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ADMINISTRATIVE, GUIDANCE AND CURRICULUM LEADER PERSONNEL
DOWNINGTOWN HIGH SCHOOL

ADMINISTRATORS

<table>
<thead>
<tr>
<th>EAST CAMPUS</th>
<th>WEST CAMPUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul E. Hurley, III</td>
<td>Kurt Barker</td>
</tr>
<tr>
<td>Principal</td>
<td>Principal</td>
</tr>
<tr>
<td>Corey Sigle</td>
<td>Patricia Bell</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Karen Welch</td>
<td>Ryan Farrell</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Jill Whalen</td>
<td>Ilana Shipe</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Assistant Principal</td>
</tr>
</tbody>
</table>

COUNSELING DEPARTMENT

<table>
<thead>
<tr>
<th>EAST CAMPUS</th>
<th>WEST CAMPUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stephanie Chupela</td>
<td>Michael Borkowski</td>
</tr>
<tr>
<td>School Counselor</td>
<td>School Counselor</td>
</tr>
<tr>
<td>Elise Crowthers</td>
<td>William Criswell</td>
</tr>
<tr>
<td>School Counselor</td>
<td>School Counselor</td>
</tr>
<tr>
<td>John Dertouzos</td>
<td>Emily Ernest</td>
</tr>
<tr>
<td>School Counselor</td>
<td>School Counselor</td>
</tr>
<tr>
<td>Stacey Hewitt</td>
<td>Aaron Jones</td>
</tr>
<tr>
<td>School Counselor</td>
<td>School Counselor</td>
</tr>
<tr>
<td>Michael Matta</td>
<td>Nicole Lipkin</td>
</tr>
<tr>
<td>School Counselor</td>
<td>School Counselor</td>
</tr>
<tr>
<td>Kristina Pantano</td>
<td>Katelyn Mastrangelo</td>
</tr>
<tr>
<td>School Counselor</td>
<td>School Counselor/Co-op</td>
</tr>
<tr>
<td>Carol Warren</td>
<td>Tina Forsythe</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Prevention Specialist</td>
</tr>
<tr>
<td>Sarah Brooks</td>
<td></td>
</tr>
<tr>
<td>Prevention Specialist</td>
<td></td>
</tr>
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</table>

CURRICULUM LEADERS

<table>
<thead>
<tr>
<th>Subject</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Julie Dimino</td>
</tr>
<tr>
<td>Business and Computer Science Education</td>
<td>Suzanne Hanbicki</td>
</tr>
<tr>
<td>Counseling</td>
<td>Carol Warren</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>Deborah Kearney</td>
</tr>
<tr>
<td>Family and Consumer Sciences</td>
<td>Elizabeth Stonaker</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>Eric McComsey</td>
</tr>
<tr>
<td>Information Resources/Library</td>
<td>Claudia Carosella</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Edward Merk</td>
</tr>
<tr>
<td>Music</td>
<td>Janine Weiss</td>
</tr>
<tr>
<td>Nurses</td>
<td>Diane Travis</td>
</tr>
<tr>
<td>Reading</td>
<td>Theresa Resto</td>
</tr>
<tr>
<td>Science</td>
<td>George Tucker</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Sharon Jackson</td>
</tr>
<tr>
<td>Technology Education</td>
<td>Gavin Speirs</td>
</tr>
<tr>
<td>World Language</td>
<td>Stacy Tukloff-Vansant</td>
</tr>
</tbody>
</table>
INTRODUCTION

The purpose of the Program of Study Handbook is to help students plan an appropriate high school program. It contains a description of the courses offered, course content, graduation requirements and additional pertinent program and scheduling information. The course information is organized by department.

Planning is of the utmost importance and should be the combined responsibility of the student and parents/guardians. Planning and appropriate course selections enable students to meet the district’s requirements as well as their own personal educational goals.

Some areas that may be considered in making student course selection are:

- Individual educational goals and career interests
- Past achievements and performance
- Standardized assessment
- District assessments, including mid-term and final exams
- Course grades
- District graduation requirements
- Course requirements and prerequisites
- Course credits
- Teacher recommendations

Course selection worksheets at the back of this handbook assist with both short and long-term planning.
### What's New & Different for 2016-2017?

<table>
<thead>
<tr>
<th>Area</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Downingtown Ivy Academy</strong> Pg. 10</td>
<td><em>NEW</em> Blended and Cyber learning course offerings, not available for all courses <em>(Listed with course descriptions in italics)</em></td>
</tr>
<tr>
<td><strong>Gifted Education</strong> Pg. 11</td>
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<tr>
<td><strong>AP Capstone</strong> Pg. 12</td>
<td><em>NEW:</em> AP Capstone Diploma Program – Refer to chart on page 51</td>
</tr>
<tr>
<td><strong>Business &amp; Computer Science</strong> Pg. 16</td>
<td><em>NEW Course:</em> AP Computer Science Principles</td>
</tr>
<tr>
<td><strong>English</strong> Pg. 18</td>
<td><em>NEW</em> Dual Enrollment course offerings through Widener University</td>
</tr>
<tr>
<td><strong>Family &amp; Consumer Sciences</strong> Pg. 20</td>
<td><em>NEW</em> Cyber learning course offering</td>
</tr>
<tr>
<td><strong>Health &amp; Physical Education</strong> Pg. 21</td>
<td><em>Courses no longer offered in 2016-2017:</em> Fitness with Your Smart Phone and Sports</td>
</tr>
<tr>
<td><strong>Math</strong> Pg. 23</td>
<td><em>NEW:</em> Math Course Progression</td>
</tr>
<tr>
<td><strong>Science</strong> Pg. 29</td>
<td><em>New courses:</em> Introduction to Biological Chemistry, AP Physics 1, AP Physics 2, AP Physics C: Mechanics, and AP Physics C: Electricity and Magnetism</td>
</tr>
<tr>
<td><strong>Social Studies</strong> Pg. 34</td>
<td>Course title changes:</td>
</tr>
<tr>
<td><strong>STEM Education:</strong> Engineering Pathway</td>
<td><em>NEW course:</em> Honors Engineering Design and Development</td>
</tr>
<tr>
<td><strong>World Languages</strong> Pg. 41</td>
<td><em>NEW Course:</em> Japanese III</td>
</tr>
<tr>
<td></td>
<td><em>NEW Blended learning course offerings</em></td>
</tr>
</tbody>
</table>
GRADUATION REQUIREMENTS

GRADUATION REQUIREMENTS INCLUDE:

- Course distribution
- 24 Credits
- Graduation Project
- Keystone Exams – Proficiency or Above beginning with the Class of 2017

Graduation from Downingtown High School shall be based upon the 9th, 10th, 11th, and 12th grade achievements. All students must meet the minimum academic requirements as outlined below. A student who fails to meet the requirements for graduation may not participate in class commencement ceremonies.

KEYSTONE EXAMS:

Keystone Exams are State mandated end-of-course tests. Certain courses in this handbook are designated as “Keystone” courses. Students are required to take the appropriate Keystone Exam at the conclusion of each Keystone course.

Beginning with the Class of 2017, students in Pennsylvania must score Proficient or Advanced on three (3) Keystone Exams in order to receive a high school diploma from any public, charter, or cyber charter school: Algebra I, Biology, and English Literature. Students taking these courses prior to grade 11 and scoring Proficient or Advanced will have their scores banked for graduation. In addition to being a graduation requirement, student performance on the Keystone Exams impacts the School Performance Profile as the accountability measure for Academic Performance at the high school level.

Classes of 2017 and Beyond: Algebra I, Biology and English Literature

* Project-Based Assessment, an Alternative for Students Unable to Pass a Keystone: Students will be permitted to demonstrate proficiency in a content area through a project-based assessment if the student has:
  ✓ Met the attendance requirements of the Downingtown Area School District
  ✓ Completed the related coursework
  ✓ Participated in at least two years of supplementary instruction, and
  ✓ Failed the related Keystone Exam twice

COURSE DISTRIBUTION & CREDIT REQUIREMENTS:

The minimum District course requirements for graduation are as follows:

<table>
<thead>
<tr>
<th>Required Core Courses</th>
<th>Required Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 credits</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4 credits</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 credits</td>
</tr>
<tr>
<td>(Must include Algebra I and Geometry) Required: Algebra I no later than Grade 9</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>3 credits</td>
</tr>
<tr>
<td>Required: Biology course in Grade 9</td>
<td></td>
</tr>
<tr>
<td>World Language</td>
<td>1 credit</td>
</tr>
<tr>
<td>Additional Math, Science or Language</td>
<td>1 credit</td>
</tr>
</tbody>
</table>

Total required Core credits = 16

<table>
<thead>
<tr>
<th>Required Encore &amp; Elective Courses</th>
<th>Required Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Wellness &amp; Fitness</td>
<td>.5 credit</td>
</tr>
<tr>
<td>Health</td>
<td>.5 credit</td>
</tr>
<tr>
<td>PE (2 electives)</td>
<td>.66 credit</td>
</tr>
<tr>
<td>Electives</td>
<td>Total Elective 6 credits</td>
</tr>
</tbody>
</table>

Total required Encore and Elective credits = 7.66

Graduation Project                  .34 credit
Total Minimum Credits                24 Credits

"Upon request, the principal at his/her discretion has the authority to waive any curricular graduation requirement that is in excess of state mandates. However, the principal may not waive graduation credit requirements to allow students to graduate with fewer than the 24-credit minimum” (Board Policy #217).

GRADUATION PROJECT:

Course #9596 .34 credits

Students must complete a culminating project in order to graduate from a Downingtown Area School District high school.

The Downingtown Area School District Graduation Project:

- is aligned with the vision and beliefs of the Downingtown Area School District’s Comprehensive Plan;
- gives students learning experiences beyond the classroom;
- enhances a student’s college and career resume.
DASD Graduation Project Guidelines:
- Students earn .34 high school credits for completing the graduation project.
- The project totals a minimum of 40 hours.
- School time may not be used to complete the project.
- Students must secure mentors (adult over 21 who is not a relative).
- Students complete required forms
- Students obtain project approval by the Graduation Project Teams at their high schools before beginning work.
- Note: Graduation Project details and forms are available on the DASD website and on the websites of each high school. Click on the tab, “Students” at the top of the page.

GRADE POINT AVERAGE

The GPA is calculated by dividing the total number of Quality Points earned by the number of credits attempted. Quality Points are awarded depending upon the final grade earned and the credit value of the course. The credit value of the course is multiplied by quality points in the chart below. GPA can be viewed online as part of the electronic report card accessible through the parent portal.

