 1.0(4.0) + 1.0(3.6)}{6} = \frac{20.15}{6} = 3.358$$

Calculating weighted 4.0:

$$\frac{0.5(4.0) + 1.0(3.3) + 1.0(3.0)(1.05) + 0.5(3.3) + 1.0(2.6)(1.1) + 1.0(4.0) + 1.0(3.6)}{6} = \frac{20.56}{6} = 3.427$$

Please note: While student report cards will show the current marking period NGA, the cumulative NGA will only be recalculated at the end of each semester.

For additional information and resources on the College Admissions process and Post-Secondary Planning Resources, please refer to the MTHS Counseling Office [website](#) or reach out to your student's counselor. Additionally, many resources can be found on the "Class of" Schoology courses.

HOW TO DETERMINE WHAT COURSES TO SELECT

1. **Carefully study the entire planning guide** in order to take full advantage of the variety and flexibility of offerings. Refer to your grade level's suggested guidelines for grade-specific guidance on requirements and recommended courses.
2. Identify the courses you wish to take in your core areas (English, mathematics, science, social studies, and world languages) and determine if you meet the prerequisites. Your current teacher can give you advice regarding what course(s) you may want to elect.
3. Identify other courses you may need to take in the upcoming year to satisfy specific graduation requirements (i.e., Financial Literacy, Health, and Physical Education) - and choose your physical education course.
4. **9th, 10th, and 11th grade students must schedule the time equivalent of six major subjects (credits) per year [12th grade students must schedule five].**
5. **The maximum number of credits students may select is seven.** Students will only be permitted to take more than seven credits if it is necessary to stay on track to graduate. Students wishing to take more than seven credits must meet with their counselor to select their courses.
6. After choosing your core courses and other required courses, identify elective courses that interest you to complete your schedule. **You must also identify alternate choices. Having a "back-up" alternate selection for every elective course will help ensure that you have a complete schedule if courses become full or your primary choices conflict with one another.**
7. **Ask questions.** Your fellow students (particularly those older than you), your parents, your teachers and your counselor are all great sources of information.

HOW TO SCHEDULE YOUR COURSE SELECTIONS

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

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

COURSE OFFERINGS & ALTERNATE SELECTIONS

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

MANHEIM TOWNSHIP VIRTUAL ACADEMY & COURSES

MTHS offers many courses in a virtual format as part of the Manheim Township Virtual Academy. The MT Virtual Academy provides students with an opportunity to take asynchronous online courses through Lancaster-Lebanon Virtual Solutions (LLVS) as well as courses managed by Manheim Township teachers. Asynchronous virtual courses allow students to have the advantage of 24/7 access to course lessons. Students may use the flexibility of virtual courses to facilitate work schedules, to pursue early graduation, or to earn credit recovery. These classes are available for students in grades 9 through 12 unless a counselor specifies otherwise.

Students may choose to enroll in one or two virtual courses to supplement a traditional, face to face schedule in the building, or they may choose to participate in the MT Virtual Academy full-time. Full-time MT Virtual Academy students generally complete their work from home while part-time students complete their work in the MT Virtual Academy workspace at the high school.

Students wishing to participate in the full-time online learning program should visit the MT Virtual Academy webpage on the district's website. After reviewing the FAQs and the K-12 MT Virtual Academy Handbook, interested students and their parents should communicate with their school counselor and complete the electronic Intake Form to initiate the process of enrollment. Click here to access the [MTVA webpage](#).

Students interested in taking one or more online courses through the MT Virtual Academy must select MTHS Virtual Course ADM200 during course registration. They will then meet with their counselor to complete the Online Course Application prior to registering for any online classes.

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

Students taking online or virtual courses through the MT Virtual Academy have 5 school days from the start of the course to inform their counselor or the Virtual Academy Coordinator that they would like to drop the course. After 5 school days, students will be expected to complete the course. All courses removed after the 5-day grace period will be reflected on a student's transcript.

Virtual course offerings may vary from year to year. For a full, updated list of available virtual course offerings and descriptions for 2023-24, students should consult with their school counselor.

Examples of courses in the MT Virtual Academy include:

Business:

- Entrepreneurship
- International Business
- Financial Literacy

Health & Physical Education:

- Physical Education
- Health Education

English

- Mythology & Folklore (NCAA)

Social Studies:

- Careers in Criminal Justice
- Philosophy
- Social Problems
- Human Geography
- History of the Holocaust
- Anthropology
- Microeconomics
- Macroeconomics

World Language:

- Spanish 1, 2, 3, & 4

Science:

- Introduction to Nursing
- Health Careers
- Veterinary Science
- Forensic Science
- Marine Science
- Medicine
- Earth Science (NCAA)

Music

- Popular Music in America

SCHEDULE CHANGES

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

1. Students complete their initial selections via the community portal. After course selection is closed on the portal, all changes will need to be requested through the school counseling office.
2. **The drop/add period will be the last two weeks of the first marking period.**

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

Changes Once School Begins:

1. For year-long courses, students may drop a course up until the end of the 1st marking period, as long as the minimum credit requirement is met; the course will be removed from the students' academic record. Students may drop a course during the 2nd or 3rd marking period, as long as the minimum credit requirement is met; however, the course will remain on their permanent record with a grade of WP (Withdrew Passing) or WF (Withdrew Failing) based upon their performance to that point. Students may not drop a year-long course during the 4th Marking Period.
2. For semester courses, students may drop a course up until the end of the 1st or 3rd marking period, as long as the minimum credit requirement is met; the course will be removed from the students' academic record. Students may not drop a semester course during the 2nd or 4th Marking Period.
3. There will be an additional add period for students to replace a study hall during second semester with an open seat in an elective course that runs during the same period. Students will be able to make this request via a google form that will be **available the last two weeks of the first marking period only**. The elective requested must be offered during the same period in which the student has a study hall; no other courses can be adjusted during this time. Health, PE, and PFL courses are only available to seniors needing these courses to fulfill requirements for graduation. Communication regarding any changes will be sent to the student's school email account.

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

SUGGESTED FRESHMAN GUIDELINES

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

Core Courses (4 credits):

English (full year – 1 credit)
Social Studies (full year – 1 credit)
Science (full year – 1 credit)
Mathematics (full year – 1 credit)

Additional Recommended Course (1/2 credit):

Physical Education (semester – ½ credit)

Elective Courses (1 ½ - 2 ½ credits):

World Language (full year – 1 credit)
and/or
Basic Culinary Arts, Technology Electives,
Business Electives, Art Electives, Music Electives

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

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

3. World Languages:

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

4. Electives and Alternates:

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

5. International Baccalaureate:

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

6. Career and Technology Center (CTC):

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

7. 4-Year Plan:

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

SUGGESTED SOPHOMORE GUIDELINES

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

Core Courses (4 credits):

English (full year – 1 credit)
Social Studies (full year – 1 credit)
Science (full year – 1 credit)
Mathematics (full year – 1 credit)

Additional Required Courses (½ credit):

Physical Education (semester – ½ credit)

Elective Courses (1½ - 2½ credits):

World Language (full year – 1 credit)
and/or
Basic Culinary Arts, Technology Electives,
Business Electives, Art Electives, Music Electives

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

You should consult with your current teacher to determine the appropriate selection in these areas. Some courses have prerequisite requirements you must meet during your freshman year.

3. World Languages:

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

4. Electives and Alternates:

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

5. International Baccalaureate:

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

6. Career and Technology Center (CTC):

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

7. 4-Year Plan:

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

8. Early Graduation/Early College Attendance Options:

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

SUGGESTED JUNIOR GUIDELINES

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

Core Courses (4 credits):

English (full year – 1 credit)
Social Studies (full year – 1 credit)
Science (full year – 1 credit)
Mathematics (full year – 1 credit)

Elective Courses (1 - 2 credits):

World Language
and/or
Basic Culinary Arts, Technology Electives,
Business Electives, Art Electives, Music Electives

Additional Required Courses (1 total credit):

Physical Education (semester – ½ credit)
Health (semester – ½ credit)
Personal Financial Literacy or Honors PFL
or Virtual PFL

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

You should consult with your current teacher to determine the appropriate selection in these areas. Some courses have prerequisite requirements you must meet during your sophomore year.

3. World Languages:

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

4. Electives and Alternates:

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

5. Career and Technology Center (CTC):

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

6. 4-Year Plan:

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

7. Early Graduation/Early College Attendance Options:

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

SUGGESTED SENIOR GUIDELINES

1. A senior schedule must include between five and seven credits.

Core Courses (2 credits):

English (full year – 1 credit)
Social Studies (2 semesters – 1 total credit)

Additional Required Courses (1 total credit): (ONLY IF NOT COMPLETED PRIOR TO SENIOR YEAR)

Physical Education (semester – ½ credit)
Health (semester – ½ credit)
Personal Financial Literacy or Honors PFL
or Virtual PFL

Elective Courses (2 ½ - 4 ½ credits):

World Language
and/or
Basic Culinary Arts, Technology Electives,
Business Electives, Art Electives, Music Electives

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

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

3. World Languages:

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

4. Electives and Alternates:

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

5. Career and Technology Center (CTC):

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

6. College Coursework:

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

7. Senior Privileges:

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

HOW TO UNDERSTAND COURSE DESCRIPTIONS

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

EXAMPLE:

Honors Global Perspectives (Grades 10/11/12) #0133VT

	(a)	(b)	(c)	
½ credit		weight 1.05		5 periods (S)
(d)		(e)		(f) (g)

Prerequisite: *successful completion*

(h)

- (a) Course title
- (b) Usual student grade level
- (c) Course number (*course number followed by "VT" indicates a virtual course*)
- (d) Credit earned by successfully completing the course
- (e) Course weights are 1.05 or 1.10. If no weight is listed, the course weight is 1.
- (f) Number of periods per week the class meets
- (g) (S) indicates the course is one semester in length, (FY) indicates the course is for the full year
- (h) Prerequisite describes requirements that must be satisfied before taking the course

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

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

ART COURSES

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

½ credit

5 periods (S)

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

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

½ credit

5 periods (S)

Prerequisite: 80% average in Foundations of Art.

Art 1 is a drawing-based course. Exposure to diverse drawing techniques, drawing mediums and ideas will be explored. Although drawing will be the focus, students will also paint, print, collage, and work in other two-dimensional media available. By the end of the course, students should understand a vast array of art vocabulary, concepts, and be technically sufficient in two-dimensional media.

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

½ credit

5 periods (S)

Prerequisite: 80% average in Art 1

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

Art 3 (Grades 11/12) #ART023

½ credit

5 periods (S)

Prerequisite: 80% average in Art 2.

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

Ceramics 1 (Grades 9/10/11/12) #ART031

½ credit

5 periods (S)

Prerequisite: 80% average in Foundation of Art.

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

Ceramics 2 (Grades 10/11/12) #ART032

½ credit

5 periods (S)

Prerequisite: 80% average in Ceramics 1.

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

Ceramics 3 (Grades 10/11/12) #ART033

½ credit

5 periods (S)

Prerequisite: 80% average in Ceramics 2.

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

Fibers & Crafts (Grades 9/10/11/12) #ART041

½ credit

5 periods (S)

Prerequisite: 80% average in Foundations of Art.

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

Sculpture (Grades 9/10/11/12) #ART051

½ credit

5 periods (S)

Prerequisite: 80% average in Foundations of Art.

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

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

½ credit

5 periods (S)

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

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

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

IB Art (Grade 12) #IBO613
weight 1.10

1 credit

5 periods (FY)

Prerequisite: Art 2

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

Unified Art (Grade10/11/12) #ART001

THIS COURSE WILL BE OFFERED PENDING SCHOOL BOARD APPROVAL

½ credit

5 periods (S)

Prerequisite: Regular education students must have an 80% average in Foundations of Art.

Unified Art is a visual art course for regular education students who enjoy working alongside high school students with disabilities. Art units are designed to meet the needs of our students with disabilities with an emphasis on collaboration between both groups of students. A wide variety of art materials and processes will be explored in this semester course.

BUSINESS COURSES

Introduction to Business (Grades 9/10) #BUS011

½ credit

5 periods (S)

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

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

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

1 credit

5 periods (FY)

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

Honors Accounting 2 (Grades 11/12) #BUS032

1 credit

weight 1.05

5 periods (FY)

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

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

Honors Accounting 3 (Grade 12) #BUS033

1 credit

weight 1.05

5 periods (FY)

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

Students will meet five times per week to utilize the computer, which will be their guided instructor throughout the course. Students will work at their own pace but will be required to meet teacher-appointed deadlines. Topics covered will be procedures used in the accounting systems of departmentalized, branch and manufacturing businesses, and not-for-profit organizations; analysis and interpretation of financial statements; and the role the computer plays in maintaining accounting records. Students will master and use the numeric keypad. The course content is similar to what students would learn in 2nd and 3rd year college Accounting Course.

Marketing (Grades 10/11/12) #BUS041

½ credit

5 periods (S)

Marketing is one of the largest and most exciting careers in business today. It is the business function that identifies customer needs and wants, determines which target markets the organization can serve best, and designs appropriate products, services, and programs to serve these markets. It guides the entire organization. This class has been developed to help students learn basic marketing skills and concepts with emphasis on selling, promotion, product/service management, pricing and distribution. Students will be introduced to real-world marketing activities by participating in authentic projects. Students will learn the fundamental marketing functions, analyze ethical and legal issues, recognize how technology is used in marketing, and acquire an in-depth knowledge on marketing-information, product/service management, advertising and selling functions. **NOTE** – Students who have passed Open Campus Marketing Essentials for Business and Open Campus Sports and Entertainment Marketing are not eligible to take this course.