Level 1 & Level 2 Course Quality Points:
A = 4   B = 3   C= 2   D = 1   F = 0

Honors Course Quality Points:
A = 4.5   B = 3.5   C= 2.5   D = 1.5   F = 0

Advanced Placement Course Quality Points:
A = 5   B = 4   C= 3   D = 2   F = 0

Additional information:
- Only grades from courses taken at Downingtown high schools, including DASD dual enrollment courses, will be included in the calculation of a student’s GPA. Courses, grades and credits from previous schools will be included in the DASD transcript indicating that the student earned these credits at a previous school.
- If a course is taken for grade improvement, both grades will be used to calculate the GPA but only one (1) credit will be awarded.
- Alternate credits for original courses are reported on the official transcript but the grades are not calculated into the GPA with the exception of dual enrollment courses.

CLASS RANK

Students are ranked in order of the GPA at the beginning of each school year. Class rank is not recalculated during the school year. Class rank is available by request of the parent to the principal; it is not reported on the official transcript.

SCHEDULING INFORMATION

GENERAL INFORMATION:
- Some courses may have associated fees. Please see the specific course descriptions for the fees. These fees are subject to change. In the case of economic hardship, students should discuss the fees with their teachers and/or school counselors.

PROGRESSING TO SEQUENTIAL COURSES:
Throughout this handbook, some courses have prerequisites. Students must meet the prerequisites as listed in the course descriptions.

Students should obtain a grade of “C” or better in a prerequisite course in order to move on to the next sequential course. While a “D” is a passing grade, it indicates the student is not adequately prepared for more advanced work. If a student wishes to take a sequential course and earn below a “C” in the prerequisite, the student may remediate to improve his/her proficiency.

Students failing a required course prerequisite must repeat the course in the regular school program or through an approved make-up alternative. If this is not accomplished, graduation will be delayed.

Exceptions to these procedures will be considered by an administrator who will review multiple data points.

NCAA ELIGIBILITY STANDARDS: Students who intend to participate in Division I or II collegiate athletics are required to meet National Collegiate Athletic Association (NCAA) eligibility standards. Only courses approved by the NCAA can count toward fulfilling these requirements. The NCAA determines eligibility of courses on an ongoing basis. Student athletes should check the DASD list of NCAA approved course on the NCAA website at www.eligibilitycenter.org. Student athletes also are advised to consult with their high school counselor early in the course selection process.

TESTING for PLACEMENT: With the exception of Keystone Exam courses, students may take a content specific placement test to determine if their background knowledge qualifies them to take a course out of the typical sequence of courses. Keystone Exam courses include Algebra I, Biology, and English 10.

COURSE CHANGES:
A student’s final opportunity to make schedule changes is the final day of the school year. No changes will be made after this date except where a student is in jeopardy of failing.
Once the school year begins, if a student is in jeopardy of failing a course, the following steps must be taken prior to the principal considering a course change:

- Conduct parent-teacher conference to address concerns.
- Teacher and student must work together.
- Student must show evidence of making effort to improve (seeking extra help, peer tutoring, etc.).
- Parent/Teacher/Student/Counselor conference to assess progress.
- Administrative review of multiple sources of information and data.
- For any approved course change that happens after the mid-mark of the first marking period, the grade from the dropped course will follow the student into the new course.

DROPPING COURSES:
Any student dropping a course after the first five weeks will receive a “WF” for the year in all courses dropped. “WF” indicates “Withdraw Failure” on the report card.

COURSE LEVELS

ADVANCED PLACEMENT (AP) COURSES are developed by a committee composed of college faculty and AP teachers. Each AP course covers the breadth of information, skills, and assignments found in the corresponding college course. While course descriptions provide information about the course content on which the AP Exam will be based, DASD teachers have the flexibility to determine how the content is presented.

HONORS COURSES are college preparatory courses that provide rigorous, in-depth study through independent interpretation, application, analysis and synthesis of course concepts, content and standards. Both in-class instruction and outside assignments focus on self-directed learning through activities and assessments that emphasize written and oral communication.

Honors courses have an additional .5 weight.

LEVEL 01 COURSES are college preparatory courses that provide rigorous, in-depth study through interpretation, application, analysis and synthesis of course concepts, content and standards. Both in-class instruction and outside assignments focus on teacher-supported, guided practice followed by independent demonstration of learning.

LEVEL 02 COURSES provide content learning that prepares students for college and/or careers by providing literacy and learning strategies that support students in mastering content. The course provides a more structured learning environment, increased time spent in review, and reinforcement of major concepts to prepare for assessments and any outside assignments. Students must secure administrative approval to schedule a Level 02 course.

ADVANCED PLACEMENT (AP) COURSES

AP Test Requirement and Weighting Option
- The AP test is the culmination of the AP course as prescribed by the College Board, therefore, students are required to take the AP test in order to earn AP weighted grading. Current AP test fees are posted on the College Board website at https://apstudent.collegeboard.org/takingtheexam/exam-fees. Test fees will be waived for students who qualify for free and reduced lunch. Questions regarding fee waivers can be directed to the AP coordinator.
- Students enrolled in an AP course who do not take the AP test will earn Honors, not AP, weight in the course.

Who Should Consider AP?
It is suggested students consider taking an AP course if they:

- show capacity as evidenced by the AP Potential Report;
- have earned an "A" or "B" in the prerequisite course; (The principal may consider an exception to this criterion.)
- have been encouraged by a teacher to take an AP course;
- have a mindset of persistence to master the expectations required by AP courses.

Based upon individual college/university policies, students may receive college credits; students should investigate these policies for the college/university of choice by visiting https://apscore.collegeboard.org/creditandplacement/search-credit-policies

CAREER WORK EXPERIENCE PROGRAM (CWE)

1 credit of work = 10 hours of work/week
2 credits of work = 20 hours of work/week
Downingtown high schools allow senior students the opportunity to work at local employment locations to explore career opportunities not included in the traditional school curriculum. This program allows students to complete their academic requirements as well as to participate in an educational experience in their desired career field while earning high school graduation credits. While participating in a career work experience, students will be working at an off-campus location in the community. To qualify for this program, students must meet and complete the following list of criteria:

- Be a high school senior
- Meet with career work experience coordinator to complete an interest survey and identify career interests
- Obtain a paid employment position at a local business or organization in a field of identified career interest
- Complete the Career Work Experience application packet which can be found in the Counseling Department
- Attend scheduled meetings with the Career Work Experience coordinator and complete required assignments/activities throughout the school year
- Maintain good discipline and attendance records
- Be responsible for providing his/her own transportation to their work site
- Obtain a school parking permit
- Complete all other school related obligations

### EARLY COLLEGE ACCEPTANCE:
Through collaboration with the school counselor and appropriate scheduling, a student can meet the requirements for college admission at the end of the junior year. The student must receive the approval of the high school principal and be accepted by a college. Upon successful completion of the freshman year at college, the student is awarded a Downingtown high school diploma and may participate in commencement.

### DUAL ENROLLMENT
In partnership with Delaware County Community College, West Chester University, and Widener University, DASD offers juniors and seniors the opportunity to concurrently enroll in a college level course at a reduced cost. Students participating in dual enrollment coursework simultaneously receive high school and college credit.

The partnering dual enrollment college establishes admittance and other criteria for participation. Students will be responsible for tuition, fees and course materials. More information is available from the school counseling department.

Students need to request a final transcript from the dual enrollment university upon completion of the coursework. Each university has policies for accepting credits from other universities. Students should investigate the feasibility of credit transfers from the dual enrollment partnering university to the student’s post-high school university of choice.

District approved dual enrollment courses and the senior internships offered by Technical College High School (Teacher Academy and Allied Health) are awarded Honors credit by DASD. Courses that exceed the curricular sequence in math receive AP weight.

### ALTERNATIVE CREDIT
Downingtown students may acquire original credit through alternate means. All alternative credit sources need to be pre-approved by the principal. **Students may NOT take courses designated in this Program of Study as KEYSTONE COURSES through alternate credit.**

Alternative Credit Sources:
- College Level Courses (excluding Dual Enrollment courses)
- Online courses through district approved providers
- Teacher-Directed Independent Study

**REQUIREMENTS:** A minimum of seventy-five percent (75%) of a student’s credit requirement in each category must come from traditional means of credit acquisition. Please be aware that more than one request in the same content area may not be approved. This is the determination of the high school principal. Alternative credit for original courses is reported on the official transcript, but the grades are not calculated into the GPA with the exception of the dual enrollment courses. Courses must be aligned to the PA Core Standards (or national standards if PA standards do not exist) and parallel the DASD curriculum. In order to progress to the next level or replace a DASD course, students must take DASD mid-
term and final exams and demonstrate prerequisite skills necessary.

The two categories are:
1. Core courses in the following departments: English, Math, Science, Social Studies, and World Language.
2. Encore courses in all other content areas.

PROCESS:
1. It is the student’s responsibility to research and identify the alternative credit opportunity and course.
2. The student obtains and completes the Alternative and Remedial Credit Application form.
3. The student meets with his/her school counselor who reviews the student’s application.
4. The student submits the completed application, along with required accompanying information, to the high school principal.
5. The principal reviews the application and approves or denies the request.

The following sources are considered for alternative credit; all require completion of the above process.

Teacher-Directed Independent Study: Independent Study is designed to meet the educational needs of students who are interested in pursuing a course of study beyond the requirements of high school graduation.
- Independent Study is intended for students who have demonstrated exceptional competence within a given discipline.
- Students who are interested in undertaking Independent Study must complete an alternative credit application available from the Counseling Department.
- Guidelines for Independent Study are as follows:
  - The maximum value for a single Independent Study Program is 0.5 credit.
  - Independent Study programs cannot be substituted for required courses.
  - The teacher must be a certified teacher approved by the Principal. The teacher’s certification must be current and in the content area that relates to the topic of the Independent Study. It is expected that the student will complete the work independently and the teacher will provide guidance, oversight, and assign a grade.
  - Independent Study applications must be completed and approved prior to student work commencing.

College Level Courses: With the exception of the three (3) required Keystone courses (Algebra I, Biology, and English 10 Literature), courses offered at an accredited post-secondary school may be taken to enrich the core curriculum. It is the student’s responsibility to contact the post-secondary school and meet its requirements to register for courses. The student is also responsible to pay all associated costs as well as transportation. A final transcript from the college is necessary to receive the credit. One Downingtown credit is awarded for a three or four credit college course.

Online Courses: Students may take a District approved online course to enrich the core curriculum. Students need to secure approval via the alternative credit application prior to enrolling in the course. The student is responsible for all costs associated with taking the course. The online provider will issue the final grade.

Tutoring: A teaching professional holding a current PA certification in the content area must conduct the tutoring hours. The tutor needs to provide the school with a copy of the teaching certificate. All tutoring sessions need to be conducted in direct contact with the student. The following is required for original credit:
- 1 credit 44 hours
- .5 credit 22 hours
- .33 credit 15 hours

The student and the tutor will agree on the schedule and location of the tutoring sessions. It is expected that the tutor will assign work between tutoring sessions and grade the completed work. The entire curriculum must be covered including mid-term and final exams. The tutor will assign the final grade. Teachers are usually paid an hourly rate for tutoring, and all costs associated with the tutoring are the responsibility of the student.

**REMEDIAL CREDIT**

Traditional Credit Sources:
- Repeat the course during the following school year

Alternate Credit Sources:
- Online courses through district approved providers
- Teacher-Directed Independent Study
- Tutoring

Students who elect to not repeat the course during the school year as part of the daily schedule may re-take a course through one of the means listed below to obtain credit for a course failed, or to improve a grade for a course passed. If a course is taken for grade improvement, both grades will be used to calculate the GPA but only one (1) credit will be awarded.

District Approved Online Courses: Students need to complete an “Alternative and Remedial Credit Application” prior to enrolling in a course. Applications for pre-approved online courses are available via the counseling department or online. Not all courses are available to be made-up through online courses. All costs are the responsibility of the student.
**Tutoring:** A teaching professional holding a current PA certification in the content area must conduct the tutoring hours. The tutor needs to provide the school with a copy of the teaching certificate. All tutoring sessions need to be conducted in direct contact with the student. The following is required for remedial credit:

- 1 credit: 22 hours
- .5 credit: 11 hours
- .33 credit: 8 hours

The student and the tutor will agree to the schedule and location of tutoring sessions. It is expected that the tutor will assign work between tutoring sessions and grade the completed work. The DASD curriculum must be followed and the mid-term and/or final exam will be administered by the high school. The tutor will assign the remedial grade. Tutors are usually paid an hourly rate for tutoring, and all costs associated with the tutoring are the responsibility of the student.

**TECHNICAL COLLEGE HIGH SCHOOL**

**Career and Technical Education Pathways**

The Technical College High School (TCHS), Brandywine Campus, is a public high school specializing in Career and Technical Education (CTE) and available for students in grades 10 through 12. Most of the CTE programs at the Brandywine Campus are designated as High Priority Occupations (HPO) by the Pennsylvania Department of Labor and Industry, and are aligned with the Pennsylvania State Academic Standards and National Industry certifications that provide students with a solid foundation to build their knowledge and skills.

Students should contact the school counselor for additional information.

**ALLIED HEALTH SCIENCE TECHNOLOGY**

Allied Health Science Technology is a two-credit, honors weighted college preparatory program for academically talented high school seniors considering a career in the medical profession. The program includes 7.5 hours per week of classroom and clinical experience in local health care facilities where students are introduced to a variety of careers. Participating hospitals include Brandywine Hospital, Chester County Hospital, Jennersville Hospital, Paoli Memorial Hospital, and Phoenixville Hospital. Students are required to provide their own transportation. To apply, visit www.cciu.org/alliedhealthapp

**TEACHER ACADEMY**

The Teacher Academy is a two-credit, honors weighted college preparatory program exclusively for high school seniors who are interested in a career in education. The students can potentially earn three credits with Delaware County Community College, fulfilling the requirements for EDU110. The program addresses instruction in all subject areas and all grade levels with particular attention to:

- Special education
- Technology in the classroom
- Cultural/linguistic awareness

The course consists of 7.5 hours per week divided between classroom instruction and internship experience.

**DOWNINGTOWN IVY ACADEMY**

Connecting Your School to Your World

The Downingtown Ivy Academy is a blended learning program that allows students to take courses where they learn part of the time at school and part of the time through online delivery of content and instruction in Schoology. Students in these courses will meet with their teachers and their classmates on a weekly basis; in a typical course, students will be in class three times/cycle and online three times/cycle.

**OUR COURSES:**

The Ivy Academy courses follow the same robust curriculum as the traditional courses, aligned with the Pennsylvania Core Standards and meeting graduation requirements. In addition, however, our courses use the latest technology tools to involve students, to customize lessons, and to enhance learning.

**OUR TEACHERS:**

All of the teachers in the Ivy Academy are Pennsylvania-certified teachers currently teaching traditional classes at Downingtown East and West and who have been extensively trained in teaching in a blended environment.

**OUR STUDENTS:**

The Downingtown Ivy Academy is open to all high school students in the Downingtown Area School District. Students are required to meet the prerequisites for all courses and should have a laptop/tablet and internet access.

**DOWNINGTOWN CYBER ACADEMY**

**PROGRAM OVERVIEW:**

The Downingtown Cyber Academy offers Downingtown Area students an opportunity to attain a Downingtown High School diploma through a district-coordinated cyber program.

The Downingtown Cyber Academy provides students with an opportunity to attend school fully online or to take some online classes and some traditional or blended classes from one of our high school’s rich offering of courses. The Downingtown Cyber Academy offers your child the chance to participate in our wide variety of award winning activities, clubs, after-school programs, and most importantly to receive a Downingtown High School Diploma.
The Downingtown Cyber Academy is for students in grades K through 12 who reside within the Downingtown Area School District.

**COSTS:**
There is no cost to attend the Downingtown Cyber Academy; however, students will be required to provide their own transportation to Downingtown High School East and West Campuses for any traditional or blended classes that do not coincide with regular AM and PM bus routes. Students may also be issued a District laptop upon request.

**COURSE OFFERINGS:**
High school students should select cyber courses in a meeting with their school counselor. They may also select course that are available from the current Downingtown High School East/West Program of Study handbook.

All Pennsylvania Chapter 4 curriculum requirements are applicable and students will need to attain the requisite number of credits to graduate as prescribed by the Downingtown Area School District Board of Directors.

**ENROLLMENT:**
For more information, please contact Kristie Burk, Coordinator of Blended and Cyber Learning, at 610-269-8460 x 6230 or KristieBurk@dasd.org. An academic planning meeting will be conducted at Downingtown High School East or West Campus with a school counselor prior to enrollment.

**ENGLISH AS A SECOND LANGUAGE (ESL)**
ESL classes are for speakers of other languages who qualify based on a state mandated English language proficiency screening test. During ESL classes, the ESL teacher provides students with structured opportunities to learn and practice all the domains of second language acquisition: listening, speaking, reading and writing. The students also develop content-based academic language as a prerequisite for success in academic programs. To exit from the ESL Program the state requires: students to demonstrate proficiency on the yearly state WIDA ACCESS Test, score a “Basic” or higher on the PSSAs and/or Keystone tests, and earn at least a “C” in the core subjects.

**SPECIAL EDUCATION**
In order to meet the needs of students who have been identified as exceptional, Individual Education Plans have been developed. Each IEP team will determine class offerings for identified students. The student’s case manager will provide his/her students with an individual list of courses and their corresponding course numbers.

**GIFTED EDUCATION**
In order to challenge students academically, Advanced Placement (AP) and/or Honors classes are offered in grades 9, 10, 11, and 12. These courses are not restricted to identified gifted students; therefore, these courses are considered regular education course offerings.

In addition, in order to retain an active GIEP, gifted students must participate in one of the following: Gifted Education Independent Study or 21st Century Leadership: learning skills and problems.

In order to challenge students academically, Advanced Placement (AP) and/or Honors classes are offered in grades 9, 10, 11, and 12. These courses are not restricted to identified gifted students; therefore, these courses are considered regular education course offerings.

All students are permitted to participate in mentorships, independent studies, and when appropriate, duel enrollment. Students who are interested in the above offerings should speak with their assigned school counselor.
AP CAPSTONE

AP Capstone™ is an innovative diploma program from the College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone is built on the foundation of two AP® courses — AP Seminar and AP Research — and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses.

The AP Capstone program seeks to empower students by:

- Engaging them with rigorous college-level curricula focused on the skills necessary for successful college completion;
- Extending their abilities to synthesize information from multiple perspectives and apply skills in new situations and cross-curricular contexts;
- Enabling them to collect and analyze information with accuracy and precision;
- Cultivating their abilities to craft, communicate, and defend evidence-based arguments; and,
- Providing opportunities for them to practice disciplined and scholarly research skills while exploring relevant topics that appeal to their interests and curiosity.

AP Capstone Diploma / AP Seminar and Research Certificate (refer to chart on page 50):

- Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma™.
- Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams will receive the AP Seminar and Research Certificate™.

AP Seminar (10,11)
0055  6 pds/cycle   1 credit
Students investigate real-world issues from multiple perspectives, gathering and analyzing information from multiple sources in order to develop credible and valid evidence-based arguments. Exam fee is $141.00

AP Research (11,12)
0065  6 pds/cycle   1 credit
Students cultivate the skills and discipline necessary to conduct independent research in order to produce and defend a scholarly academic thesis. Exam fee is $141.00 Prerequisite: AP Seminar

*AP Seminar is a prerequisite for AP Research. Students may not take AP Research without completing AP Seminar and all the required assessment components as they will not have developed the skills necessary to be successful in AP Research.

ART

The Art program provides explorative practice in specific visual and perceptual ways of seeing and thinking. Art Education in DASD incorporates creative thinking and problem solving skills that are integral for preparing people for today’s global society. Exploration and discovery through hands-on production are the emphasis. Students who enroll in any Art Education course should be prepared to pay a lab fee. Materials that exceed this fee may require additional funds, applicable to all courses.

Level Description:

ADVANCED PLACEMENT (AP) COURSES are developed by a committee composed of college faculty and AP teachers. Each AP course covers the breadth of information, skills, and assignments found in the corresponding college course. While course descriptions provide information about the course content, DASD teachers have the flexibility to determine how the content is presented.

ART MAJOR 1 (9,10,11,12)
5601  6 pds/cycle   1 credit
The first of the major art courses provides exploration and practice of various tools and materials that broaden the imagination. Experience the creative process for personal enjoyment or to pursue a career in one of the many art fields. Areas of study include drawing, painting, using the computer as an art tool, and sculpture. Emphasis is on creative and critical problem solving, developing a sense of discovery, and personal expression. Students are required to maintain a classroom sketchbook and portfolio. $20 lab fee.

ART MAJOR 2 (10,11,12)
5611  6 pds/cycle   1 credit
The second of the major art courses continues to build upon the skills and techniques learned in Art Major 1, to inspire the sense of discovery, and to create a body of work for a portfolio. A wide range of materials and skills will be integrated into the curriculum. Applications of art include drawing, painting, printmaking, sculpture and using the computer as an art tool. Students are required to maintain a classroom sketchbook and portfolio. Prerequisite: Art Major 1, Drawing & Painting 1, or Portfolio Review. $20 lab fee.