Sports and Entertainment Marketing (Grades 11/12) #BUS042

½ credit

5 periods (S)

Prerequisite: a minimum grade of 70% in Marketing.

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

Honors Personal Financial Literacy (Grades 11/12) #BUS047

½ credit

weight 1.05

5 periods (S)

This course addresses ADVANCED financial literacy skills at an ACCELERATED pace. This course is designed to provide students with a comprehensive overview of financial literacy skills and is recommended for students who enroll in Honors or AP courses.

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

NOTE - Students who have passed Personal Financial Literacy are not eligible to take this course. This course satisfies the Personal Financial Literacy graduation requirement.

Personal Financial Literacy (Grades 11/12) #BUS049
Personal Financial Literacy (Virtual) (Grades 11/12) #BUS049VT

½ credit

5 periods (S)

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

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

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

Cooperative Education – 10 Hour (Grade 12) #BUS062
Cooperative Education – 15 Hour (Grade 12) # BUS063

1 or 2 credits

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

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

Entrepreneurship (Grades 11/12) #BUS046

½ credit

5 periods (S)

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

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

NOTE - As a result of handling school funds and merchandise, student discipline records will be reviewed prior to enrollment.

Internship (Grades 11/12) #BUS 061

½ credit

90 hours (S)

An internship is a work-related experience for junior/senior students who wish to gain exposure to an occupational field of interest. The program provides students with the opportunity to interact with, observe, and assist individuals in business and professional work settings. The intent of the internship is to provide activities that will enable students to make informed career decisions. Students interested in this experience must register for the course during course selection, read the Internship Guidelines, and submit an application. Students who log 90 hours during the semester and meet all other requirements will earn ½ credit. **The student intern will be evaluated on a pass/fail basis.**

CAREER & TECHNOLOGY CENTER

Over forty unique programs of study are available to students through the Lancaster County Career and Technology Centers. Through these programs, students can receive specific training in a field of interest and earn required certifications necessary to work in the field. Additionally, many of the programs include dual enrollment courses where students can earn college credit while completing their Mathematics and English courses at the CTC.

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

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

With submission of the appropriate waiver, students who attend the full day CTC will be waived from completing the following courses:

- * Fourth credit of history
- * Fourth credit of English
- * PFL

With submission of the appropriate waiver, students who attend the half day CTC and then follow with the full day CTC are waived from the following:

- * Third PE credit
- * Third Science credit (exception: Students participating in Intro to Health may be enrolled in a third Science instead of third history course.)

The available CTC Programs are listed on the following page.

Half-Day CTC Programs (Grades 11/12) #CTC001

3 credits

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

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

[Introduction to Construction Careers](#)
[Introduction to Culinary Arts Careers](#)
[Introduction to Health Careers](#)

[Introduction to Manufacturing Careers](#)
[Introduction to Transportation Careers](#)
[Introduction to Visual Communication Careers](#)

Full-Day CTC Programs (Grade 12) #CTC002

6 credits

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

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

[Advanced Manufacturing Center](#)

Electromechanical Engineering Technology
Metal Fabrication
Welding Technology
Precision Machining & Computer Aided Mfg.

[Health Care Center](#)

Advanced health Careers
Patient Care Technician
Dental Assistant
Medical Assistant
Nursing Assistant/Home Health Aide

[Agriscience Center](#)

Animal Production Science & Technology
Veterinary Assistant

[Information Technology Center](#)

Computer Systems Technology

[Consumer Services Center](#)

Early Childhood Education

[Protective Services Center \(at the Lancaster County Public Safety Training Center\)](#)

Protective Services Academy

[Construction Technologies Center](#)

Architectural CAD/Design
Cabinet Making & Wood Technology
Heavy Equipment Operations
& Basic Maintenance
Electrical Construction Technology
HVAC/R
Painting & Interior Finishes
Plumbing
Carpentry Technology

[Transportation Technologies Center](#)

Power Sports Technology
Automotive Technology
Collision Repair
Diesel Equipment Technology

[Culinary Arts Center](#)

Baking & Pastry Arts
Culinary Arts/Chef

[Visual Communications Center](#)

Interactive Media & Web Design
Commercial Art
Digital Design/Print Media
Photography & Digital Imaging

PARTICIPATION IN CAREER AND TECHNICAL EDUCATION PROGRAMS BY HOME EDUCATION STUDENTS

On May 19, 2023, the Manheim Township School District Board of School Directors approved participation in a career and technical education program by students enrolled in a home education program who meet all the requirements stated in law and Board policy.

- Students attending home education programs have an equal opportunity to apply for placement in available programs at Lancaster County Career and Technical Center.
- Prior to enrolling in a career and technical education program, home education students must submit required documents and written verification of eligibility or completion of prerequisites to the building principal or designee.

Participation in career and technical education programs by home education students is governed by the following conditions:

- **Residence:** Students must be residents of the district.
- **Eligibility:** Students must meet the required eligibility criteria or the prerequisites for the program.
- **Conduct:** Students must comply with applicable policies, school rules, and administrative regulations regarding student conduct.
- **Attendance:** Students must meet attendance and reporting requirements, including sign-in and sign-out procedures.
- **Course Participation:** Home education students must participate in the required courses on the same basis as district-enrolled students, unless exceptions are granted in accordance with applicable policies and rules.

The Lancaster County Career and Technical Center will provide the student's home education program supervisor with grades for each completed course, and the supervisor will be responsible for maintaining the student's portfolio of records.

Students attending home education programs who participate in career and technical education programs may use district transportation to or from the career and technical education program during the times when district transportation is already operating, and space is available in addition to full-time district students.

ENGLISH COURSES

REQUIRED COURSEWORK

Fundamentals of English 9 (Grade 9) #ENG001

Fundamentals of English 10 (Grade 10) #ENG002KS

Fundamentals of English 11/12 (Grades 11/12) #ENG003

1 credit

5 periods (FY)

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

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


English 9 (Grade 9) #ENG011

1 credit

5 periods (FY)

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


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

College Prep English 9 (Grade 9) #ENG012 

1 credit

5 periods (FY)

College Prep Freshman English serves as a transitional step from the development of basic skills in reading, writing, speaking and listening in the middle school to the application of those skills in appreciation of all literary forms in senior high school. The course is intended for freshmen to prepare them for college and/or career. Activities in grammar, spelling, vocabulary, usage and composition will be an integral part of the course and will be designed to meet the needs of the students in the class. Required reading will be in accordance with the district-approved literary canon.

Honors English 9 (Grade 9) #ENG013 

1 credit

weight 1.05

5 periods (FY)

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


English 10 (Grade 10) #ENG021KS

1 credit

5 periods (FY)

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


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

College Prep English 10 (Grade 10) #ENG022KS 

1 credit

5 periods (FY)

College Prep Sophomore English is an overview of world literature from either a genre or world literature perspective. In the former, emphasis is placed upon short stories, non-fiction, poetry, drama and the novel; in the latter, emphasis is placed upon a survey of literature from various cultures, past to present. The course is intended for sophomores to prepare them for college and/or career. Continued instruction in grammar (as needed), spelling, vocabulary, usage and composition will be an integral part of the course. Reading will be in accordance with the district-approved literary canon. **Students enrolled in this course will be required to take the Keystone Exam at the completion of the course.**

Honors English 10 (Grade 10) #ENG023KS 

1 credit

weight 1.05

5 periods (FY)

Prerequisite: *successful completion of College Prep English 9 or Honors English 9. Students who select this course after College Prep English 9 are recommended to have had a minimum grade of 85%, or teacher recommendation. A minimum grade of 80% in Honors English 9 is recommended to continue in Honors English 10.*

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


English 11 (Grade 11) #ENG031

1 credit

5 periods (FY)

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


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

College Prep English 11 (Grade 11) #ENG032 

1 credit

5 periods (FY)

College Prep Junior English is primarily a course in the study of American literature and in composition based on literary study. The course is intended for juniors to prepare them for college and/or career. Grammar, spelling, vocabulary, usage and composition are taught as needed and as they relate to the literature under consideration. Required reading will be in accordance with the district-approved literary canon.

Honors English 11 (Grade 11) #ENG033 

1 credit

weight 1.05

5 periods (FY)

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

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

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

1 credit

weight 1.10

5 periods (FY)

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

Advanced Placement English Language and Composition is offered in lieu of English 11 or English 12. The course is a seminar that encourages independent thinking and research through discussion and writing about representative works of American literature. The writing component emphasizes the expository, analytical and argumentative writing that forms the basis of academic and professional communication as well as the personal and reflective writing that fosters the development of writing facility in any context. Its purpose is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. Many colleges award credit and/or placement if a student scores satisfactorily on the Advanced Placement Examination, which is given nationwide in May. Students must complete two summer reading/writing assignments before the beginning of the course.

Honors American Studies in Context (Grade 11) #ENG034

1 credit

weight 1.05

5 periods (FY)

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

IB English Year 1 (Grade 11) #IBO111

1 credit

weight 1.10

5 periods (FY)

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

English 12 (Grade 12) #ENG041

1 credit

5 periods (FY)

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

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

College Prep English 12 (Grade 12) #ENG042

1 credit

5 periods (FY)

College Prep Senior English is primarily a course in the study of English literature and in composition based on literature studies. The course is intended for seniors to prepare them for college and/or career. Grammar, spelling, vocabulary, usage and composition are taught as needed and as they relate to the literature under consideration. Required reading will be in accordance with the district-approved literary canon.

Honors English 12 (Grade 12) #ENG043

1 credit

weight 1.05

5 periods (FY)

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

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

Honors Western Literature and Thought (Grade 12) #ENG045

1 credit

weight 1.05

5 periods (FY)

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

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

ENGLISH 12 ELECTIVE CREDIT OPTIONS

Students who need a credit for English 12 may opt to take two of the elective courses below (**one from each column**) in lieu of a traditional English class:

Dystopian/Utopian Literature	Public Speaking 1
Tiny Fiction	Public Speaking 2
Pop Culture and Textual Currents	Creative Writing 2
World War II Literature	Journalism 2, 3, 4
	Media Literacy

Dystopian/Utopian Literature (Grade 11/12) #ENG044

½ credit

5 periods (S)

This course is a literature intensive class that will center around texts that have imagined possible futures. The course will examine central questions such as what does the best and worst of humanity look like. Students will read a wide variety of fiction and nonfiction texts directly connected to utopian and dystopian genres.

Tiny Fiction (Grade 11/12) #ENG046

½ credit

5 periods (S)


This course is a literature intensive class revolving around only the central elements that make up a story - at their very basics, how do small / tiny / micro amounts of text still convey all the elements for a story? Students will be finding, analyzing, reading, and writing tiny fiction and non-fiction.

Pop Culture and Textual Currents (Grade 11/12) #ENG048

½ credit

5 periods (S)

As an interdisciplinary course, this class is designed to supplement and integrate materials of popular culture, using primary and secondary texts from nonfiction, literature, and media studies. This course will examine film and television, music, social media and gaming, comics and graphic novels, and fandom, as a reading and writing intensive, interdisciplinary experience. Students will read, write and study language and literature from various fields; however, class assignments will largely incorporate literary, media, or other material cultural analysis and synthesis. Students who have a strong interest in pop culture, enjoy challenging reading, and can participate confidently in class discussions are well suited for this course. Competent research skills and writing skills are also necessary to succeed.

World War II Literature (Grade 11/12) #ENG049 

½ credit

5 periods (S)

This course will blend Social Studies and English Language Arts looking at history through an English lens and vice versa. Students will study World War II based on location (America, Japan, Russia, and Europe) and read various pieces of literature shedding light on parts of the war that we might not be familiar with. This course will also examine various films and documentaries pertaining to historical concepts and feature film adaptations of the literature we read. Students will engage in discussions on various historical and literary concepts throughout the semester, complete rigorous written analyses of texts studied, and research various historical aspects of the war. Students who are interested in WWII and willing to read, write, discuss and participate, will succeed in this course.

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

1 credit

weight 1.10

5 periods (FY)

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

Advanced Placement English Literature and Composition is offered in lieu of English 11 or English 12. The course is a seminar that encourages independent thinking and research through discussion and writing about representative works of literature from several genres and periods. As recommended by the College Board Commission on Advanced Placement, the course emphasizes the development of the skills of critical analysis and the appreciation of literature that is rich in language and thought. Many colleges award credit and/or placement for satisfactory scores on the Advanced Placement Examination that is given nationwide in May. Students must complete two summer reading/writing assignments before the beginning of the course.

IB English Year 2 (Grade 12) #IBO112 

1 credit

weight 1.10

5 periods (FY)

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

ENGLISH ELECTIVE COURSES

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

Media Literacy (Grades 9/10/11/12) #ENG050

½ credit

5 periods (S)

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

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

½ credit

5 periods (S)

This one-semester elective is designed to familiarize students with the most common speech situations and to facilitate students' ability to adjust to a given situation confidently. Students will participate in multiple and varied speeches and speech situations to improve in four tenants of speech-giving skills: voice, body, content, and delivery. Students are guided to a better and more practical understanding of their speaking potential.

Depending upon staffing availability, this class might not be offered every year.

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

½ credit

5 periods (S)

Prerequisite: successful completion of Public Speaking 1


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

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

½ credit

5 periods (S)

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

Composition 2 (Grades 9/10/11) #ENG056 

½ credit

5 periods (S)

Registration Restriction: *Recommendation of current English teacher is required.*

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

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

½ credit

5 periods (S)

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

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

½ credit

5 periods (S)

Prerequisite: *Freshmen will be admitted upon the recommendation of their eighth grade English teacher or a B (80%) average in English.*

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

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

½ credit

5 periods (S)

Prerequisite: *successful completion of Journalism 1 and teacher recommendation.*

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

Journalism 3 (Grades 10/11/12) #ENG067

½ credit

5 periods (S)

Prerequisite: *successful completion of Journalism 2 and teacher recommendation.*

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

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

½ credit

5 periods (S)

Prerequisite: *successful completion of Journalism 3 and teacher recommendation.*

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

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

½ credit

5 periods (S)

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

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

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

½ credit

5 periods (S)

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

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

ENGLISH LEARNERS

English I (Grades 9/10/11/12) #ENG081
English II (Grades 9/10/11/12) #ENG082

1 credit

5 periods (FY)

English III/IV (Grades 9/10/11/12) #ENG083

1 credit

5 periods (FY)

Registration Restriction: *Enrollment in this class is restricted to students who are actively enrolled in the English Language Development (ELD) Program. The ELD Teacher will assign students to one of the four classes depending on each student's needs.*

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

NOTE: *These courses CANNOT be used to satisfy the students' English course requirements toward graduation.*

FAMILY AND CONSUMER SCIENCE COURSES

ELECTIVE COURSES

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

½ credit

5 periods (S)

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

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

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

½ credit

5 periods (S)

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

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

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

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

½ credit

5 periods (S)

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

Child Development II (Grades 11/12) # FCS031

½ credit

5 periods (S)

Prerequisite: Completion of Child Development with at least 70%.

This course explores the development of a child during the school age years. The course focuses on the physical, intellectual, social and emotional development of the child during preschool (age 3-5) and school age years (age 6-12). Various child care options, careers, and theories will also be explored. Students participate in a Teacher Aide position within our school district to enhance their hands-on experience with children. Students will also earn a certificate in First Aid and CPR. This course is recommended to students who are interested in pursuing a career in Early Childhood Education, Elementary Education, Child Psychology, or related fields dealing with children.

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

½ credit

5 periods (S)

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

GIFTED & TALENTED PROGRAM

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

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

0 credit

0 periods (FY)

The Gifted Monitor class is for students that qualify as gifted and have an active Gifted Individual Education Program. This class does not consist of instruction but does assign a case manager to the individual student.

INTERNATIONAL BACCALAUREATE

The International Baccalaureate (IB) Diploma Programme offers highly motivated students the opportunity to earn an internationally recognized IB Diploma. The International Baccalaureate Organization is a worldwide consortium of schools offering a comprehensive program that emphasizes interdisciplinary learning, rigorous academic standards, international-mindedness, and a holistic approach to student learning. Students who enroll in the program will take an intensive, highly structured curriculum in their junior and senior years. More information about the International Baccalaureate organization is available at www.ibo.org. Specific details about the program at MTHS is available at <https://bit.ly/mtibinfo>.

Information for Rising 9th and 10th graders

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

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

Information for Rising 11th Graders

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

Completion of the IB Diploma

Many students are actively involved in the IB program without pursuing the full IB diploma. For those interested in attaining the diploma, there are many ways students can fulfill the full requirements. Students intending to complete the diploma should develop a two-year plan that ensure completion of six IB designated courses, of which at least three and no more than four are taken at the higher level. Diploma candidates must have IB English, IB History, IB Mathematics, an IB World Language, an IB Science, and one additional IB subject area class. Additionally, diploma candidates must take the Theory of Knowledge course and complete the Creativity, Activity, and Service requirements.

International Baccalaureate Schedule

Students enrolling in the International Baccalaureate Diploma Programme at Manheim Township typically take two-year courses in IB English, IB History (History of the Americas and Current World Topics), IB Mathematics, and a second language (German, French, or Spanish). Additionally, most students may take a one-science course (IB Physics, IB Biology, IB Chemistry), and a sixth IB course: either IB Economics, IB Music, IB Visual Arts, or a second IB science course. Some students choose to pursue a two-year higher level Science track. All diploma students will also take a two-semester IB course, Theory of Knowledge, in spring of their junior year and fall of their senior year.

The schedule may be adapted to individual student needs and interests. Some students opt to take a two-year higher-level science course in lieu of or in addition to taking a higher level second language. Some accelerated students may choose an accelerated math track. **Diploma students are strongly encouraged to consult with the IB Coordinator to ensure they have a plan that fulfills all diploma requirements.**

International Baccalaureate Course Pathways

All students are welcome to take any IB courses for which they meet the prerequisites. Students pursuing the full diploma need to have a plan to meet all diploma requirements, including the Theory of Knowledge course, and six subject area courses, including at least one English, one second language, one history, one math, one science, and one additional elective IB course. At least three of the six IB subject courses must be completed at the Higher Level (HL). Other courses may be completed at the Standard Level (SL). The chart below outlines paths often taken by IB students pursuing the diploma.

	11th	12th
IB English	IB English Year 1	IB English Year 2 (HL credit)
IB History	IB History Year 1	IB History Year 2 (HL credit)
IB World Language (French, German, or Spanish)	World Language Year 1 (can be taken stand-alone for SL credit)	World Language Year 2 (HL credit)
IB Mathematics *Placement contingent on prior math sequence. See individual course descriptions for prerequisites.	IB Math Year 1 IB Math Year 2 (SL credit) IB Math Accelerated/AP Calculus BC *Accelerated students complete IB Internal Assessments and Exams for Mathematics SL in junior or senior year	IB Math Year 2 IB Math Accelerated/AP Statistics
IB Sciences (At least one required for diploma. Students often elect a second science as their sixth IB subject for the diploma.)	IB Chemistry SL junior or senior year (Student will schedule for IB Chemistry)	
	IB Physics SL junior or senior year (Student will schedule for IB Physics)	
	IB Biology SL junior or senior year (Student will schedule for IB Biology)	
	IB Biology HL Year 1 (Student will schedule for AP Biology)	IB Biology HL Year 2 (Student will schedule for Advanced Anatomy and Physiology)
	IB Physics HL (Student will schedule for AP Physics 1)	IB Physics HL Year 2 (Student will schedule for AP Physics 2 and AP Physics C)
IB Electives (Can be taken to fulfill a sixth subject area requirement for diploma students.)	IB Economics SL junior or senior year IB Visual Arts SL junior or senior year IB Music SL (Alternates semesters with Theory of Knowledge for diploma candidates - taken first semester of junior year (part 1) and second semester of senior year (part 2))	

International Baccalaureate Course Offerings

- IB Theory of Knowledge
- IB English
- IB World Languages (French, German, Spanish)
- IB Social Studies (History, Economics)
- IB Science (Chemistry SL, Physics SL & HL, & Biology SL & HL)
- IB Mathematics
- IB “Electives” (Visual Arts, Music)

IB Theory of Knowledge - Part 1 (Grade 11) #IBO001

½ credit

weight 1.10

4 periods (S-Spring)

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

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

1 credit

weight 1.10

4 periods (S-Fall)

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

IB English Year 1 (Grade 11) #IBO111

1 credit

weight 1.10

5 periods (FY)

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

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

IB English Year 2 (Grade 12) #IBO112

1 credit

weight 1.10

5 periods (FY)

This course for Seniors in the IB program is a continuation of IB English Year 1.

IB French Language B Year 1 (Grade 11) #IBO121

Replaces Former Course: French 4

1 credit

weight 1.10

5 periods (FY)

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

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

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

1 credit

weight 1.10

5 periods (FY)

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

IB German Language B Year 1 (Grade 11) #IBO131

Replaces Former Course: German 4

1 credit

weight 1.10

5 periods (FY)

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

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

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

1 credit

weight 1.10

5 periods (FY)

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

IB Spanish Language B Year 1 (Grade 11) #IBO141

Replaces Former Course: Spanish 4

1 credit

weight 1.10

5 periods (FY)

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

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

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

1 credit

weight 1.10

5 periods (FY)

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

IB History Year 1 (Grade 11) #IBO211

1 credit

weight 1.10

5 periods (FY)

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

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

IB History Year 2 (Grade 12) #IBO212

1 credit

weight 1.10

5 periods (FY)

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


IB Economics (Grade 11/12) #IBO213

1 credit

weight 1.10

5 periods (FY)

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

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

1 credit


weight 1.10

6 periods including lab period (FY)

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

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

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

IB Physics HL Year 1 (Grade 11) #IBO422 


1 credit

weight 1.10

6 periods including lab period (FY)

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

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

IB Physics HL Year 2 (Grade 12) #IBO423 


1 credit

weight 1.10

6 periods including lab period (FY)

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

This course is a continuation of IB Physics HL Year 1, designed for IB students pursuing the IB diploma who wish to study Physics at the higher level. This course will run in parallel with AP Physics 2. It cannot be taken by students who take IB Physics SL. IB Physics SL and IB Physics HL are not sequential courses.

IB Chemistry SL (Grade 11*/12) #IBO411 

1 credit


weight 1.10

6 periods including lab period (FY)

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

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

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

IB Biology SL (Grade 11/12) #IBO431 

1 credit

weight 1.10

6 periods including lab period (FY)

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

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

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


1 credit

weight 1.10

5 periods per week (FY)

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

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

IB Mathematics Year 1 (Grade 11) #IBO311 


1 credit

weight 1.10

5 periods (FY)

Prerequisite: *Acceptance into the IB Diploma Programme or a minimum grade of 75% in Honors Algebra 2 and Honors Geometry, or a 90% in College Prep Algebra 2 and College Prep Geometry or an 80% in College Prep Trigonometry and Precalculus.*

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

IB Mathematics Year 2 (Grade 12) #IBO312 

1 credit

weight 1.10

5 periods (FY)

Prerequisite: *IB Mathematics Year 1*

This course for seniors in the IB program is a continuation of IB Mathematics Year 1. Students planning on taking the IB Mathematics SL exam should take this course during the testing year. Topics include Calculus, Statistics, and a comprehensive review for the IB exam.

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

0 credit (1 credit awarded as AP credit)

weight 1.10

5 periods (FY)

Prerequisite: *Acceptance into the IB Diploma Programme or a minimum grade of 75% in Honors Trigonometry and Pre-Calculus.*

Designed for students who have completed Trigonometry and Pre-Calculus in their sophomore year, this course incorporates requirements of IB Mathematics into a calculus-based course. Students are required to complete the internal assessment and prepare independently for the IB exam. Students selecting this course should also select AP Calculus BC during course registration. **Note:** Students should consult with the IB coordinator before enrolling in this course.

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

0 credit (1 credit awarded as AP credit)

weight 1.10

5 periods (FY)

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

Designed for students who have completed IB Mathematics Year 1 Accelerated in their junior year, this course incorporates requirements of IB Mathematics into a statistics-based course. Students selecting this course should also select AP Statistics during course registration. **Note:** Students should consult with the IB coordinator before enrolling in this course.

IB Music (Grade 10/11/12) #IBO612

1 credit weight 1.10 5 periods (FY)

The primary goal of IB Music is for students to engage with music as Researchers, Creators, & Performers. Throughout the course, students Explore, Experiment with, and Present music from a diverse range of genres and cultures. The class is structured around the study of musical figures such as John Cage, Bob Dylan, Ravi Shankar, Yo-Yo Ma, Billie Holiday, and Lin-Manuel Miranda (among others). Daily activities for this class include listening to music and analyzing its musical content, reading musical scores, composing and/or arranging music, and writing about music analytically and critically. The class is project-based (there are no tests), affording students the opportunity to complete a portfolio, which may be submitted to the IBO for college credit (similar to an AP class).

PLEASE NOTE: Students enrolled in the IB Diploma Programme take IB Music concurrently with Theory of Knowledge. Therefore, you would take IB Music the fall of your junior year and the spring of your senior year. (For all others, it is a typical year-long course.) Also, IB Music does not meet on Thursdays, so you may take it in conjunction with an AP/IB science class with a double lab period on Thursdays.

IB Art (Grade 12) #IBO613
weight 1.10

1 credit

5 periods (FY)

Prerequisite: Art 2

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

MATHEMATICS COURSES

Mathematics Strands

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

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

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

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

Please note: The following are not considered to be level changes:

AP Calc AB or BC to AP Stats

IB Math 1 or 2 to Honor Trig/Precalc AB or BC

AP Stats to AP Calc AB or BC

AP Calc AB or BC to IB Math 1 or 2

Honors Trig/Precalc AB to BC or BC to AB

AP Stats to IB Math 1 or 2

AP Calc AB to BC or BC to AB

CP Algebra 1A to CP Algebra 1

Course Selection Policy

Mathematics courses are designed in a specific sequence to ensure students learn all the appropriate mathematics content as outlined by the Pennsylvania Core Academic Standards, Standards for Mathematical Practice, and the Assessment Anchors and Eligible Content for the Keystone Exams. The program is designed so that all students complete at least Algebra 1 and two additional credits of math. ***Students wishing to change strands must be cautious to ensure they are meeting this requirement. Furthermore, changing strands generally includes a significant change in the rigor and expectations placed upon students. Therefore it is recommended that students have earned at least a 90% in a College Prep course before moving to an Honors course.*** Additionally, due to the rigor of the Honors level, it is expected that students earn at least a 75% each year in order to continue at the Honors level.