ART MAJOR 3 (11, 12)
5621  6 pds/cycle   1 credit
The third of the major art courses is designed to encourage advanced concept development as well as to bring about a culmination of materials, techniques, and ideas through the creative process. This course prepares the student for entrance into AP art courses, art schools, trade-related schools, careers in one of the art fields, or for practice as personal enjoyment. Students are required to maintain a sketchbook and develop a digital portfolio. Prerequisite: Art Major 2 or Portfolio Review. $20 lab fee.
CERAMICS & SCULPTURE 1 (9,10,11,12)
5403 3 pds/cycle .5 credit
This course is an introduction to the intriguing origin and properties of clay. A variety of hand building techniques is explored such as slab, coil, and pinch. Students may also experiment with wheel throwing techniques. Methods of decorating the clay may include adding texture, under-glaze, and glazing techniques. Creative expression in sculpture is introduced through various techniques and media. Students are required to maintain a classroom sketchbook. Basic drawing skills will be practiced. $15 lab fee.

CERAMICS & SCULPTURE 2 (10,11,12)
5413 3 pds/cycle .5 credit
Ceramics and Sculpture 2 provides an in-depth study of clay and its properties. Gain experience on the potter’s wheel and learn intermediate level skills in hand building and glazing. Students are required to maintain a classroom sketchbook. Prerequisite: Ceramics and Sculpture 1. $15 lab fee.

CERAMICS & SCULPTURE 3 (11,12)
5423 3 pds/cycle .5 credit
Ceramics and Sculpture in the third year involves more intense wheel throwing. Skills learned will be throwing lids, adding handles, and working on a larger scale. Students build on previously learned hand building and sculpting techniques. Students are required to maintain a sketchbook and develop a digital portfolio. Prerequisite: Ceramics and Sculpture 2. $15 lab fee.

DIGITAL DESIGN (9,10,11,12)
5606 3 pds/cycle .5 credit
This course is an introduction to developing design sensibility that can turn just about anything drab into a dynamite delight for the eye. Digital imaging and photo manipulation are used to practice various methods of digital design for personal and professional expression. Software programs include Adobe Illustrator and Adobe Photoshop. Students will learn how to create a digital portfolio of the course work. Students are required to maintain a classroom sketchbook. Basic drawing skills will be practiced. $15 lab fee.

COMMERCIAL DESIGN & ANIMATION (10,11,12)
5616 3 pds/cycle .5 credit
This course offers the development of art skills for personal enjoyment or to explore a possible career in an art field. Combine drawing, painting, and computer art skills to experience the cutting edge of art making in the 21st century. Explore animation techniques to make your art come alive. Materials may include pen & ink, acrylics, cut paper, Adobe Illustrator, Photoshop, and Flash. Students will learn how to make a digital portfolio of the course work. Students are required to maintain a classroom sketchbook and portfolio. Prerequisite: Digital Design or Portfolio Review. $15 lab fee.

DRAWING & PAINTING 1 (9,10,11,12)
5602 3 pds/cycle .5 credit
Students will explore different drawing and painting styles and techniques as they can be applied to portraits, landscapes, still life, abstract non-objective, period art, and experimental painting. The media surveyed will include pencil, charcoal, pastels, ink, acrylics, and watercolors. Students are required to maintain a classroom sketchbook $15 lab fee.

DRAWING & PAINTING 2 (10,11,12)
5603 3 pds/cycle .5 credit
Students will further develop and expand skills and techniques, which they were exposed to in Drawing & Painting 1. The student’s creative abilities will be exercised as they study the masters of yesterday and today and adapt the techniques to their work. Students are required to maintain a classroom sketchbook. $15 lab fee.

JEWELRY & METALS (9,10,11,12)
5402 3 pds/cycle .5 credit
This course provides an opportunity to create and appreciate the fine craftsmanship of metalworking. The course is designed to provide a working knowledge of traditional and contemporary approaches to metals. Materials may include wire, various bases or precious metals, PMC, fabric, various threads and yarns, paper, water-based paint and clay. Students are required to maintain a classroom sketchbook. Basic drawing skills will be practiced. $15 lab fee.

TEXTILES & FASHION (9,10,11,12)
5477 3 pds/cycle .5 credit
Explore the world of textiles and fashion design. This course focuses on fashion illustration, color theory, and figure drawing. Activities include creating colorful pattern designs through beading, embroidery, and weaving techniques to embellish clothing and accessories. Materials may include pencil, pen & ink; water-based paint, wire, fabric, various threads, yarns, beads, and clay. Students are required to maintain a classroom sketchbook. Basic drawing skills will be developed. $15 lab fee.

WEARABLE ART (10,11,12)
5412 3 pds/cycle .5 credit
Enhance your wardrobe and wear your personal expression! This course combines the skills and techniques of jewelry making with fashion and textile design to integrate fabric, metals, and other materials into wearable works of art. Activities may include mixed media construction, altered clothing and accessories, and practice of contemporary techniques in metals. Students are required to maintain a classroom sketchbook and portfolio. Prerequisite: Jewelry & Metals, Textiles & Fashion, or Portfolio Review. $15 lab fee.
ADVANCED PLACEMENT STUDIO ART - 2D DESIGN PORTFOLIO
5645 AP 6 pds/cycle 1 credit
The Advanced Placement Studio Art 2D Design Portfolio includes: 1) quality work, 2) a concentration in style, subject or media, and 3) breadth of a variety of disciplines. For this portfolio, students demonstrate understanding of 2-D design through any two-dimensional medium or process, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting and printmaking.

Students are encouraged to complete all 3 of the Art Major courses; however, the sole prerequisite is Art Major 2. Having 8-12 pieces completed before taking this course will help with the amount of artwork due and the skills required for the final AP portfolio submission. Additional time outside of class to complete artwork is necessary to fulfill the AP requirements. **Prerequisite: Art Major 2, Commercial Design & Animation, Drawing & Painting 2, or acceptance pending Portfolio Review. $20 lab fee.**

Note: The fee to submit a portfolio to College Board for AP Studio Art - 2D is $89. The AP test is the culmination of the AP course as prescribed by the College Board, therefore, students are required to take the AP test in order to earn AP weighted grading. Students enrolled in an AP course who do not take the AP test will earn Honors weighted grading.

ADVANCED PLACEMENT STUDIO ART - DRAWING PORTFOLIO
5545 AP 6 pds/cycle 1 credit
The Advanced Placement Studio Drawing Portfolio includes: 1) quality work, 2) a concentration in style, subject or media, and 3) breadth of a variety of disciplines. The Drawing Portfolio is intended to address a very broad interpretation of drawing issues and media. Line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth and mark making are drawing issues that can be addressed through a variety of means, which could include painting, printmaking, mixed media, etc.

Students are encouraged to complete all 3 of the Art Major courses; however, the sole prerequisite is Art Major 2. Having 8-12 pieces completed before taking this course will help with the amount of artwork due and the skills required for the final AP portfolio submission. Additional time outside of class to complete artwork is necessary to fulfill the AP requirements. **Prerequisite: Art Major 2, Commercial Design & Animation, Drawing & Painting 2, or acceptance pending Portfolio Review. $20 lab fee.**

Note: The fee to submit a portfolio to College Board for AP Studio Art Drawing Portfolio is $89. The AP test is the culmination of the AP course as prescribed by the College Board, therefore, students are required to take the AP test in order to earn AP weighted grading. Students enrolled in an AP course who do not take the AP test will earn Honors weighted grading.

ADVANCED PLACEMENT STUDIO ART - 3D DESIGN PORTFOLIO
5455 AP 6 pds/cycle 1 credit
The Advanced Placement Studio Art 3D Design course includes producing: 1) quality work, 2) a concentration in style, subject or media, and 3) breadth of a variety of disciplines. For this portfolio, students are asked to demonstrate understanding of 3-D design through any three-dimensional approach, including, but not limited to, figurative or nonfigurative sculpture, architectural models, metalwork, ceramics, glasswork, installation, performance, assemblage and 3-D fabric/fiber arts.

Students are encouraged to complete all 3 of the Ceramics and Sculpture courses; however, the sole prerequisite is Ceramics and Sculpture 2. Having 6-8 pieces completed before taking this course will help with the amount of artwork due and the skills required for the final AP portfolio submission. Additional time outside of class to complete artwork is necessary to fulfill the AP requirements. **Prerequisite: Ceramics & Sculpture 2, Wearable Art, or acceptance pending Portfolio Review. $20 lab fee.**

Note: The fee to submit a portfolio to College Board for AP Studio Art - 3D Portfolio is $89. The AP test is the culmination of the AP course as prescribed by the College Board, therefore, students are required to take the AP test in order to earn AP weighted grading. Students enrolled in an AP course who do not take the AP test will earn Honors weighted grading.
**ART PROGRESSIONS**

### Level 1: Grades 9-12

<table>
<thead>
<tr>
<th>Art Major 1</th>
<th>Drawing &amp; Painting 1</th>
<th>Digital Design</th>
<th>Ceramics &amp; Sculpture 1</th>
<th>Jewelry &amp; Metals</th>
<th>Textiles &amp; Fashion</th>
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**Level 2: Grades 10-12**

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<tr>
<th>Art Major 2</th>
<th>Drawing &amp; Painting 2</th>
<th>Commercial Design &amp; Animation</th>
<th>Ceramics &amp; Sculpture 2</th>
<th>Wearable Art</th>
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| **Prerequisite:**
  Art Major 1  
or  
  Drawing & Painting 1 | **Prerequisite:**
  Drawing & Painting 1  
or  
  Digital Design | **Prerequisite:**
  Ceramics & Sculpture 1 | **Prerequisite:**
  Jewelry & Metals  
or  
  Textiles & Fashion |

**Level 3: Grades 11-12**

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<th>Art Major 3</th>
<th>AP Studio Art Drawing OR AP Studio Art 2D</th>
<th>Ceramics &amp; Sculpture 3</th>
<th>AP Studio Art 3D</th>
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</table>
| **Prerequisite:**
  Art Major 2 | **Prerequisite:**
  Art Major 2,  
  Drawing & Painting 2, OR  
  Commercial Design & Animation | **Prerequisite:**
  Ceramics & Sculpture 2 | **Prerequisite:**
  Ceramics & Sculpture 2  
  OR  
  Wearable Art |

Note: If students have not taken the pre-requisite, students may be placed in a course upon portfolio review with an art teacher.
The Business Department continues to include emerging, expanding and challenging courses that develop the knowledge, skills and attitudes necessary for students to succeed in a rapidly changing 21st century. All students are encouraged to participate in the Junior Achievement program and in the Future Business Leaders of America (FBLA) club. Junior Achievement is an experiential learning program including both in-school partnerships as well as after-school work-study programs with companies like Vanguard, Microsoft, Ikea, SAP, and Lockheed Martin. FBLA is a national program that helps prepare students for successful careers in business and technology.