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

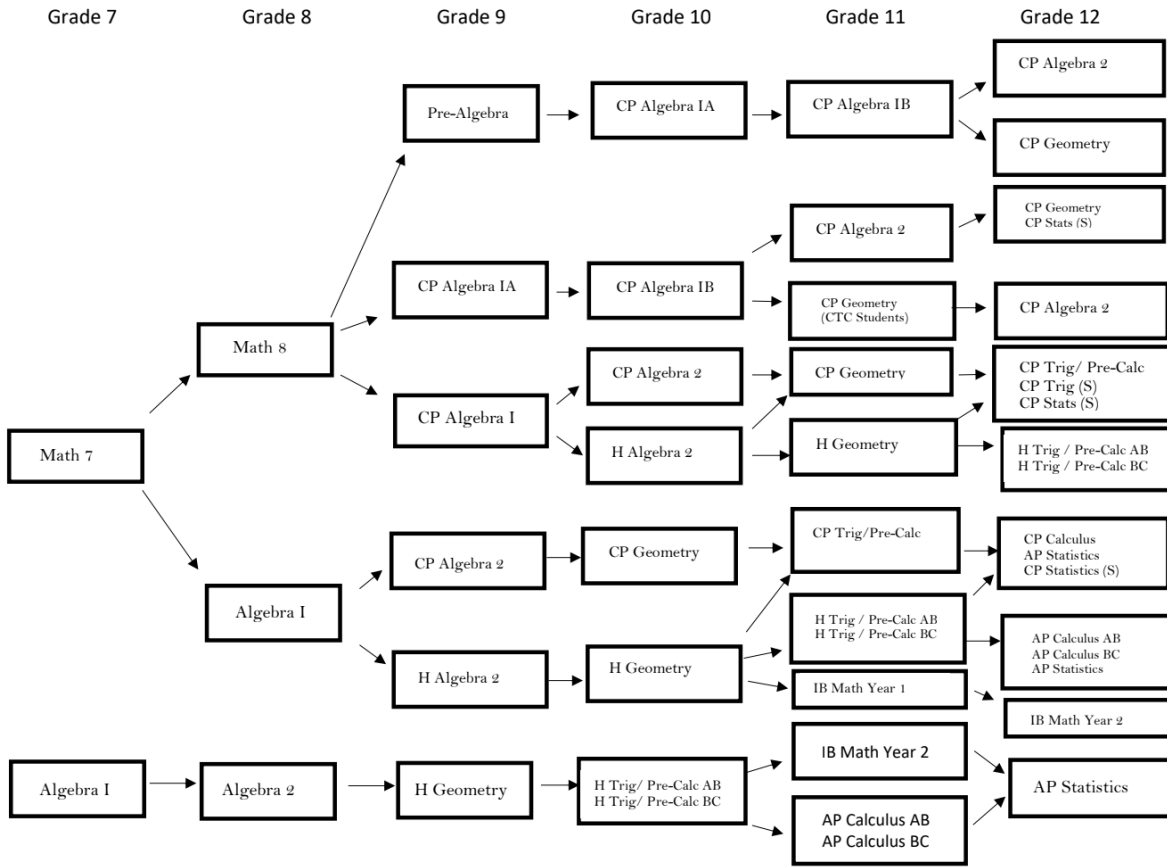
PSSA Performance

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

Keystone Exam Performance

Student performance on the Algebra 1 Keystone Exam will also be factored into course selection decisions. Passing the Algebra 1 Keystone Exam, beginning with the graduating class of 2022, will help to meet one of the Pathways to Graduation. Therefore, students who do not pass this exam will be required to retake the exam during a subsequent testing round. Students may be scheduled for 2 periods of mathematics in order to remediate and prepare for retaking the exam.

Manheim Township High School Mathematics Flowchart



- The choice of mathematics course for "grade 12" is fundamentally interest-based, determined on a student's future goals. Consultation with the current math teacher and school counselor is strongly recommended.
 - Students wishing to take IB Math during their junior and senior years must have completed Algebra 1, Honors Algebra 2, and Honors Geometry before entering the program.
 - Student must pass Algebra I or Algebra IA and Algebra IB to graduate.
 - (S) = semester course, CP = College Prep, H = Honor, AP = advanced placement, IB = International Baccalaureate
 November 2021

Computer Science Electives

Introduction to Python
(S)

- Introduction to Python is not a prerequisite for any other computer science course and there are no prerequisites for taking the course.
- Introduction to Python can be taken in the same year as Honors Computer Programming.
- Introduction to Python cannot be taken in the same year as or after the AP computer science courses.

Honors Computer Programming (S)

AP Computer Science Principles (FY)

AP Computer Science A (FY)

Foundations of Mathematics (Grade 9/10/11/12) #MTH005

(This course may not be selected by students)

1 credit

5 periods (FY)

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

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

Survey of Mathematics (Grade 10/11) #MTH040

(This course may not be selected by students)

½ credit

5 periods (S)

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

The fundamental purpose of the course is to ensure students have mastered the Pennsylvania Core Standards and eligible content for the Algebra 1 Keystone Exam. This course is designed to remediate students who were not proficient in an effort to increase scores of subsequent attempts at the Algebra 1 Keystone. Passing the Algebra I Keystone Exam will help to meet one of the Pathways to Graduation.

Pre-Algebra (Grade 9) #MTH009

(This course may not be selected by students)

1 credit

5 periods (FY)

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

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

COLLEGE PREP STRAND

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



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



2 credits (2 years)

5 periods (2 FY)

Prerequisite: *Middle School Math 8 grade below 80%. PVAAS prediction scores, teacher recommendation, and STAR data will also be used in determining placement in the 1-year vs. 2-year Algebra 1 course.*

This course presents the Algebra 1 curriculum over the span of 2 years. Students must take both years. During this course, students will cover all material included in Algebra 1, while reviewing necessary pre-algebra topics in order to ensure success. Topics covered will include operations with real numbers and expressions, linear equations, linear inequalities, functions, coordinate geometry, and data analysis.

Students enrolled in this course will be required to take the Keystone Exam at the completion of the Algebra 1B course.

College Prep Algebra 1 – 1 Year (Grade 9/10/11) #MTH011YRKS



1 credit

5 periods (FY)

Prerequisite: *previously taken Middle School Math 8 with a minimum of 80%. PVAAS prediction scores will also be used in determining placement in the 1-year vs. 2-year Algebra 1 course.*

Topics covered will include operations with real numbers and expressions, linear equations, linear inequalities, functions, coordinate geometry, and data analysis. Note: Based on successful completion of this course, as well as teacher recommendation and Keystone Exam score, students will be placed into CP or Honors Algebra 2 in 10th or 11th grade. Students who take this course as a junior may enroll in geometry for their senior year.

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

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



1 credit

5 periods (FY)

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

Topics covered will include operations with complex numbers, non-linear expressions, non-linear equations, patterns, relations, and functions, applications of functions, and data analysis.

College Prep Geometry (Grades 9/10/11/12) #MTH021YR



1 credit

5 periods (FY)

Prerequisite: *successful completion of CP Algebra 2 or CP Algebra 1B*

Topics covered will include properties of circles, spheres, and cylinders; properties of polygons and polyhedra, congruence, similarity and proofs; coordinate geometry and right triangles; measurements of two-dimensional shapes and figures; measurements of three-dimensional shapes and figures; and constructions.

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

1 credit

5 periods (FY)

Prerequisite: *successful completion of CP Algebra 2 and CP Geometry*

This course builds upon the skills and concepts developed in Algebra 1, Algebra 2 and Geometry. Topics covered will include linear polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric functions, and piecewise defined functions. Students will study the properties of functions, the composition of functions, the algebra of functions and the graphs of the functions. Students will also learn the unit circle. **Special Note:** Juniors who enroll in this class may not take AP Calculus. Their remaining mathematics course options will be CP Calculus, AP Statistics, a semester of College Prep Statistics, or Computer Science electives.


College Prep Calculus (Grade 12) #MTH046 

1 credit

5 periods(FY)

Prerequisite: *successful completion of CP Trig/Precalculus or H Trig/Precalculus*

This is an introductory calculus and analytic geometry course with an emphasis on applications and is taught from an intuitive approach. This course is not recommended for students interested in taking the AP Calculus test. Topics covered will include functions, limits, continuity, derivatives, area under curves, and integrals.

College Prep Trigonometry (Grade 12) #MTH041 

½ credit

5 periods(S)

Prerequisite: *successful completion of CP Algebra 2 and CP Geometry*

This course is intended to provide the student with sufficient skills to successfully pursue college courses in Business Administration and Applied Calculus. Topics include: circular and trigonometric functions, graphing, solving triangles, elementary identities and solving trigonometric equations and applied problems. **Special Note:** This course does not serve as a prerequisite for any other mathematics course in high school, so it should only be taken as preparation for further mathematics study after high school.

College Prep Statistics (Grade 12) #MTH042 

½credit

5 periods(S)

Prerequisite: *successful completion of Algebra 2*

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

HONORS STRAND

Honors Algebra 2 (Grades 9/10) #MTH033

1 credit

weight 1.05

5 periods (FY)

Prerequisite: completion of CP Algebra 1 with a minimum grade of 90% or Middle School Algebra 1 with a minimum grade of 85%, teacher recommendation, and a score of advanced on the Algebra 1 Keystone Exam.

This course is a continuation of the Honors Algebra 1 course. Problem Solving will be stressed. Topics covered will include operations with complex numbers, non-linear expressions, non-linear equations, patterns, relations, and functions; applications of functions; and data analysis. **Special Note:** Students can take this course along with an Honors Geometry during their sophomore year in order to take AP Calculus.

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

1 credit

weight 1.05

5 periods (FY)

Prerequisite: completion of Honors Algebra 2 with a minimum grade of 75%.

This course builds on the concepts and skills developed in Honors Algebra 1 and Honors Algebra 2. The course will develop geometry as a deductive system and the relationships that exist between the elements of the system will be studied. Emphasis will be on the use of symbolic logic and proof. Topics covered will include properties of circles, spheres, and cylinders; properties of polygons and polyhedra; congruence, similarity, and proofs; coordinate geometry and right triangles; measurements of two-dimensional shapes and figures; measurements of three-dimensional shapes and figures; and constructions. **Special Note:** Students can take this course along with Honors Algebra 2 course during their sophomore year in order to take AP Calculus.

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

1 credit

weight 1.05

5 periods (FY)

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

This course is designed to prepare the student for the Advanced Placement Calculus AB course. Relevant algebra skills will be reviewed during the course. Topics covered will include linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric functions, and piecewise-defined functions. Students will study the properties of functions, the composition of functions, the algebra of functions, and the graphs of the functions. Students will also learn the unit circle.

Special Note: This course is a prerequisite for AP Calculus AB.

Honors Trigonometry and Pre-Calculus BC (Grades 10/11/12) #MTH045

1 credit

weight 1.05

5 periods (FY)

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

This course is designed to challenge students to draw connections from their previous mathematical studies and to continue toward a rich appreciation of higher-level mathematics. This course is also designed to prepare the student for the Advanced Placement Calculus BC course. Topics covered will include linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric functions, piecewise-defined functions, partial fractions, and polar coordinates. Students will study the properties of functions, the composition of functions, the algebra of functions, and the graphs of the functions. Students will also learn the unit circle, sequences and series, and parametric and polar equations. In addition, this course will introduce concepts of limits as preparation for AP Calculus BC. **Special Note:** This course is a prerequisite for AP Calculus BC.

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

1 credit

weight 1.10

5 periods (FY)

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

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

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


1 credit

weight 1.10

5 periods (FY)

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

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

Advanced Placement Statistics (Grade 11, 12) #MTH057 


1 credit


weight 1.10

5 periods (FY)

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

This is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Topics covered will include exploring data, sampling and experimentation, probability and simulation, and statistical inference. **Special Note:** AP Statistics cannot be taken as a replacement for a Trigonometry and Pre-Calculus class but may be taken concurrently with one of the three Trigonometry and Pre-Calculus courses.

IB Mathematics Year 1 (Grade 11) #IBO311 

IB Mathematics Year 2 (Grade 12) #IBO312 

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

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

Students participating in the International Baccalaureate Programme during their Junior and Senior year will satisfy their mathematics graduation requirements through the completion of IB Math Year 1 and Year 2 courses. Topics include Precalculus, Trigonometry, Probability, Statistics, and Calculus. The course descriptions can be found in the International Baccalaureate section of the planning guide.

COMPUTER SCIENCE ELECTIVES

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

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



½ credit

5 periods (S)

This course is designed for students with algebra readiness skills and those with no prior programming experience. This course introduces computer science programming using the Python programming language. This class is open to all students interested in exploring the basics of computer science. **Special Note:** This introductory level course should not be taken concurrently or after any other computer science elective courses.

Year 1 – Honors Computer Programming (Grades 9/10/11/12) #MTH051

½ credit

weight 1.05

5 periods (S)

Prerequisite: *successful completion of Algebra 1.*

For students who intend to pursue a computer-related or engineering program in college, this course will introduce object-oriented programming using the Java-based language of Karel and objectdraw libraries. Students will learn the fundamentals of program design and implementation, focusing on objects and methods. Within this context, students will learn the basics of control structures, loops, user interfaces and graphics. Any student not taking this course and going on to AP Computer Science A will be required to complete some summer activities to ensure adequate preparation for the AP course.

Year 2 – Advanced Placement Computer Science Principles (Grades 10/11/12) #MTH053



1 credit

weight 1.10

5 periods (FY)

Prerequisite: *successful completion of Algebra 2.*

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

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



1 credit

weight 1.10

5 periods (FY)

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

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

MUSIC ELECTIVES

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

½ credit

5 periods (S)

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

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

½ credit

5 periods (S)

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

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

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

½ credit

5 periods (S)

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

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

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

½ credit

5 periods (S)

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

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

IB Music (Grade 10/11/12) #IBO612

1 credit

weight 1.10

5 periods (FY)

The course description can be found in the International Baccalaureate section of the planning guide.