**Level Description:**

**ADVANCED PLACEMENT (AP) COURSES** are developed by a committee composed of college faculty and AP teachers. Each AP course covers the breadth of information, skills, and assignments found in the corresponding college course. While course descriptions provide information about the course content on which the AP Exam will be based, DASD teachers have the flexibility to determine how the content is presented.

**ADVANCED DIGITAL INFORMATION TECHNOLOGIES (9,10,11,12)**

6217  
3 pds/cycle  
.5 credit

To gain an edge in today’s highly competitive world, every student needs to be proficient in a variety of software applications and digital media. Students will learn to create products to communicate using a variety of digital media and Microsoft Office tools as well as to practice safe, legal, and responsible use of information and technology. Additionally, students will be introduced to basic programming language(s). Class assignments will be project-based and students will sharpen computer skills needed to support personal productivity, group collaboration, and self-directed learning.

**INTRODUCTION TO COMPUTER SCIENCE/PROGRAMMING (9,10,11,12)**

6991  
3 pds/cycle  
.5 credit

A fundamental understanding of computer science enables students to be both educated consumers of technology and innovative creators capable of designing computing systems to improve the quality of life for all people. This course will focus on skills such as logical reasoning, computational thinking, and problem solving through discovery learning, Finch robots, and object oriented programming language(s). This course is intended to help students realize that Computer Science leads to multiple career paths in the digital, programmable world in which they live. This course provides an excellent foundation in computer science principles for the AP Computer Science courses.

**ADVANCED PLACEMENT COMPUTER SCIENCE A (10,11,12)**

6975 AP  
6 pds/cycle  
1 credit

AP Computer Science is designed to parallel an introductory college-level programming course and prepare students for the AP Computer Science A exam. The focus of this course is object-oriented programming methodology, and algorithm development. Students will analyze and design programs to solve complex problems, and consider the social and ethical implications of technological advances. Topics explored are, data structures, arrays and array lists, interfaces, inheritance, polymorphism, standard algorithms, Big O notation, and reading and interpreting interacting classes through the AP Computer Science Modules. This course is highly recommended for students who would like to pursue a career in Computer Science, Engineering or Mathematics.

**ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES (10,11,12)**

6985  
6 pds/cycle  
1 credit

Computer science powers the technology, productivity, and innovation of today’s world. If words like 3-D animation, engineering, music, app development, medicine, visual design, robotics, or political analysis describe your future, AP CS Principles is your first step forward. This course will introduce you to the essential ideas of computer science and show how computing and technology can influence the world around you. You will create digital artifacts, such as videos or mobile apps that have practical, real-world use. You will address real-world issues and concerns to bring your ideas to life while using the same processes and tools as artists, writers, computer scientists, and engineers. This is a project-based course, with a thorough-course assessment of your digital artifacts and written responses through a web-based digital application along with an end of course AP exam.

**WEB PAGE DESIGN (9,10,11,12)**

6238  
3 pds/cycle  
.5 credit

This course focuses on web page planning, basic design, layout, working with images, setup and maintenance of a web site. Students will develop a basic understanding of website functionality along with the technical and creative skills that will enable them to create their own web sites. Various web authoring software and interactive social media tools will be used to develop web pages and web sites.

**INTRODUCTION TO BUSINESS (9,10,11,12)**

6218  
3 pds/cycle  
.5 credit

As the nature of work continues to change, business education becomes increasingly important to all students. This course provides students with the opportunity to develop the skills and techniques necessary for success in the local and global workplace. Students will be introduced to the basics of finance, the decision making techniques to be wise consumers, the economic principles of an increasingly international marketplace, and the processes by which businesses operate. This course
provides a solid introduction to other business courses, such as Accounting, Entrepreneurship, Finance and Investment, and Marketing.

**ACCOUNTING (9,10,11,12)**
6316 6 pds/cycle  1 credit
This course is designed to provide students a strong foundation in accounting principles. The course covers the fundamentals of accounting theory and practice in the analysis of business transactions. The complete accounting cycle and the interpretation of financial data are stressed as it relates to service and merchandising businesses. QuickBooks will be used to replicate the realistic application of accounting practices in the workplace. This is an essential course for potential college business majors.

**PUBLIC SPEAKING & BUSINESS ETIQUETTE (9,10,11,12)**
6426 3 pds/cycle  .5 credit
Employers currently rate communication skills as the most desired job skill. This course will increase students’ comfort level when speaking in front of a group and will improve daily communication and interactive skills - skills they will need the rest of their academic and professional careers. Students will practice making a variety of formal and informal speeches both individually and with a team, using multi-media resources. Basic workplace etiquette will also be discussed at various stages throughout the course.

**ENTREPRENEURSHIP (9,10,11,12)**
6437 6 pds/cycle  1 credit
This course is designed for students who have a true desire to explore the opportunity of owning and operating their own business. This course will provide an overview of what is required to open a business. Students will be given the opportunity to determine their potential as an entrepreneur through development of a product idea and creation of a business. Emphasis is placed on a start-up business and the development of a comprehensive business plan which incorporates all of the financial, organizational and operational aspects of the business. Students will build a working relationship with the Exton Chamber of Commerce and the community.

**MARKETING (10,11,12)**
6448 3 pds/cycle  .5 credit
Students will become familiar with the principles and functions of marketing and the skills needed to succeed in marketing programs of study and careers. Course content includes the marketing concept, the marketing mix and legal and ethical issues faced by marketers. Students will practice product development and decision making regarding distribution, pricing, and promotion, and they will participate in case studies. Students will also create commercials, press releases, and other promotional products. Students will analyze the impact of social media as an element of promotional campaigns.

**BUSINESS & PERSONAL LAW (10,11,12)**
6566 6 pds/cycle  1 credit
IA6566 Face to face: 3 times/cycle  1 credit
Blended Online: 3 times/cycle
Business & Personal Law is a practical course for all students, especially those interested in careers in legal professions or business. This course stresses subject matter that applies to all individuals. In today’s world individuals must be aware of their rights and responsibilities pertaining to criminal law, civil law, contracts, and business liability. This course gives students an understanding of those rights and responsibilities in addition to the fundamental principles of federal and state court structures, business ownership, employment law, family and juvenile law, property law, and consumerism. In addition, occupations in the legal field will be investigated. Classroom instruction will be enhanced by a field trip to the courthouse and presentations from lawyers, judges, police officers, and FBI and DEA agents.

**FINANCE & INVESTMENT (10,11,12)**
6337 6 pds/cycle  1 credit
This course focuses on the use of investments to increase personal wealth. Emphasis is on return on investing, liquidity, risk, and the importance of diversification. Topics include stock market, fixed-income investments and mutual funds. Students participate and compete in an on-line Stock Market Game. It is recommended that students will have completed Accounting or Introduction to Business before taking this course.

**INTRODUCTION TO SPORTS & ENTERTAINMENT MANAGEMENT (9,10,11,12)**
6458 3 pds/cycle  .5 credit
This course is designed to provide a comprehensive look at the basic organizational structures along with the managerial concepts and processes found in the sport and entertainment industry. Students will be introduced to leadership theory, as well as the tools and techniques involved in running a sport, fitness, or entertainment organization. Programs like Virtual Business Sports will be used to simulate running the many phases of a football franchise. For example, students practice handling promotion, develop ticket pricing strategies, evaluate stadium and concert locations, control operations and staffing, and more.

**PERSONAL FINANCE/CAREER PLANNING (9,10,11,12)**
6416 3 pds/cycle  .5 credit
Understanding and managing personal finances and developing a career path are integral to one’s future financial success. This course is a study of money management and career exploration from the viewpoint of the individual. Students will learn money management skills such as saving and investing; budgeting, and managing debt as well as gain an understanding of consumer credit and protection, student loans and insurance. Since earning income is a key component of
financial independence students will also develop an individual career plan as part of this course. They will analyze personal career interests, values, and aptitudes; research educational and training requirements; and practice basic job search skills such as completing applications and resumes, and participating in interviews.

**ENGLISH**

By cultivating an appreciation for effective verbal and written communication, ELA (English Language Arts) empowers students to understand and then influence the world in which they live. ELA explores the human condition by teaching empathy and compassion for others; it is a foundation for all other learning. ELA inspires and encourages students to become independent thinkers, fluent writers, articulate speakers, insightful, and critical readers.

**Level Descriptions:**

ADVANCED PLACEMENT (AP) COURSES are developed by a committee composed of college faculty and AP teachers. Each AP course covers the breadth of information, skills, and assignments found in the corresponding college course. While course descriptions provide information about the course content on which the AP Exam will be based, DASD teachers have the flexibility to determine how the content is presented.

HONORS COURSES are college preparatory courses that provide rigorous, in-depth study through independent interpretation, application, analysis and synthesis of course concepts, content and standards. Both in-class instruction and outside assignments focus on self-directed learning through activities and assessments that emphasize written and oral communication. Honors courses have an additional .5 weight.

LEVEL 01 COURSES are college preparatory courses that provide rigorous, in-depth study through interpretation, application, analysis and synthesis of course concepts, content and standards. Both in-class instruction and outside assignments focus on teacher-supported, guided practice followed by independent demonstration of learning.