PLEASE NOTE: Students enrolled in the IB Diploma Programme take IB Music concurrently with Theory of Knowledge. Therefore, you would take IB Music the fall of your junior year and the spring of your senior year. (For all others, it is a typical year-long course.) Also, IB Music does not meet on Thursdays, so you may take it in conjunction with an AP/IB science class with a double lab period on Thursdays.

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

½ credit

5 periods (S)

This course aims to provide the foundation for a lifelong knowledge and appreciation of music. It is designed for students who have a general interest in music, but may not necessarily have experience in performing music. In this course, students will learn to identify fundamental elements of music that exist within a variety of genres and styles of music and intelligently listen to a variety of music. Students will demonstrate knowledge of the elements of music through listening, composition, recording, and performance. **THIS COURSE WILL NO LONGER BE OFFERED.**

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

½ credit

5 periods (S)

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

Music Keyboarding 2 (Grades 9/10/11/12) #MUS042

½ credit

5 periods (S)

Taught simultaneously alongside Music Keyboarding 1, Music Keyboarding 2 will allow students to work independently through scales, arpeggios, chord progressions, and repertoire selected collaboratively by each student and the instructor. In addition to repertoire and technique, students will develop their skills in keyboard harmonization and accompaniment improvisation. Students may work collaboratively with other students to rehearse and perform duets.

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

½ credit

5 periods (S)

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

Music Production 2 (Grade 9/10/11/12) #MUS023

½ credit

5 periods (S)

This course is a continuation of Music Production 1. Students enrolled in this course have opportunities to apply the skills learned in the first semester of the course. Students will continue to explore a range of music technology topics including basic audio system operation, digital audio, MIDI, music sequencing, and music notation. Emphasis is placed upon advancing students' digital literacy and technical abilities through individual and collaborative projects. The concepts explored in this course will increase opportunities beyond the world of traditional music education and traditional music performance into a world of career opportunities that exist in the 21st Century job market: Film scoring, commercial advertising, media production, acoustic engineering, TV/Radio production, e-media/web production, electronic systems design, music composing, and arranging, etc.

Musical Theater (Grades 9/10/11/12) #MUS015

½ credit

5 periods (S)

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

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

½ credit

5 periods (S)

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

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

1 credit

weight 1.10

5 periods (FY)

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

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

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

½ credit

5 periods (S)

Popular Music in America examines the history and influence of American music within the broader context of American culture. The primary goal of the course is to forge connections between the world of contemporary pop music and the historical roots of this music. Students will learn to distinguish between different styles and genres and will gain a solid understanding of how popular music is constructed and produced. Diverse styles that students will explore include (but are not limited to): rock, R&B, hip hop, country, folk, pop, and electronic music.

Unified Music (Grades 9/10/11/12) #MUS002

THIS COURSE WILL BE OFFERED PENDING SCHOOL BOARD APPROVAL

½ credit

5 periods (S)

Ethnomusicology is the study of world music and culture. This semester elective course combines students of regular and special education to participate together in developmentally appropriate activities including creating, performing, listening to, responding to, and connecting with music of a variety of styles and cultures from around the world. Regular education students in this course will be empowered to help create an engaging and inclusive musical environment by routinely partnering with special education students, working together to increase competence and confidence in a variety of musical activities. Regular education students enrolled in this course will also engage in additional music literacy activities. This course is recommended for regular education students who may wish to pursue a career in music education, music therapy, special education, health care, nursing, physical therapy, and occupational therapy. Students are assessed on active engagement and appropriate involvement in the activities.

MUSIC ELECTIVES – PERFORMING GROUPS

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

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

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

Chorus Only	#MUS050	Symphonic Band Only	#MUS051
Chorus/Band	#MUS053	Orchestra Only	#MUS052
Chorus/Orchestra	#MUS054	Band/Orchestra	#MUS055
Chorus/Band/Orchestra	#MUS056		

Chorus

1 credit

5 periods (FY)

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

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

There is no audition for entrance into this organization.

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

Orchestra

1 credit

5 periods (FY)

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

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

Symphonic Band

1 credit

5 periods (FY)

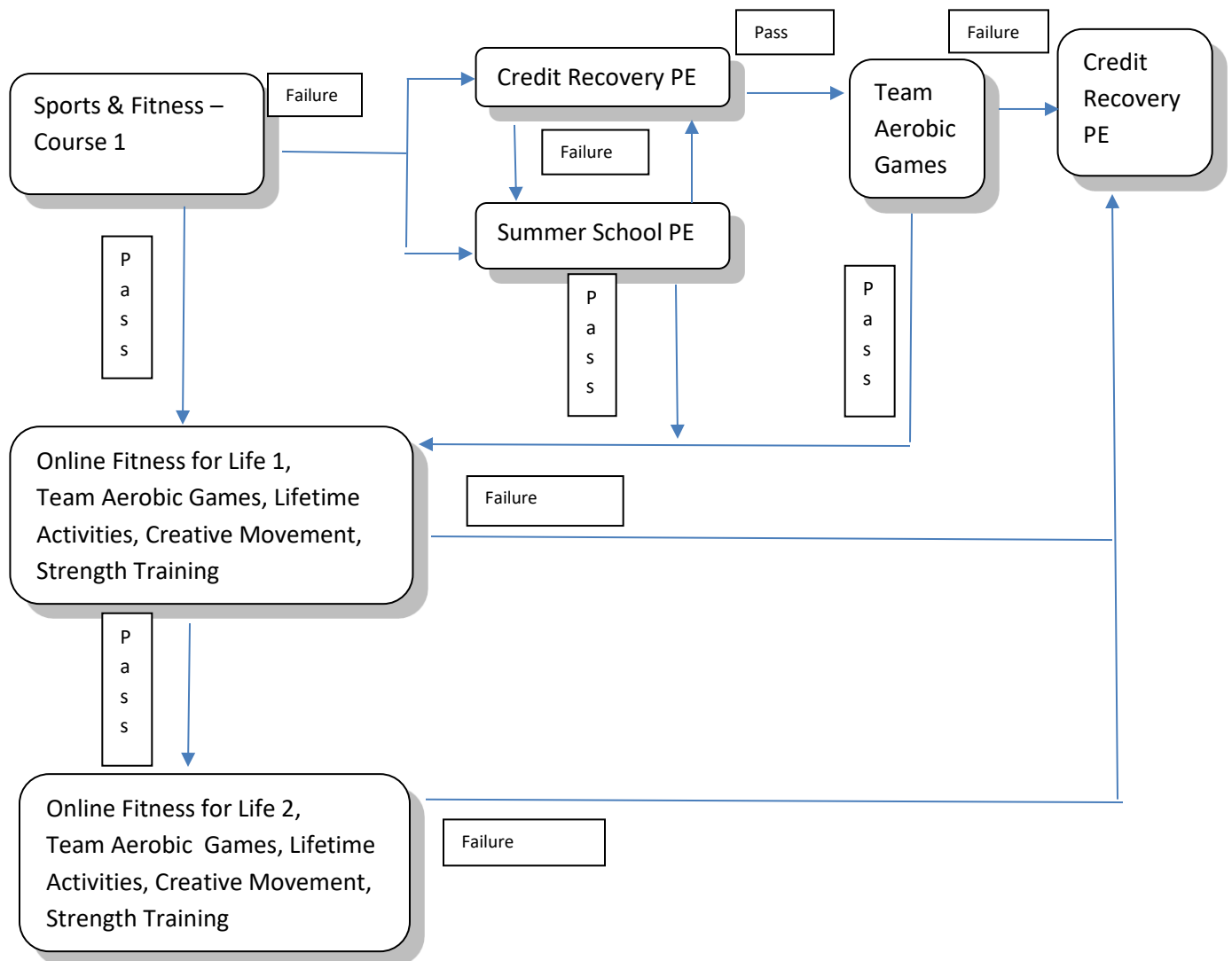
Prerequisite: *Students wishing to take this course annually must have received a passing grade in the previous school year or seek permission of the instructor.*

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

PHYSICAL EDUCATION, HEALTH and WELLNESS EDUCATION COURSES

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

PE COURSE SEQUENCE CHART



HEALTH

Health and Wellness (Grade 11, 12) #HPE061

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

½ credit

5 periods (S)

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

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

PHYSICAL EDUCATION OFFERINGS

Unified Lifetime Activities (Grades 10/11/12) #HPE002

½ credit

5 periods (S)

This elective course combines students of regular and special education to participate together in developmentally appropriate activities including lifetime activities, physical fitness, and sport. Students will work together to increase competence and confidence in a variety of physical activities. Regular education students in this course will be empowered to help create a more inclusive physical education environment by routinely partnering with special education students. Regular education students enrolled in this course will also individually participate in heart rate monitored physical fitness. This course is recommended for regular education students who may wish to pursue a career in special education, health care, nursing, physical therapy, and occupational therapy. Students are assessed on active engagement and appropriate involvement in the activities.

PHYSICAL EDUCATION FOR GRADE 9/10

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

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

½ credit

5 periods (S)

This course **MUST** be successfully completed before a student can take any other elective physical education course (reference the PE Course Sequence Chart). It is strongly recommended that this class be taken during the freshman year and **MUST** be taken by the end of the second semester of the sophomore year. The course includes small-sided team sport activities, physical fitness with heart rate monitors, and swimming. This course is designed to help students consider opportunities to participate in interscholastic and intramural activities within the community, as well as develop the student's physical fitness. Students are assessed on active engagement and appropriate involvement in the activities.

ELECTIVE PHYSICAL EDUCATION FOR GRADES 10, 11, & 12

Fit for Life 1 (Online PE) (Grades 10/11/12) #HPE040VT (Virtual)

1/2 credit

(S)

This online physical education class is designed for the independent student who desires to pursue fitness and recreation activities outside of the traditional face-to-face physical education class setting. Students, using a school issued heart rate monitor, will perform and submit cardio workouts that place the student in the required training heart rate zone. Students will also participate in online learning with an emphasis on project-based activities. This course is ideal for students wishing to combine their after-school activities with a physical education class or as an alternative for students who wish to take physical education independently.

Fit for Life 2 (Online PE) (Grades 10/11/12) #HPE040VT2 (Virtual)

1/2 credit

(S)

Prerequisite: *This class may only be taken if the student successfully completed Fit for Life 1.*

As with Fit for Life 1, this online physical education class is designed for the independent student who desires to pursue fitness and recreation activities outside of the traditional face-to-face physical education class setting. Students, using a school issued heart rate monitor, will perform and submit cardio workouts that place the student in the required training heart rate zone. Students will also participate in online learning with an emphasis on project-based activities. This course is ideal for students wishing to combine their after-school activities with a physical education class or as an alternative for students who wish to take physical education independently.

Lifetime Activities (replaced Net Results) (Grades 10/11/12) #HPE041

½ credit

5 periods (S)

This coeducational course is designed for any students interested in a variety of lifetime activities. The class will enable students to participate in activities that can be pursued later in life as a means of maintaining physical fitness. Portions of the course may include tennis, pickleball, softball, archery, volleyball, basketball, hockey, badminton, fitness training with heart monitors, and swimming. Students are assessed on active engagement and appropriate involvement in the activities.

Team Aerobic Games (TAG) (Grades 10/11/12) #HPE042

½ credit

5 periods (S)

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

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

½ credit

5 periods (S)

This coeducational course is designed for any student interested in alternative forms of movement activities. Course activities may include Pilates, step aerobics, “core” exercises, yoga, Zumba, dance choreography and fitness training with heart rate monitors, and swimming. This course is a non-sport PE course that focuses on the various forms of movement and fitness. Students are assessed on active engagement and appropriate involvement in the activities.

ADVANCED ELECTIVE COURSES

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

½ credit

5 Periods (S)

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

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

½ credit

5 Periods (S)

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

ADDITIONAL INFORMATION – DRIVERS EDUCATION SAFETY

Driver Education encompasses requirements for both Public Schools and Private Driver Training Schools. Safety Education requirements in our schools are provided through the Academic Standards for Health, Safety and Physical Education.

Students and Parents/Guardians can access this link to the Pennsylvania Department of Education's website that includes additional resources and helpful Driver's Education Information:

<https://www.education.pa.gov/Teachers%20-%20Administrators/Curriculum/DriverSafetyEd/Pages/default.aspx>

SCIENCE COURSES

SCIENCE GRADUATION REQUIREMENTS

Three credits of science are required for graduation:

- 9th Grade: CP Physical Science, Honors Physical Science (Life Science will not be offered starting 2024-25 pending Board approval).
- 10th Grade: CP Biology or Honors Biology.
- 11th & /or 12th Grade: Chemistry & Physics, which are generally taken in 11th grade but can also be taken in 10th grade to allow students to complete the prerequisites in order to take AP courses during their high school career. Electives and Physical Science 2 can also be taken to satisfy graduation requirements.

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

PSSA Performance

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

Keystone Exam Performance

Student performance on the Biology Keystone Exam can also be factored into course selection decisions. Passing the Biology Keystone Exam, starting with the class of 2022-23, will be a graduation requirement. Therefore, students who do not pass this exam will be scheduled for a biology remediation course in order to prepare for required retake of the exam.

Science Course Pathways

Students are encouraged to explore a variety of science courses throughout their High School career. Below are typical pathways students follow from 9th to 12th grade. Movement between levels (College Prep to Honors, International Baccalaureate, Advanced or Advanced Placement Courses) requires the recommendation of science teacher(s) and students must meet all math and science prerequisites for a course as detailed in this Educational Planning Guide. Taking more than one science course per year, "doubling up," allows students to complete more advanced and/or a greater variety of coursework.

	9th	10th	11th	12th	
<p>Students on this pathway (Class of 2027 only-pending Board approval) have met certain criteria set by the Math and Science department. Students interested in STEM careers are encouraged to take the pathways leading to chemistry or physics.</p>	<p>CP Life Science (Not offered in 2024-25 Pending School Board Approval)</p>	<p>CP Biology</p>	<p>CP Physical Science 2</p>	<p>CP Chemistry</p>	
				<p>CP Physics</p>	
				<p>CP Electives (see below)</p>	
			<p>CP Electives (see below): A Total of 3 Science Credits are Required</p>		
<p>Students interested in non-science related majors and careers. It is recommended that college bound students take Chemistry & Physics. Students must meet the math & science prerequisites detailed in the EPG with a recommendation from their science teacher.</p>	<p>CP Physical Science</p>	<p>CP Biology</p>	<p>CP Chemistry</p>	<p>CP Physics</p>	
				<p>CP Physics</p>	<p>CP Chemistry</p>
			<p>CP Electives (see below): A Total of 3 Science Credits are Required</p>		
			<p>*Doubling Up With Another Science Course: Provides opportunities to pursue interests and more advanced coursework.</p>		
<p>Students interested in science related majors and careers. Advanced Levels of Biology, Chemistry & Physics are recommended. <i>*Students recommended for and who have successfully completed Advanced Physical Science in the summer will take Biology in 9th grade. **Students accepted into the IB program will work with the IB coordinator to schedule IB Science courses.</i></p>	<p>Honors Physical Science</p>	<p>Honors Biology</p>	<p>Honors Chemistry</p>	<p>AP Physics 1 or IB Physics SL</p>	
				<p>IB Chemistry SL</p>	<p>AP Physics 1 or IB Physics SL</p>
				<p>AP Physics 1/IB Physics HL Year 1</p>	<p>Honors Chemistry, IB Chemistry SL</p>
				<p>IB Physics SL</p>	<p>Honors Chemistry, IB Chemistry SL</p>
			<p>Electives (see below): A Total of 3 Science Credits are Required</p>		
			<p>*Doubling Up With Another Science Course: Provides opportunities to pursue interests and more advanced coursework.</p>		
<p>CP Electives (0.5 credit): Electives allow for students to pursue specific interests. If students have met the prerequisites, electives may be taken during any year.</p>			<p>Anatomy and Physiology (Concurrent or Previous Enrollment in Chemistry Required)</p>		
			<p>Astronomy: The Sky and The Stars</p>		
			<p>Astronomy: The Solar System and the Universe</p>		
			<p>Environment and Ecology</p>		
			<p>Geology</p>		
			<p>Oceanography & Meteorology</p>		
<p>Honors and Advanced Electives (1 credit)</p>			<p>Advanced Anatomy and Physiology, AP Biology, IB Biology, AP Chemistry, AP Physics 2/IB HL Year 2, AP Physics</p>		
			<p>Honors Astronomy (6 University Credits)</p>		
<p>* Double Up With Another Science Course in One School Year: Requires the recommendation of science teacher(s) and meeting all math and science prerequisites for each course as detailed in this Educational Planning Guide.</p>					

College Prep Physical Science (Grade 9) #SCI012

1 credit

5 periods (FY)

This course is an introduction to the physical sciences and will allow students to discover the components and processes of the natural world around us, on Earth and beyond. Physics and chemistry concepts will be used to investigate how the Universe is structured as well as the components of Earth's environments and systems. Topics of study include forces and motion, matter and its interactions, energy, earth processes, and Earth's physical changes. Students will utilize models, data, representations, laboratory design and exercises to study these physical science concepts and to enhance their skills of collecting, analyzing and reporting scientific data. The knowledge and skills students will build upon throughout this course will prepare students for future science course work and lifelong scientific literacy. **(Pending Board approval).**

Honors Physical Science (Grade 9) #SCI013

1 credit

weight 1.05

5 periods (FY)

Prerequisite: Enrollment in Algebra 2 or Geometry and 90% or higher in 8th grade Science.

This rigorous college-preparatory course is an introduction to the physical sciences to prepare students for honors and advanced placement science courses and lifelong scientific literacy. Physics and chemistry concepts will be used to investigate how the Universe is structured as well as the components of Earth's environments and systems. Topics of study include forces and motion, matter and its interactions, energy, earth processes, and Earth's physical changes. This course is well suited for students interested in challenging themselves in the sciences and/or pursuing a college degree in a STEM (Science, Technology, Engineering, and Math) field. An emphasis will be placed on the development of complex cognitive processes through mathematical modeling, lab design, and exercises developed to enhance student understanding of physics, chemistry, and environmental concepts. **(Pending Board approval).**

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

1 credit

5 periods (FY)

Registration Restriction: Enrollment in the class is based upon a student's score on the 8th grade Science and/or Mathematics PSSA exam(s), 7th and 8th grade Math and Science course grades, and 8th grade Math and Science teacher's recommendation. Literacy and mathematic skills will be supported throughout the course.

This course is a college preparatory course in which students will investigate the composition of living organisms on a micro and macroscopic scale, the chemistry of life, and how living and non-living factors come together to form the complex and diverse ecosystems of the world. Areas of concentration will also include the nature of scientific research and data collection, measurement skills, matter and its interactions in and outside of biological systems. The course is designed to help students use the process of scientific inquiry to collect, analyze and report data in order to provide a greater understanding of the living world around them. Students will experience real-world applications of many biological fields, such as: ecology, molecular biology, cellular biology, microbiology, anatomy, and genetics. Throughout their studies, students will apply mathematics and graphing skills to analyze data and make conclusions about the natural world. This course will NOT be offered starting 2024-25 pending Board approval.

Biology Remediation (Grade 10/11) #SCI022RKS

1/2 credit

5 periods (S)

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

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

College Prep Biology (Grade 10/11) #SCI022KS

1 credit

5 periods (FY)

Prerequisite: successful completion of Physical Science or Life Science.

Students will construct knowledge about the complexities of life on Earth. Students will deepen their understanding of the living world in the following areas: life is diverse yet has common features, life is interconnected in complex ways, the composition of life is different than non-living materials, life relies on a flow of energy and cycle of matter, life survives over many generations, life is always changing, and life on Earth has been impacted by humans. This course prepares students to meet the PA STEELS High School Life Science Standards as measured by the PA State Biology Keystone Exam at the conclusion of the course. Scoring proficient on the Biology Keystone Exam is one component of meeting a Graduation Pathway. **(Pending Board approval).**

Honors Biology (Grade 10/11) #SCI023KS


1 credit

weight 1.05

5 periods (FY)

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

Honors Biology is a rigorous college-preparatory course designed to challenge students to think critically about the biological world. To promote an in-depth investigation of the living world, emphasis will be placed on molecular biology as students investigate the diversity and commonalities of life, interconnectedness, the composition of life and differences from the non-living, how energy flows and matter cycles, the continuation of life over generations, changes in life over time, and how life on Earth has been impacted by humans. To obtain honors credit, successful completion of a research project is required which aims to promote student growth as a scientist in the areas of experimental design, implementation, data analysis, and scientific communication. This course is well suited for students interested in challenging themselves in the sciences and/or pursuing a college degree in STEM (Science, Technology, Engineering, and Math). Honors Biology aims to exceed the PA STEELS High School Life Science Standards as measured by the PA State Biology Keystone Exam at the conclusion of the course. Scoring proficient on the Biology Keystone Exam is one component of meeting a Graduation Pathway. **(Pending Board approval).**

College Prep Physical Science 2 (Grades 11/12) #SCI031 

1 credit

5 periods (FY)

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

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

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

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

1 credit

5 periods (FY)

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

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

Honors Chemistry (Grades 10/11/12) #SCI033 

1 credit

weight 1.05

5 periods (FY)

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

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

College Prep Physics (Grades 10/11/12) #SCI042 

1 credit

5 periods (FY)

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

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

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



1 credit

weight 1.10

5 periods + 1 Lab Period (FY)

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

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

SCIENCE ELECTIVES

Advanced Placement Biology (Grades 11/12) #SCI024

1 credit

weight 1.10

5 periods + 1 lab period (FY)

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

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

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

Advanced Placement Chemistry (Grades 11/12) #SCI034

1 credit

weight 1.10

5 periods + 1 lab period (FY)

Prerequisite: successful completion of Honors Chemistry with a recommended minimum grade of 85%

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

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

Advanced Placement Physics 2 (Grades 11/12) #SCI044

1 credit

weight 1.10

5 periods + 1 lab period (FY)

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

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

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

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


1 credit


weight 1.10


4 periods (FY)

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

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

IB Chemistry SL (Grade 11*/12) #IBO411 

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

IB Biology SL (Grade 11/12) #IBO431 

IB Physics HL (Grade 12) #IBO422 

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

Students participating in the International Baccalaureate Program during their junior and senior year will satisfy their science graduation requirements through the completion of some of these courses. Most IB diploma candidates fulfill their science requirements by taking IB Chemistry junior year and IB Physics senior year. Any student who has successfully completed Honors Physical Science and Honors Biology with a minimum grade of 85% may enroll in these courses. Students wishing to take IB Biology must meet the same requirements established for AP Biology and/or Advanced Anatomy and Physiology. The course descriptions can be found in the International Baccalaureate section of the planning guide.

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

¼ credit

2 periods (S)

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

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

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

¼ credit

2 periods (S)

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

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

Anatomy & Physiology (Grades 11/12) #SCI503

½ credit

5 periods (S)

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

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

Advanced Anatomy and Physiology (Grades 11/12) #SCI060

1 credit

weight 1.10

5 periods per week (FY)

Prerequisite: *minimum grade of 85% in Biology and concurrent enrollment in or successful completion of Chemistry.*

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

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

½ credit

5 periods (S)

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

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

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

½ credit

5 periods (S)

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

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

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

1 credit


1.05 weight

5 periods (FY)

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

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

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

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

½ credit

5 periods (S)

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

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


Oceanography and Meteorology (Grades 10/11/12) #SCI057 

½ credit

5 periods (S)

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

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

Environment and Ecology (Grades 11/12) #SCI058 

½ credit

5 periods (S)

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

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

SOCIAL STUDIES COURSES

9th-12th Grade Social Studies Course Progression and Graduation Requirements

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

	Required Course (Students must take one of the bold titled courses in each grade level)
Grade 9	<p style="text-align: center;">College Prep Ancient World History</p> <ul style="list-style-type: none"> For 10th grade, students in this course will typically take <i>CP Modern World History</i>, but may also choose to take or be recommended for <i>AP World History</i>. <p style="text-align: center;">Honors Ancient World History</p> <ul style="list-style-type: none"> For 10th grade, students in this course will typically take <i>AP World History</i>, but may also choose to take or be recommended for <i>CP Modern World History</i>.
Grade 10	<p style="text-align: center;">College Prep Modern World History</p> <ul style="list-style-type: none"> For 11th grade, students in this course will typically take <i>CP Modern US History</i>, but may also choose to take or be recommended for <i>AP US History</i> or <i>IB History Year 1</i>. <p style="text-align: center;">AP World History</p> <ul style="list-style-type: none"> For 11th grade, students in this course will typically take <i>AP US History</i>, but may also choose to take or be recommended for <i>CP Modern US History</i> or <i>IB History Year 1</i>.
Grade 11	<p style="text-align: center;">College Prep Modern US History</p> <ul style="list-style-type: none"> For 12th grade, students in this course will typically take <i>CP Civics & Econ AND CP Global Perspectives</i>, but may also choose to take or be recommended for <i>CP Civics & Econ AND Honors Global Perspectives</i>, or <i>AP US Government and Politics</i> <p style="text-align: center;">AP US History</p> <ul style="list-style-type: none"> For 12th grade, students in this course will typically take <i>AP US Government and Politics</i> but may also choose to take or be recommended for <i>CP Civics & Economics AND Honors Global Perspectives</i>, or <i>CP Civics & Economics AND CP Global Perspectives</i> <p style="text-align: center;">IB History Year 1</p> <ul style="list-style-type: none"> For 12th grade, students in this course will typically take <i>IB History Year 2</i>
Grade 12	<p>CP Civics & Economics (1 semester) & CP Global Perspectives (1 semester)</p> <p style="text-align: center;"><u>or</u></p> <p>CP Civics (1 semester) & Economics & Honors Global Perspectives (1 semester)</p> <p style="text-align: center;"><u>or</u></p> <p>AP US Government and Politics (whole year)</p> <p style="text-align: center;"><u>or</u></p> <p>IB History Year 2</p>

Please see the Social Studies Electives section of the EPG for elective course offerings.

College Prep Ancient World History (Grade 9) #SST012



1 credit

5 periods (FY)

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

Honors Ancient World History (Grade 9) #SST013



1 credit

weight 1.05

5 periods (FY)

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

College Prep Modern World History (Grade 10) #SST022



1 credit

5 periods (FY)

This course examines the many societies of the world by focusing on cultural developments from 1500 to the present. Included in the study are the geography, history, economics and political institutions of Africa, Asia, Latin America and Europe. Students will use a variety of primary and secondary sources to examine each topic. A variety of assessments involving assisted and independent reading, research, and writing will be incorporated into the curriculum.

AP World History (Grade 10) #SST023



1 credit

weight 1.10

5 periods (FY)

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

AP World History helps students to develop greater understanding of the evolution of global processes and contacts in different types of human societies. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and analysis of types of historical evidence.