LEVEL 02 COURSES provide content learning that prepares students for college and/or careers by providing literacy and learning strategies that support students in mastering content. The course provides a more structured learning environment, increased time spent in review, and reinforcement of major concepts to prepare for assessments and any outside assignments. **Students must secure administrative approval to schedule a Level 02 course.**

<table>
<thead>
<tr>
<th>Course Level</th>
<th>Course Description</th>
<th>Credit</th>
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<tbody>
<tr>
<td>0021 Level 01</td>
<td>This introductory survey course samples diverse literary periods and is divided into thematic units of study. Students will read a variety of novels, dramas, short stories, nonfiction essays, and poetry. Special emphasis is given to developing competency in close reading, writing with a focus on analysis, practicing argumentative public speaking, vocabulary development, and continuing the movement from concrete to abstract thinking skills. Students will also engage in independent learning. <strong>Students must secure administrative approval to schedule a Level 02 course.</strong></td>
<td></td>
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<tr>
<td>0026 Level 01</td>
<td>Passages to modern literature is an intermediate survey course. It is divided into thematic units of study. Students will read a diverse range of media, including the Internet, magazines, newspapers, novels (traditional and graphic), drama and short stories. Special emphasis is given to further development of close reading skills and analytical writing, an introduction to the research process, further vocabulary development, standardized test preparation, and continuing to develop argumentative public speaking. Students will also engage in independent learning. <strong>At the end of this course, students will take the Literature Keystone exam.</strong></td>
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9th grade ENGLISH

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<tr>
<th>Course Level</th>
<th>Course Description</th>
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<tr>
<td>0014 Honors</td>
<td>6 pds/cycle</td>
<td>1 credit</td>
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<tr>
<td>IA0014 Honors</td>
<td>Face to face: 3 times/cycle</td>
<td>1 credit</td>
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<tr>
<td></td>
<td>Blended</td>
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<tr>
<td>Online: 3 times/cycle</td>
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<tr>
<td>0011 Level 01</td>
<td>6 pds/cycle</td>
<td>1 credit</td>
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<tr>
<td>0012 Level 02</td>
<td>6 pds/cycle</td>
<td>1 credit</td>
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10th grade ENGLISH (KEYSTONE COURSE)

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<tr>
<th>Course Level</th>
<th>Course Description</th>
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<tbody>
<tr>
<td>0024 Honors</td>
<td>6 pds/cycle</td>
<td>1 credit</td>
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<tr>
<td>0021 Level 01</td>
<td>6 pds/cycle</td>
<td>1 credit</td>
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<tr>
<td>0022 Level 02</td>
<td>6 pds/cycle</td>
<td>1 credit</td>
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</table>

This intermediate survey course is divided into thematic units of study. Students will read a variety of novels, memoirs, dramas, nonfiction essays, and poetry. Special emphasis is given to further development of close reading skills and analytical writing, an introduction to the research process, further vocabulary development, standardized test preparation, and continuing to develop argumentative public speaking. Students will also engage in independent learning. **At the end of this course, students will take the Literature Keystone exam.**
This American Literature course is divided into thematic units of study. Students will study a variety of novels, dramas, nonfiction texts, films, short stories, and poetry. Special emphasis is given to competency in close reading skills and analytical writing, the research process, standardized test preparation, refining argumentative public speaking, additional vocabulary development, and an introduction to the college essay. Students will also engage in independent learning. **Students must secure administrative approval to schedule a Level 02 course.**

### 11th grade LITERATURE OF PEACE & CONFLICT

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<th>Course Code</th>
<th>Type</th>
<th>Time/Cycle</th>
<th>Credit</th>
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<tbody>
<tr>
<td>IA0034</td>
<td>Level 01</td>
<td>6 pds/cycle</td>
<td>1 credit</td>
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</table>

This course will cover a variety of novels, films, poetry, short stories, and autobiography written about and in reaction to several major wars endured by the United States and its people. Beginning with the Civil War and moving through the present day, the course focuses on the historical background of each work and sociopolitical reaction to each work and connects prior knowledge in American History with critical analysis of each work and its corresponding war. Classroom debate revolves around issues concerning the "American War Hero," the psychology of war, ethics in times of trial, morality, wartime rationalization, decision-making, the Holocaust, and the Anti-War movement. Special emphasis is given to competency in close reading skills and analytical writing, the research process, standardized test preparation, refining argumentative public speaking, additional vocabulary development, and an introduction to the college essay. Students will also engage in independent learning.

### ADVANCED PLACEMENT ENGLISH

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<th>Course Code</th>
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<tr>
<td>IA0035 AP</td>
<td>Blended</td>
<td>6 pds/cycle</td>
<td>1 credit</td>
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In this AP course, the study of language and composition will focus on the advanced critical, analytical, and writing skills necessary for the Advanced Placement Language and Composition Exam. Although the course will focus on shorter nonfiction pieces, students will also need to complete independent readings of longer works in which they will analyze the author’s use of language throughout. Students will construct and write numerous essays from a variety of rhetorical modes such as comparison-contrast, process-analysis, explication, argumentation, and synthesis, and they will analyze the rhetorical devices used in published persuasive pieces. This course will require extensive amounts of independent reading and writing as well as an understanding and application of the study of rhetoric.

### 12th grade ENGLISH

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<th>Course Code</th>
<th>Type</th>
<th>Time/Cycle</th>
<th>Credit</th>
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<tbody>
<tr>
<td>IA0044 Honors</td>
<td>Blended</td>
<td>Online: 3 times/cycle</td>
<td>1 credit</td>
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</table>

This World Literature course is divided into thematic units of study. Students will study a variety of novels, dramas, nonfiction texts, short stories, and poetry. This course is designed to equip students with the close reading skills, variety of writing genres, argumentative public speaking, additional vocabulary development, and more advanced research skills necessary for both college and the workplace. Students will also finish the college essay and engage in independent learning. **Students must secure administrative approval to schedule a Level 02 course.**

### 12th grade MULTICULTURAL LITERATURE

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<th>Course Code</th>
<th>Type</th>
<th>Time/Cycle</th>
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<tbody>
<tr>
<td>IA0046 Level 01</td>
<td>Blended</td>
<td>Online: 3 times/cycle</td>
<td>1 credit</td>
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</tbody>
</table>

This course is a survey of multicultural literature. Students will study a variety of novels, nonfiction texts, short stories, films, and poetry. This course is designed to equip students with the close reading skills, variety of writing genres, argumentative public speaking, additional vocabulary development, and more advanced research skills necessary for both college and the workplace. Students will also finish the college essay and engage in independent learning.

### ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION

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<th>Course Code</th>
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<tr>
<td>IA0045 AP</td>
<td>Blended</td>
<td>6 pds/cycle</td>
<td>1 credit</td>
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In this AP course, the study of language, composition, and literature will focus on the advanced analytical and critical skills required in the Advanced Placement exams. In this seminar class, students will engage in extensive independent reading, writing, and argumentative public speaking. Students will complete a variety of argumentative and creative assignments.

### THE UNIVERSITY ENGLISH COURSE: Dual Enrollment

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<th>Course Code</th>
<th>Type</th>
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<th>Credit</th>
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<tbody>
<tr>
<td>IA0047 Honors</td>
<td>Blended</td>
<td>6 pds/cycle</td>
<td>1 credit</td>
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</table>

The University English Course is open to a limited number of senior students who meet the selection requirements. This is a college level course, and as such, students will be exposed to college appropriate materials, teaching methods, and topics. Students abide by the rules and regulations of Widener. Students who successfully complete the course satisfy the Downingtown School District graduation requirement as well as earn Widener University credits (3 credits per semester). The determination of the courses to be offered is at the discretion of the University. All University fees are the responsibility of the students. Neither DASD nor Widener
can guarantee that all colleges will accept the university course credit. The courses are as follows:

**ENGLISH 101: Composition and Critical Thought, Fall 2016** This intensive course in expository writing focuses on rhetorical and grammatical principles, logical expression, unity, coherence, emphasis, syntax, punctuation, and diction. Readings stimulate expression and provide examples of exposition and argumentation. Assignments include summary, analysis, and synthesis of primary and secondary sources. Research techniques, including note-taking, documentation, and outlining, support an analytical source-based research paper of eight to ten pages. Honors Credit awarded by DASD.

**ENGLISH 102: Literature and Critical Writing, Spring 2017** Students are introduced to the principal literary genres of fiction, drama, and poetry as a means of stimulating critical thinking and further developing skills in writing and analysis. Honors Credit awarded by DASD.

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**ENGLISH ELECTIVES**

English electives are designed to supplement the English 9-12 Core curriculum, providing students with additional opportunities to extend their language skills. They do not contribute toward one of the four English credits required for graduation.

**CREATIVE WRITING I (10,11,12)**

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<th>Code</th>
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<th>Credits</th>
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<tr>
<td>IA0056</td>
<td>Blended: Online: 3 times/cycle</td>
<td>1 Credit</td>
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Creative Writing is a course for students to write and read their own original work. The course focuses on language, techniques, and traditions in four genres: nonfiction/memoir, fiction, drama, and poetry. Students read and discuss works of established authors, investigate strategies that authors use to craft their poetry and prose, engage in writing intensive exercises that address elements of craft (voice, character, image, scene, setting, etc), learn revision through the workshop process, and participate in workshop sessions. By the end of the course, students will have a portfolio of their work that includes pieces from each studied genre.

**CREATIVE WRITING II (11,12)**

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<tr>
<th>Code</th>
<th>Delivery</th>
<th>Credits</th>
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<tr>
<td>IA0066</td>
<td>Blended: Online: 3 times/cycle</td>
<td>1 Credit</td>
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</table>

Creative Writing II is a course for students who want to deepen their understanding of the writing process by creating their own original, manuscript-length work and learn the process of publishing that work. They will build on skills and knowledge from Creative Writing I by focusing their writing on a self-selected genre and participate in the revision process through workshops. Throughout the course of study, students will work with genre-specific peer editing groups to develop their full-length original work. In addition, students will engage in interdisciplinary collaboration to develop their writing in audience-specific contexts, including staged readings, poetry slams, and community writing groups. Students will also reflect on the writing process by researching works/authors they feel are influential in their own writing. They will present their findings orally and in writing. By the end of the course, students will have completed a full-length manuscript ready for submission for publication and will develop skills in the marketing of their own writing. **Prerequisite: Creative Writing I.**

**THEATRE ARTS I (9,10,11,12)**

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<th>Code</th>
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<td>0096</td>
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The Theatre Arts I course is designed to meet the growing student interest in the performing arts. This course provides the opportunity to gain practical instruction and experience in theatrical production. The study strongly emphasizes acting, while also covering script writing, directing, design, technical theatre and theatre management. This course focuses on the “ensemble” method and will culminate with a student-originated production in the spring. In addition, the history of theatre and technique from ancient Greece to the 21st century is featured.

**THEATRE ARTS II (10,11,12)**

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<th>Code</th>
<th>Credits</th>
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<tbody>
<tr>
<td>0097</td>
<td>1 Credit</td>
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Theatre Arts II is an advanced level theatre course that focuses on analysis, writing and performance. The course involves action, direction, theory, adapting literature to the stage, genre, ensemble theatre, stagecraft, and notions of community theatre. **Prerequisite: Theatre Arts I.**

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**FAMILY AND CONSUMER SCIENCES**

Family and Consumer Sciences Education aims to empower individuals and families to manage the challenges of living and working in a diverse global society. Our unique focus is on families, work, and their interrelationships. It is a comprehensive activity-based program that focuses on providing opportunities to develop the knowledge, skills, attitudes and behaviors needed for balancing personal, family and work/community lives. Foods courses require a lab fee for materials used in the course; students enrolled in sewing courses are expected to purchase materials for individual projects at various times throughout the year.

**COLLEGE & BEYOND (10,11,12)**

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<tr>
<th>Code</th>
<th>Delivery</th>
<th>Credits</th>
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<tbody>
<tr>
<td>IA7748</td>
<td>Blended: Online: 1 time/cycle</td>
<td>.5 Credit</td>
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</table>

This is a survival course for students who will soon be living on their own. The areas of emphasis are financial management, time management, preparing easy nutritional meals, investigating housing needs, selecting and caring for clothing, developing communication skills and handling stress.
INTRO TO FOODS (9,10,11,12)
7616  3 pds/cycle  .5 credit
IA7616  Face to face: 2 times/cycle  .5 credit
Blended  Online: 1 time/cycle  .5 credit

Students explore food preparation and nutrition. Consumer education and technology skills are incorporated through teacher demonstrations, theory and student cooking labs.  $15 lab fee.

BAKING (10,11,12)
7627  3 pds/cycle  .5 credit

Students learn about and prepare cakes and decorating, candy making, breads, pies, cookies, puddings, soufflés, and frozen desserts. Baking encourages the students to use their artistic and imaginative skills to individualize food products through decorating and garnishing. Theory class, students cooking labs, teacher demonstrations and guest speakers provide for an exciting culinary experience.  Prerequisite: Intro to Foods. $15 lab fee.

REGIONAL AND INTERNATIONAL FOODS (10,11,12)
7638  3 pds/cycle  .5 credit

Experience the culinary delights of foods from around the globe. Regional Foods allows students to explore, prepare and present a variety of savory dishes popular throughout the United States. International Foods introduces students to the diversity of customs, foods, and traditions around the world. Theory class, students cooking labs, teacher demonstrations and guest speakers provide for an exciting learning environment.  Prerequisite: Intro to Foods. $15 lab fee.

SEWING I (9,10,11,12)
7716  3 pds/cycle  .5 credit

Students learn about clothing construction and design techniques. Clothing construction projects are based on the students’ individual abilities and interests. Students use the serger and computerized sewing machines for construction and design techniques. It will be necessary for students to purchase materials for individual projects at various times throughout the year.

SEWING II (10,11,12)
7727  3 pds/cycle  .5 credit

Students in this course increase their understanding and proficiency of construction and design techniques. A variety of projects, including clothing, formal wear, accessories and home décor may be created in the classroom. Advanced sewing equipment and techniques are emphasized in classroom instruction. It will be necessary for students to purchase materials for individual projects at various times throughout the year.

SEWING III (11,12)
7728  3 pds/cycle  .5 credit

Focusing on professional level techniques and using advanced sewing equipment; students create designer quality garments, explore the world of home décor and accessories. Exploration of post-secondary opportunities within the fashion industry provides students with career possibilities. It will be necessary for students to purchase materials for individual projects at various times throughout the year.  Prerequisite: Sewing II.

CHILD DEVELOPMENT (9,10,11,12)
7738  3 pds/cycle  .5 credit
IC7738  Online: 3 time/cycle  .5 credit
Cyber

A child’s early years are crucial in forming his/her personality and intelligence for the remainder of his/her life. Students in Child Development learn about children from the pre-natal stage through the preschool age. They apply their knowledge using the computerized baby, participating in a parenting simulation, and observing children from birth to pre-school.

ADULT ROLES & RELATIONSHIPS (10,11,12)
7749  3 pds/cycle  .5 credit

Adult Roles & Relationships is designed as an introduction to psychology, relationships, marriage and financial management. Topics include interpersonal relationships, family dynamics, workplace dynamics, love and marriage, independent living and money management.

HEALTH & PHYSICAL EDUCATION

For Wellness, Physical Education, and Fitness courses, students will need to purchase the following:
- Heart rate monitor strap $6.

All items that are purchased are the student’s property and can be used for all 4 years. If students have the items from middle school they need not purchase anything.

WELLNESS AND FITNESS (9)
8016  3 pds/cycle  .5 credit
IA8016  Face to face: 2 times/cycle  .5 credit
Blended  Online: 1 time/cycle  .5 credit

The Wellness and Fitness program is designed with health promotion and disease prevention as central components. The focus is on fitness for health including experiences, attitudes, knowledge, and skills that promote and maintain a lifelong active lifestyle. Students set personal goals, and participate in lifetime activities that incorporate the health components of fitness. To meet these goals, activities and learning experiences in Wellness and Fitness have a broad scope with attention to the cognitive, affective and behavioral components of physical activity. This is a required course for ninth graders.

LIFELONG ACTIVITIES (10,11,12)
8026  2 pds/cycle  .33 credit

This course emphasizes the need for promoting and maintaining a healthy and active lifestyle. Activities that can be maintained throughout a lifetime are the main focus of this course. Examples of these activities include, but are not limited to, tennis, badminton, ping pong, golf,
volleyball, pickle ball, and Frisbee golf. The Lifelong Activities course provides opportunities to develop skills and improve levels of fitness by allowing students to learn skills they can use at any age.

**COMPETITIVE ACTIVITIES (10,11,12)**

8036  2 pds/cycle  .33 credit

Competitive activities is an advanced course that focuses on team based sports for competitive play and strategy of game play. This course provides a more challenging competitive environment in which to improve fitness levels. Emphasis will be placed on strategic thinking, sport strategy, advanced skills, refined techniques, and competitive play. Students in this course will play a variety of sports and activities.

**INTRO TO STRENGTH & CONDITIONING (10,11,12)**

8046  2 pds/cycle  .33 credit

A 21st century fitness approach to activity, Intro to Strength and Conditioning combines weight training with cardiovascular fitness activities. The course also incorporates different fitness activities such as crossfit, yoga, T25, plyometric, TRX suspension training, and many other newly publicized fitness activities. The benefits of exercise and its effect on body systems are emphasized. Students participate in activities that enhance cardiovascular fitness, muscular strength, endurance, flexibility and body composition, as well as deepen their knowledge of how to maintain healthy body weight, positive self-image, and lifelong fitness.

**STRENGTH & CONDITIONING (10,11,12)**

8056  2 pds/cycle  .33 credit

This course is designed for students who wish to maintain and/or improve personal fitness. Expanding on the introduction course students design and implement a personal fitness program that meets individual needs. Students deepen their knowledge of human anatomy, exercise, physiology, diet, and nutrition. Once students design a program to meet their specific needs, they train according to specific sports or personal fitness needs. Students will have ability to use a wide variety of training styles.

**ADVANCED STRENGTH TRAINING (11,12)**

8066  6 pds/cycle  1 credit

Advanced strength training is a course that takes an interdisciplinary approach and builds on the prior knowledge from “Intro to Strength and Conditioning.” The students analyze and synthesize advanced concepts in anatomy, physiology, fitness principles, training principles, health components, skill components, and biomechanical principles associated with physical activity and fitness training. The students will incorporate these principles to create and implement a functional training program targeting individualized measurable goals. The primary goal is for students to develop attitudes, knowledge and skills needed to attain and maintain fitness through life. **Prerequisite: Intro to Strength and Conditioning.**

**DANCE (10,11,12)**

8087  2 pds/cycle  .33 credit

In this course students study movement and are introduced to ballet, modern and jazz. Students learn the basic principles of these dances and gain exposure to other dance styles. The program incorporates a variety of teacher and student created movement activities, lectures, historical background, critical reviews and choreography. Students create and perform their own dance compositions throughout the year. No prior dance experience is necessary.

**ADAPTED PHYSICAL EDUCATION (9,10,11,12)**

8118 (9)  3 pds/cycle  .5 credit
8178 (10,11,12)  2 pds/cycle  .33 credit

The Health and Physical Education Department offers a program of Adapted Physical Education to students who may not safely or successfully engage in unrestricted participation in the regular Physical Education Program. Its purpose is to provide a diversified program of developmental activities, rehabilitative exercises, and adapted sports, which are designed to meet the individual needs of those students referred to the program. The ninth grade student will also receive one period of the Wellness classroom component.

**HEALTH EDUCATION (10,11,12)**

8296  3 pds/cycle  .5 credit
IA8296  Face to face: 2 times/cycle  .5 credit

Blended  Online: 1 time/cycle

Health is a required course for graduation and is recommended to be taken in tenth grade. Students deepen their knowledge about health issues in today’s society so they are able to attain and maintain life-long health. The goal of the course is to promote desirable habits and attitudes for life. This course includes a basic knowledge of mental health, safety/first aid procedures, and nutrition. Students also gain an understanding of human growth and development. The course includes drug, alcohol, and tobacco content with respect to pharmacology, effects on the body and coping skills; students gain an understanding of the basic function and maintenance of the human body.

**DRIVER SAFETY EDUCATION (10,11,12)**

8397  2 pds/cycle  .33 credit
IA8397  Face to face: 1 time/cycle  .33 credit
Blended  Online: 1 time/cycle

Driving a motor vehicle is a huge responsibility for a student. This course provides students with knowledge needed to enter the traffic system as a vehicle operator. By assisting students with driving related decision-making, students learn to think critically and develop proper attitudes toward defensive driving. The course uses the Pennsylvania Enhanced Driver Education module and meets the state’s requirement of 30 classroom instructional hours. The class includes vehicle maintenance, vehicle purchasing and automobile
insurance information. This course, in combination with behind the wheel training, may enable students to receive lower insurance rates.

**BEHIND THE WHEEL TRAINING**

Behind the wheel instruction is available through outside agencies. There is a fee for this instruction, which is handled by the agency. No DASD credit is awarded for behind the wheel training.

**INTERDISCIPLINARY STUDIES**

**GRADUATION PROJECT (9,10,11,12)**

9596  .34 credit upon completion of approved presentation

Students need to complete a culminating project in order to graduate from high school in the Downingtown Area School District. The purpose of the culminating project is to assure that students are able to apply, analyze, synthesize and evaluate information, and communicate significant knowledge and understanding. The Downingtown Area School District Graduation Project provides each student with a clear structure and supportive process to meet this requirement.

**PUBLICATIONS I (10,11,12)**

9776  3 pds/cycle  .5 credit

The course introduces elements of journalism, graphic design, photography, and desktop publishing. Students are encouraged to develop their own styles and improve their skills in these areas throughout the year. The end objective of this course is publication of the yearbook, online school newspaper and other publications. During the second semester, students work toward yearbook concept and theme development for the following year's book.

**PUBLICATIONS II (11,12)**

9786  3 pds/cycle  .5 credit

Publications II builds on the skills learned in Publications I and includes decision-making, authority and responsibility for overall theme and follow-through of many school publications. Students will hold editorial positions on various school publications. Each student prepares and shows a multimedia presentation for group or individual viewing.  **Prerequisite:** Publications I.