Periodization, explicitly discussed, forms an organizing principle to address change and continuity throughout the course. Other specific themes provide further organization to the course, ex: consistent attention to contacts among societies. College credit and/or placement may be obtained by achieving a satisfactory score on the standardized advanced placement exam. **A summer assignment will be included as part of the first marking period grade.**

College Prep United States History (Grade 11) #SST032



1 credit

5 periods (FY)

This course examines American history from the Progressive Era to the present day. Units of focus include the Progressive Era, World War I, The Great Depression, World War II, the Cold War Era, Civil Rights, the Turbulent 60's 70's, and Post-Vietnam Era. Students will learn about American social, cultural, political, economic, and foreign policy history. Students will be asked to think critically in writing and will analyze primary sources frequently. Heavy emphasis will be placed on examining the roots of historical decisions and events in our everyday lives.

AP United States History (Grades 11) #SST033



1 credit

weight 1.10

5 periods (FY)

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

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

IB History Year 1: History of the Americas (Grade 11) #IBO211



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



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

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



½ credit

5 periods (S)

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

Honors Global Perspectives (Grades 11/12) #SST043



½ credit

weight 1.05

5 periods (S)

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

College Prep Civics and Economics (Grades 11/12) #SST045



½ credit

5 periods (S)

Civics and Economics is a critical course in preparing students for participation as an American citizen. Emphasis will be placed on the reading, writing, and research skills necessary to succeed in college or in more challenging electives during the senior year. Topics include United States geography, micro and macro economics, the three branches of government, the Constitution of the United States, civil rights and current events. Students will use a variety of primary and secondary sources to examine each topic. A variety of assessments involving assisted and independent reading, research, and writing will be incorporated into the curriculum..

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



1 credit

weight 1.10

5 periods (FY)

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

The Advanced Placement course in United States Government and Politics is an in-depth study of the United States political infrastructure and processes such as political parties, special interest groups and the media, branches of government, civil liberties and civil rights, and political participation. Emphasis is placed on the participatory role of each student and their role in our political system. Textbooks and additional readings are at a college-level. Students will frequently analyze and synthesize a range of primary sources, court cases, current events, and other sources. College credit and/or placement may be obtained by achieving a satisfactory score on the standardized advanced placement exam.

SOCIAL STUDIES ELECTIVE COURSES

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

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



½ credit

5 periods (S)

Anthropology literally means “study of man.” Two primary topics are pursued: the scientific theory of humankind’s evolution and unique cultural groups and their lifestyles. The purpose is to provide a basic understanding of people and an appreciation of cultures.

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



½ credit

5 periods (S)

This program is calculated to give the student as comprehensive an exposure as possible in a single semester to the major concepts of the field. Emphasis will be given to those areas of psychology that are most related to the high school student. Recent research in psychology will be featured. Students should gain some understanding into their own behavior and build a basis for effective living. Some independent reading will be required, accompanied by short reports.

College Prep Sociology (Grades 10/11/12) #SST075



½ credit

5 periods (S)

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


College Prep History of Sports (Grades 10/11/12) #SST078



½ credit

5 periods (S)

History of Sports invites students to examine the evolution of sports, spanning ancient civilizations to the modern era. Students will examine the cultural, social, economic, and political dimensions that have shaped and been shaped by the world of sports. Students will critically analyze the historical development of various sports by investigating the origins, rules, and cultural significance of athletic pursuits across diverse societies. From the ancient competitions of the world to the global phenomenon of contemporary sports, this course will provide a comprehensive understanding of how sports have mirrored and influenced the human experience.

AP Psychology (Grades 11/12) #SST081 


1 credit

weight 1.10

5 periods (FY)

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

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

IB Economics (Grade 11/12) #IBO213 

1 credit

weight 1.10

5 periods (FY)

While designed for students pursuing the IB diploma, this course is open to any student interested in an advanced approach to economics. IB Economics also satisfies the Personal Financial Literacy graduation requirement. The course description can be found in the International Baccalaureate section of the planning guide.

SUPPORT COURSES/PROGRAMS

STUDENT TRANSITIONAL EDUCATION PLACEMENT

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

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

Social Studies:

CP Ancient History (Grade 9)	#SST012STEP	Full-Year	1 Credit
CP Modern World History (Grade 10)	#SST022STEP	Full-Year	1 Credit
CP United States History (Grade 11)	#SST032STEP	Full-Year	1 Credit
CP Global Perspectives (Grades 11/12)	#SST042STEP	Semester	½ Credit
CP Civics and Economics (Grades 11/12)	#SST045STEP	Semester	½ Credit

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

ENGLISH LANGUAGE LEARNERS

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

CO-TEACHING SUPPORT

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

EMOTIONAL SUPPORT PROGRAM

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

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

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

LEARNING SUPPORT: CORE COURSES

The core (English, Mathematics, Social Studies, Science, and Reading) academic courses for special education students are listed in the individual content areas. These courses are designed to provide services for students who require services primarily in the areas of reading, writing, math or speaking and listening skills related to academic performance. The special education staff will assist with scheduling students into the appropriate level of instruction whether that course is a Special Education or Regular Education course. The Fundamentals of English course is exclusively for special education students who are not yet prepared for a traditional regular education class.

LEARNING SUPPORT: SUPPORT COURSES

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

¼ credit

2 periods (FY)

½ credit

5 periods (FY)

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

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

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

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

½ credit

5 periods (S)

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

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

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

1 credit

5 periods (FY)

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

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

LIFE SKILLS PROGRAM

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

Functional English Language Arts (Grades 9/10/11/12) #SPE101

Functional Mathematics (Grades 9/10/11/12) #SPE102

Functional Science (Grades 9/10/11/12) #SPE103

Functional Social Studies (Grades 9/10/11/12) #SPE104

1 credit

5 or more periods (FY)

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

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

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

1 credit

5 or more periods (FY)

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

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

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

1 credit

5 or more periods (FY)

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

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

Social Skills (Grades 9/10/11/12) #SPE108

1 credit

5 or more periods (FY)

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

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

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

1 credit

5 or more periods (FY)

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

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

MULTIPLE DISABILITIES SUPPORT

Multiple Disabilities Support (Grades 9/10/11/12) #SPE 110

1 credit

5 or more periods (FY)

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

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

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

READING SUPPORT

For students who demonstrate reading difficulties in their coursework and/or on district administered assessments, Manheim Township High School offers supplemental reading courses. The primary goal for these courses is to help students develop the reading skills needed to successfully read and comprehend the challenging texts they will encounter during their high school experience and beyond. Please refer to Course Descriptions for complete information about the specific focus areas for each course. Students do not elect these courses.

Strategic Literacy 1 (Grades 9/10/11/12) #REA011

1 credit

5 periods (FY)

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

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

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

1 credit

5 periods (FY)

Prerequisite: *Completion of Strategic Literacy 1.*

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

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

TECHNOLOGY EDUCATION

Technology and engineering are pervasive in all aspects of our lives. Every human activity is dependent upon the products, systems, and processes we have created to help us grow food, provide shelter, communicate, work, and recreate. As the world becomes more complex, it is increasingly important for everyone to become technologically and engineering literate. We need to understand technology's impact on our lives, society, and the environment, as well as how to use and develop technological products, systems, and processes to extend human capabilities.

Students interested in specific technical training and careers should reference the Career & Technology Center section of this document.

TECHNOLOGY EDUCATION COURSES

Architectural Design (Grades 9/10/11/12) #TED055

½ credit

5 periods (S)

This course provides students with hands-on opportunities to explore the built environment that surrounds them. Students will learn how to apply the design process that architects and designers use to plan the residential buildings that we live in and look at every day. Creativity, critical thinking, and collaboration are central components of this course. Activities and projects include observing different styles of houses, designing floor plans, using computer-aided design (CAD) software to develop virtual models, and constructing physical models with various tools and materials.

Design-Build 1 (Grades 9/10/11/12) #TED020

½ credit

5 periods (S)

Students will gain a broad and conceptual understanding of technology with the use of tools and machines. Hands-on experiences will allow students to produce wood, metal, and plastic projects to be taken home with them. Every project will allow students to use new equipment. Students will gain specific technological understandings, such as a human-centered design, applying the design process, optimizing a design and the evolutionary nature of technology.

Design-Build 2 (Grades 10/11/12) #TED021

½ credit

5 periods (S)

Prerequisite: *Design-Build 1 (recommended minimum grade of 75%)*

Project-based activities will be used to engage students in the technological design process. Students will learn new machines and processes, advancing from what they accomplished in Design-Build 1. Each project will deepen student understanding as they apply advanced skills and concepts, such as developing solutions to an open-ended problem, analyzing data through reverse engineering, studying technology transfer, and assessing the sustainability of resources.

Note: Beginning with the 2024-25 school year, Engineering Technology 1 & 2 and PLTW: Intro to Engineering Design will be integrated into Engineering Design 1 & 2.

Engineering Design 1 (Grades 9/10/11/12) #TED031

THIS COURSE WILL BE OFFERED PENDING SCHOOL BOARD APPROVAL

½ credit

5 periods (S)

This course provides students with hands-on opportunities to explore the intersection between engineering and design. Students will learn how to apply the design process that engineers and designers use to solve technological problems and develop the products that we use every day. Creativity, critical thinking, and collaboration are central components of this course. Activities and projects include brainstorming, sketching, using computer-aided design (CAD) software, and prototyping with anything from cardboard to 3D printing and laser cutting.

Engineering Design 2 (Grades 10/11/12) #TED032

THIS COURSE WILL BE OFFERED PENDING SCHOOL BOARD APPROVAL

½ credit

5 periods (S)

Prerequisite: *Engineering Design 1 (recommended minimum grade of 75%)*

This course provides students with additional hands-on opportunities to explore the intersection between engineering and design. Building on the knowledge and skills learned in Engineering Design 1, students will continue to learn how to think like an engineer as they apply science and math to improve technologies. Activities and projects are similar to those of Engineering Design 1, with an increased emphasis on using computer-aided design (CAD) software and applying a design process to move a product from idea conception to marketplace availability.

Note: Beginning with the 2024-25 school year, Graphics 1 & 2 and Video Production 1, 2, 3, & 4, will be integrated into Digital Media Design, Interactive Media Design and Applied Media Design.

Digital Media Design (Grades 9/10/11/12) #TED081

THIS COURSE WILL BE OFFERED PENDING SCHOOL BOARD APPROVAL

½ credit

5 periods (S)

This course will explore the principles and elements of design by bringing together creativity, artistic expression, and technology to explore the different areas of static media. If you want to learn about capturing the perfect moment on a camera, design unique and creative illustrations, or design incredible looking projects and presentations, this project-based course will be perfect for you! Be ready to build foundational skills in design while learning how to use industry-standard software, like the Adobe Creative Suite.

Interactive Media Design (Grades 9/10/11/12) #TED082

THIS COURSE WILL BE OFFERED PENDING SCHOOL BOARD APPROVAL

½ credit

5 periods (S)

This course will explore the foundational areas of interactive media through video and editing, animation and web/app design. Explore your creativity and grow your potential to capture and edit video, create dynamic animations and gifs, and design eye-catching effective layouts for websites and apps. Be prepared to use your creativity through interactive and collaborative projects using industry standard software, like the Adobe Creative Suite, to share your projects with the world!

Applied Media Design (Grades 10/11/12) #TED083

THIS COURSE WILL BE OFFERED PENDING SCHOOL BOARD APPROVAL

½ credit

5 periods (S)

Prerequisite: *Digital Media Design and Interactive Media Design (recommended minimum grades of 75%)*

This course will help you grow your creative and technical skills by building upon the foundations laid in Static Media Design and Dynamic Media Design. This course is designed to challenge you to create compelling designs, eye-catching ads, and captivating video/animation content. You will have the opportunity to showcase your digital storytelling skills and collaborate with other students to actively contribute to the social and digital presence in our school community through the BlueStreak Newsfeed – Share your Story!

Transportation Technology (Grades 9/10/11/12) #TED012

½ credit

5 periods (S)

Students will design, build, and test transportation models that teach concepts of structure, energy efficiency, mechanical advantage, and system control. Design challenges will focus on creating working vehicle models to traverse land, air, water, and space environments. The question, “How does that work?” will be a driving force as students learn important relationships between math, science, technology, and engineering in transportation systems. Creative problem solving, communication, collaboration, and critical thinking will be developed as a result of the course activities.

Independent Technology Project (Grades 11/12) #TED061

½ credit

5 periods (S)

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

This course is for students who want to pursue an advanced, independent project in technology education. Students will be expected to keep a journal of activities and will be assessed against a variety of rubrics depending on their particular project. A final report and/or presentation of the student’s project will be required at the end of the term. Enrollment in this course can be repeated, as necessary, to continue or pursue a new technology education project.

PROJECT LEAD THE WAY (PLTW)

From designing everyday products to constructing skyscrapers and launching space explorations, engineers find solutions to pressing problems and turn their ideas into reality. PLTW Engineering empowers students to step into the role of an engineer, adopt a problem-solving mindset, and make the leap from dreamers to doers. The PLTW courses engage students in compelling, real-world challenges that help them become better collaborators and thinkers. Students develop in-demand knowledge and skills they will use no matter what career path they choose.

The PLTW courses that MTHS offers carry a GPA weight of x1.05 and are affiliated with collegiate and university engineering programs that offer the potential for college credit and/or acceleration in specific college engineering programs.

Principles of Engineering (Grades 9/10/11/12) #TED072

1 credit

weight 1.05

5 periods (FY)

Prerequisite: Algebra 1 (recommended minimum grade of 75%)

Explore the many ways engineers improve the world through diverse engineering fields such as mechanical design, robotics, transportation system development, product engineering, energy and environmental sustainability, and materials and structural analysis. This project-based learning class will apply STEM concepts through the use of real world cutting-edge tools of robotics, 3-D modeling, control system programming, and prototype testing to improve our world through principles of engineering.

Note: For NCAA purposes only, this course meets the Science requirement.

Aerospace Engineering (Grades 10/11/12) #TED074

1 credit

weight 1.05

5 periods (FY)

Prerequisite: Algebra 1 (recommended minimum grade of 75%)

Explore fundamentals of air and space flight as you bring aerodynamic concepts to life by engineering solutions for such things as airfoil wing shapes, rocket propulsion systems, glider aircraft, space junk recovery systems, and testing structural integrity of light but strong composite aerospace materials. Content will include orbital mechanics, satellite applications, and navigation systems used by air and space flight systems. Through the use of the aerospace related simulators, students will develop skills of critical thinking, creativity, collaboration, and communication, as they create solutions, build physical models, and make connections between the science, math, and engineering of aerospace concepts and careers.

Civil Engineering & Architecture (CEA) (Grades 10/11/12) #TED076

1 credit

weight 1.05

5 periods (FY)

Prerequisite: Algebra 1 (recommended minimum grade of 75%)

Students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3-D architectural design software. **This course is not offered for 2024-25.**

WORLD LANGUAGE COURSES

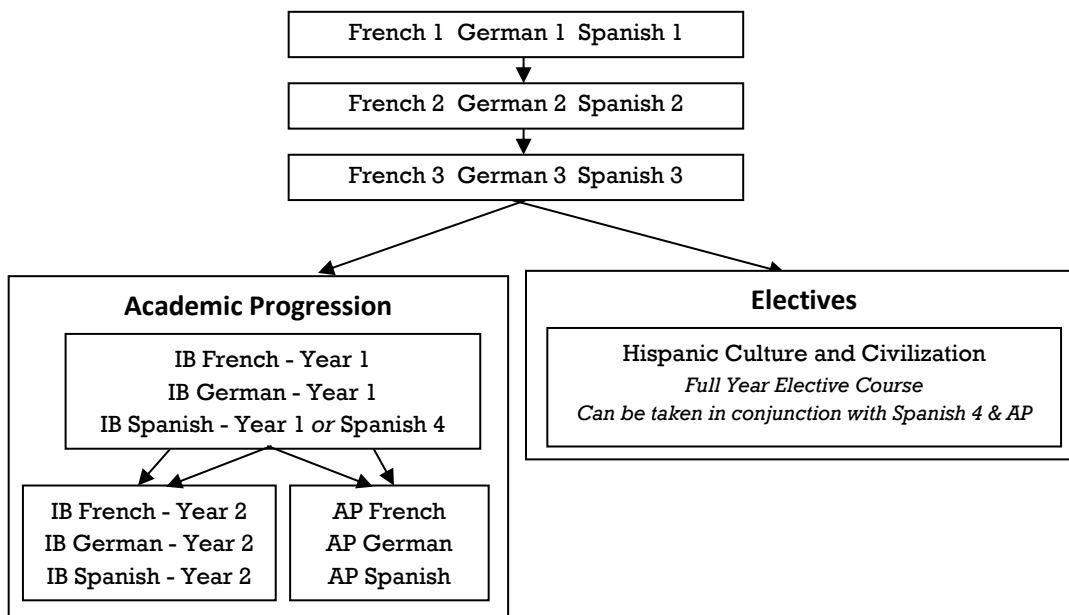
The World Languages program provides learning experiences to promote language and intercultural competencies. Working with proficiency levels outlined by The American Council on the Teaching of Foreign Languages (ACTFL), our goal is for our learners to actively participate in the global community by

- Developing functional proficiency in a world language
- Promoting respect for and appreciation of cultural practices, products, and perspectives
- Strengthening literacy skills in both their native language and in the language being studied

Knowing how, when and why to say what to whom.

The World Languages program offers language study in French, German and Spanish through the IB and AP levels.

The diagram below demonstrates the paths students can take in French, German, and Spanish.



Course levels I, II and III and all electives are considered college preparatory in nature and are weighted as such (1.0). The academic progression includes more significant rigor and consequently those courses are weighted 1.05 or 1.1.

Ongoing success in learning a second language requires continual achievement. Students must earn a minimum of 70% in a course to move on to the subsequent course. Students who fail to meet that requirement must receive special permission from the instructor to continue in the program.

FRENCH

French 1 (Grades 9/10/11/12) #WLA021

1 credit

5 periods (FY)

Scheduling Restriction: Freshman students may not select this course if they earned a 75% or higher in French in the middle school.

In this introductory course, students will learn to communicate at the novice-low to novice-mid level using simple sentences and learned vocabulary about topics such as likes and dislikes, school & leisure activities, foods and clothing, global cultures, and family and friends.

French 2 (Grades 9/10/11/12) #WLA022

1 credit

5 periods (FY)

Prerequisite: successful completion of French 1 with a minimum grade of 70%. In this second course, students will learn to communicate at the novice-mid to novice-high level, expanding on learned vocabulary and structures to personalize their communication. Students will communicate about topics such as home, travel and shopping, school and leisure activities, global cultures, health, storytelling, and special occasions.

French 3 (Grades 10/11/12) #WLA023

1 credit

5 periods (FY)

Prerequisite: successful completion of French 2 with a minimum grade of 70%.

In this third course, students will learn to communicate at the novice-high to intermediate-low level, using increasingly complex vocabulary and structures. Speaking and writing will become more fluid and natural. Students will communicate about topics such as personal and social responsibilities, family relationships, health and fitness, television and media, global cultures, and future plans.

IB French Language B Year 1 (Grade 11/12) #IBO121

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

1 credit

weight 1.10

5 periods (FY)

Prerequisite: successful completion of French 3 with a minimum grade of 70%. Students participating in the International Baccalaureate Program during their Junior and Senior year will satisfy their world language requirements through the completion of these two courses. **Year 1 of the course is also appropriate for any junior or senior wishing to pursue a fourth year of academic language preparation.** Year 2 represents the fifth year of study. The full course descriptions can be found in the International Baccalaureate section of the planning guide.

These courses follow ACTFL Proficiency Guidelines for achievement to the intermediate-low to intermediate-high levels.

AP French Language and Culture (Grade 12) #WLA025

1 credit

weight 1.10

5 periods (FY)

Prerequisite: successful completion of IB French Year 1 with a minimum grade of 70%. The AP French Language and Culture course utilizes a thematic approach to explore contemporary issues, incorporate interdisciplinary topics, draw linguistic and cultural comparisons between native and target language and cultures, and use the target language in real-life settings and situations. Learning objectives include increased fluidity in spoken and written interpersonal, interpretive, and presentational communication. This course follows ACTFL Proficiency Guidelines for achievement to the intermediate-low to intermediate-high levels.

GERMAN

German 1 (Grades 9/10/11/12) #WLA031

1 credit

5 periods (FY)

Scheduling Restriction: Freshman students may not select this course if they earned a 75% or higher in German in the middle school.

In this introductory course, students will learn to communicate at the novice-low to novice-mid level using simple sentences and learned vocabulary about topics such as basic personal information, family and youth activities, school and weather, food and dining customs, clothing and shopping traditions, global cultures, and home and special occasions.

German 2 (Grades 9/10/11/12) #WLA032

1 credit

5 periods (FY)

Prerequisite: successful completion of German 1 with a minimum grade of 70%.

In this second course, students will learn to communicate at the novice-mid to novice-high level, expanding on learned vocabulary and structures to personalize their communication. Students will communicate about topics such as body parts and sports, travel and transportation, outdoor activities and vacations, urban and rural lifestyles, global cultures, and food and dining customs.

German 3 (Grades 10/11/12) #WLA033

1 credit

5 periods (FY)

Prerequisite: successful completion of German 2 with a minimum grade of 70%.

In this third course, students will learn to communicate at the novice-high to intermediate-low level, using increasingly complex vocabulary and structures. Speaking and writing will become more fluid and natural. Students will communicate about topics such as shopping and commerce, adventure sports, hobbies and interests, festivals and holidays, media and communication, health and wellness, and travel and transportation.

IB German Language B Year 1 (Grade 11/12) #IBO131

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

1 credit

weight 1.10

5 periods (FY)

Prerequisite: successful completion of German 3 with a minimum grade of 70%.

Students participating in the International Baccalaureate Program during their junior and senior year will satisfy their world language requirements through the completion of these two courses. **Year 1 of the course is also appropriate for any junior or senior wishing to pursue a fourth year of academic language preparation.** Year 2 represents the fifth year of study.

The full course descriptions can be found in the International Baccalaureate section of the planning guide. These courses follow ACTFL Proficiency Guidelines for achievement to the intermediate-low to intermediate-high levels.

AP German Language and Culture (Grade 12) #WLA035

1 credit

weight 1.10

5 periods (FY)

Prerequisite: successful completion of IB German Year 1 with a minimum grade of 70%.

The AP German Language and Culture course utilizes a thematic approach to explore contemporary issues, incorporate interdisciplinary topics, draw linguistic and cultural comparisons between native and target language and cultures, and use the target language in real-life settings and situations. Learning objectives include increased fluidity in spoken and written interpersonal, interpretive, and presentational communication. This course follows ACTFL Proficiency Guidelines for achievement to the intermediate-low to intermediate-high levels.

SPANISH

Spanish 1 (Grades 9/10/11/12) #WLA041

1 credit

5 periods (FY)

Scheduling Restriction: *Freshman students may not select this course if they earned a 75% or higher in Spanish in the middle school.*

In this introductory course, students will learn to communicate at the novice-low to novice-mid level using simple sentences and learned vocabulary about topics such as school, family and house, foods and clothing, cultures of Mexico, Puerto Rico, Spain, and Ecuador.

Spanish 2 (Grades 9/10/11/12) #WLA042

1 credit

5 periods (FY)

Prerequisite: *successful completion of Spanish 1 with a minimum grade of 70%.*

In this second course, students will learn to communicate at the novice-mid to novice-high level, expanding on learned vocabulary and structures to personalize their communication. Students will communicate about topics such as travel and vacation, sports and fitness, shopping customs, cultures of Costa Rica, Argentina, and Puerto Rico.

Spanish 3 (Grades 10/11/12) #WLA043

1 credit

5 periods (FY)

Prerequisite: *successful completion of Spanish 2 with a minimum grade of 70%.*

In this third course, students will learn to communicate at the novice-mid to intermediate-low level, using increasingly complex vocabulary and structures. Speaking and writing will become more fluid and natural. Students will communicate about topics such as Latino/Spanish culture and traditions, family relationships, personal and social responsibilities, future goals and professional plans, and social networking.

Spanish 4 (Grades 10 Immersion/11/12) #WLA044A

1 credit

weight 1.05

5 periods (FY)

Prerequisite: *successful completion of Spanish 3 with a minimum grade of 70%. Tenth grade Immersion students may also elect this course.*

This course uses a thematic approach to explore contemporary issues, global perspective and Spanish language literature. Emphasis will be placed on a more natural writing and speaking style and using the target language in real-life settings and situations. This course follows ACTFL Proficiency Guidelines for achievement to the intermediate-low to intermediate-high levels.

Hispanic Culture and Civilization (Grades 10 Immersion/11/12) #WLA044

1 credit

5 periods (FY)

Prerequisite: *successful completion of Spanish 3 with a minimum grade of 70%. Tenth grade Immersion students may also elect this course.*

In this course, students will study the main indigenous Latin American cultures and civilizations. Students will analyze and investigate the origins and contributions that Latin Americans have offered to global civilization. In addition, the course will cover various topics of Hispanic theatre, art and modern cultural events. Course objective is to present an authentic cultural connection with the Latino world from past to present day. This course will be offered in the 2022-23 school year.

IB Spanish Language B Year 1 (Grade 11/12) #IBO141



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



IB Spanish Language B Year 1 - Accelerated (Grade 11) #IBO146



1 credit

weight 1.10

5 periods (FY)

Prerequisite: *successful completion of Spanish 3 with a minimum grade of 70%*

Students participating in the International Baccalaureate Program during their junior and senior year will satisfy their world language requirements through the completion of these two courses. **Year 1 of the course is also appropriate for any junior or senior wishing to pursue a fourth year of academic language preparation.** Year 2 represents the fifth year of study.

The full course descriptions can be found in the International Baccalaureate section of the planning guide. These courses follow ACTFL Proficiency Guidelines for achievement to the intermediate-low to intermediate-high levels.

AP Spanish Language and Culture (Grades 11 Immersion/ 12) #WLA045



1 credit

weight 1.10

5 periods (FY)

Prerequisite: *successful completion of Spanish 4 with a minimum grade of 70%.*

The AP Spanish Language and Culture course utilizes a thematic approach to explore contemporary issues, incorporate interdisciplinary topics, draw linguistic and cultural comparisons between native and target language and cultures, and use the target language in real-life settings and situations. Learning objectives include increased fluidity in spoken and written interpersonal, interpretive, and presentational communication.

This course follows ACTFL Proficiency Guidelines for achievement to the intermediate-low to intermediate-high levels.

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The Manheim Township School District reserves the right to alter requirements and offerings as printed when deemed to be the result of sound educational planning or when the result of changes in federal, state or local regulations. Changes that are made will be explained to students via an addendum sheet and/or by counselors in student informational meetings each year prior to scheduling.



The Manheim Township School District, an equal opportunity employer, will not discriminate in employment, educational programs or activities, based on race, color, national origin, sex or handicap. In addition the Manheim Township High School, Middle School, Landis Run Intermediate School, Brecht Elementary School, Bucher Elementary School, Neff Elementary School, Nitrauer Elementary School, Reidenbaugh Elementary School and Schaeffer Elementary School are accessible to and usable by the physically handicapped. For information about your rights or grievance procedures, contact the Manheim Township School District Office. Phone: (717) 569-8231.