**MATHEMATICS**

*Downingtown Area School District students must earn three math credits in ninth through twelfth grade to graduate. One credit must be in an Algebra course and one credit must be in a Geometry course. Students who do not pass a math course may take the course again the following year (in lieu of summer school) as long as three total credits are earned by the end of twelfth grade.*

**Level Descriptions:**

**ADVANCED PLACEMENT (AP) COURSES** are developed by a committee composed of college faculty and AP teachers. Each AP course covers the breadth of information, skills, and assignments found in the corresponding college course. While course descriptions provide information about the course content on which the AP Exam will be based, DASD teachers have the flexibility to determine how the content is presented.

**HONORS COURSES** are college preparatory courses that provide rigorous, in-depth study through independent interpretation, application, analysis and synthesis of course concepts, content and standards. Both in-class instruction and outside assignments focus on self-directed learning through activities and assessments that emphasize written and oral communication.  **Honors courses have an additional .5 weight.**

**LEVEL 01 COURSES** are college preparatory courses that provide rigorous, in-depth study through interpretation, application, analysis and synthesis of course concepts, content and standards. Both in-class instruction and outside assignments focus on teacher-supported, guided practice followed by independent demonstration of learning.

**LEVEL 02 COURSES** provide content learning that prepares students for college and/or careers by providing literacy and learning strategies that support students in mastering content. The course provides a more structured learning environment, increased time spent in review, and reinforcement of major concepts to prepare for assessments and any outside assignments. Students must secure administrative approval to schedule a Level 02 course.  **Students must secure administrative approval to schedule a Level 02 course.**

**ALGEBRA I-B (KEYSTONE COURSE)**

2017  6 pds/cycle  1 credit

This course is designed to continue students' development of Algebra concepts. The course will include the following content: coordinate graphing, factoring polynomials, simplifying polynomial and rational expressions, solving systems of linear inequalities, properties of exponents, and answering questions based on data displays, statistical calculations, and probability. Students will continue to work on problem solving and completing open-ended responses. Students will take Geometry upon successful completion of Algebra I-B. **At the end of this course, students will take the Algebra I Keystone exam. Prerequisite: Algebra I-A or Administrator approval.**

**ALGEBRA I (KEYSTONE COURSE)**

2012  9 pds/cycle  1.5 credits

Algebra I is the first course in the series of academic math courses necessary for college admission as well as the satisfaction of state/national mathematics content
standards. The course will include the following content: the Real Number, solving one-variable equations and inequalities, linear equations and inequalities, systems of linear equations and inequalities, coordinate graphing, factoring polynomials, simplifying rational expressions, and properties of exponents. At the end of this course, students will take the Algebra I Keystone exam.

GEOMETRY
2024 Honors  6 pds/cycle  1 credit
2024 IA2024 Honors Face to face: 3 times/cycle  1 credit
2024 Blended Online: 3 times/cycle  1 credit
2021 Level 01  6 pds/cycle  1 credit
2022 Level 02  6 pds/cycle  1 credit

College bound students take this Geometry course to prepare for the SAT test. Geometry is the systematic study of points, lines, planes, circles, congruence and similarity of polygons (with a focus on triangles and quadrilaterals), as well as area and volume of solid figures. In this course, students also study deductive reasoning through the introduction of two-column formal proofs and paragraph proofs. In addition, students are introduced to the concept of probability. Prerequisite: Algebra I or Algebra I-B. Students must secure administrative approval to schedule a Level 02 course.

ALGEBRA II
2034 Honors  6 pds/cycle  1 credit
2031 Level 01  6 pds/cycle  1 credit
2032 Level 02  6 pds/cycle  1 credit

This course is designed to extend student understanding of algebraic concepts and introduce the idea of function. The course will include the following content: systems of equations, absolute value functions, quadratic functions, polynomial functions, exponential functions, logarithmic functions, radical functions, rational functions, and statistics. Prerequisite: Algebra I or Algebra I-B.

ALGEBRA III & TRIGONOMETRY
2036  6 pds/cycle  1 credit

This course reinforces and extends the topics covered in Algebra II and provides an introduction to Trigonometry. Topics include equations, and inequalities, functions and their graphs, polynomials, rational functions and expressions, radicals, exponential and logarithmic functions, and conic sections. The trigonometry portion of the course covers the definitions and graphs of the trig functions, identities and equations, and practical applications. A TI-83 graphing calculator is used extensively. Those students with a “C” or better may elect Math Analysis next year. Students may also elect to take Probability and Statistics. Prerequisite: Algebra II.

MATH ANALYSIS (Pre-Calculus)
2044 Honors  6 pds/cycle  1 credit
2041 Level 01  6 pds/cycle  1 credit

Math Analysis is a rigorous course designed to prepare students for Calculus at either the high school or college level. A strong background in Algebra II is expected. A significant portion of the course is devoted to trigonometric functions. Right triangle trigonometry definitions are explored with respect to the circle and as periodic functions. Other trigonometry topics include solving trigonometric equations and verifying trigonometric identities. The course advances these algebra topics: polynomial functions, exponential and logarithmic functions, conic sections, sequence and series, and an introductory limits. Honors Math Analysis also includes an introduction to calculus concepts. A TI-83 or 84 series graphing calculator is recommended for this course. Prerequisite: Algebra II or Algebra III & Trigonometry.

CALCULUS
2051  6 pds/cycle  1 credit

This course begins with a review of the algebraic skills and trigonometric concepts necessary for success in Calculus. A chapter on limit theory is then covered before introducing the derivative and its applications. Students also study anti-derivatives, and the definite integral and its applications. All materials are prepared (and supported by the DASD instructors) for the TI-83 or 84 series calculator. TI-89 model calculators are not permitted to be used on tests. Students who earn a grade of C or higher may elect AP Calculus AB or AP Statistics. Prerequisite: Math Analysis.

ADVANCED PLACEMENT CALCULUS – Level AB
2055 AP  6 pds/cycle  1 credit

The Advanced Placement course will follow the prescribed outline recommended by the Advanced Placement Program Guide. AP Calculus covers at least as much material as standard first semester college calculus. Topics include elementary functions, differential calculus, and integral calculus. Applications of the derivative and the integral are emphasized. Those students who enroll in this course are encouraged to take the Advanced Placement Exam as part of the course requirements. Two sections of the AP exam, as well as all class work, assignments, and tests, require the use of a graphing calculator. A TI-83 or 84 series calculator is therefore required for this course. TI-89 series calculators are not supported by the DASD staff nor allowed to be used on tests. Prerequisite: Math Analysis, Honors Math Analysis or Calculus.

ADVANCED PLACEMENT CALCULUS – Level BC
2065 AP  6 pds/cycle  1 credit

The Advanced Placement course will follow the prescribed outline recommended by the Advanced Placement Program Guide. AP Calculus BC covers at least as much material as two semesters of college calculus. Topics include limits, differential calculus, integral calculus, and series. Applications of the derivative and the integral are emphasized as are convergence tests for series. Students who enroll in this course are encouraged to take the Advanced Placement Exam. Two sections of the AP exam, as well as all class work,
assignments, and tests, require the use of a graphing calculator. A TI-83 or 84 series calculator is therefore required for this course. **Prerequisite: Math Analysis.**

**ADVANCED PLACEMENT STATISTICS**  
2075 AP 6 pds/cycle 1 credit  
This course is equivalent to an introductory, non-calculus based college statistics course. The first half of the year focuses on statistical descriptions of one- and two-variable data (mean, standard deviation, normal curves, linear and non-linear regression) as well as probability and data collection methods. The second half of the year covers sampling distributions, confidence intervals, hypothesis tests, and analysis of variance. This course relies heavily on calculators and other technology for computations and does require an understanding of advanced algebraic topics such as logarithms and exponential functions. There is also a large written and verbal component to assignments and assessments, requiring students to analyze results, make and support claims, and design investigations. A TI-83, 84, or 86 series calculator is required for this course. **Prerequisite: Honors Algebra II or Math Analysis.**

**PROBABILITY & STATISTICS**  
2071 6 pds/cycle 1 credit  
IA2071  
**Face to face: 3 times/cycle 1 credit**  
**Blended**  
**Online: 3 times/cycle**  
This course provides a foundation in the study of probability and statistics. It provides coverage of descriptive statistics in one and two variables, normal and binomial distributions, counting techniques, rules of probability, odds, and expected value. Students use computers and graphing calculators to assist with computations and are expected to interpret the results in various contexts. This course is NOT sufficient preparation for AP Statistics and should not be taken by juniors unless taken as an elective in addition to their math class in the regular sequence. **Prerequisite: Algebra II.**
## MATHEMATICS PROGRESSIONS

<table>
<thead>
<tr>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
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<tr>
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<td>Algebra 1B</td>
<td>Algebra 2</td>
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<td>Calculus</td>
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<td></td>
<td>or AP Statistics</td>
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<tr>
<td>Algebra 2</td>
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<td></td>
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<td>AP Calculus BC</td>
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<tr>
<td></td>
<td>Geometry (H, 01)</td>
<td>Math Analysis (H, 01)</td>
<td></td>
<td>or AP Statistics</td>
</tr>
</tbody>
</table>

*H, 01, 02: Honors*
MUSIC

Level Description:

ADVANCED PLACEMENT (AP) COURSES are developed by a committee composed of college faculty and AP teachers. Each AP course covers the breadth of information, skills, and assignments found in the corresponding college course. While course descriptions provide information about the course content on which the AP Exam will be based, DASD teachers have the flexibility to determine how the content is presented.

MUSIC APPRECIATION (9,10,11,12)
5706 3 pds/cycle .5 credit
The purpose of this course is to provide students with the opportunity to expand their understanding and enjoyment of music through listening and discussing musical compositions from composers throughout the ages. Listening is directed toward an understanding of musical elements, style, structure, and the reflections of music through social, political, and scientific change. The students will relate each composer’s personal life and experiences to his/her musical expression.

MUSIC THEORY I (9,10,11,12)
5707 2 pds/cycle .33 credit
Music Theory I is a course that exposes students to the basic fundamental concepts of music. Theory study includes: note reading, rhythms, key signatures, scales, chords, ear training and the basic I, IV, V chordal analysis. Basic composition and music writing techniques will be learned.

CONCERT CHOIR I, II, III, IV (9,10,11,12)
5711 (M&F) (9) 3 pds/cycle .5 credit
5712 (M&F) (10) 3 pds/cycle .5 credit
5723 (M&F) (11) 3 pds/cycle .5 credit
5724 (M&F) (12) 3 pds/cycle .5 credit
Concert Choir is a choir of men’s and women’s voices. Its primary objectives are to develop the vocal instrument and sightreading skills. Emphasis is placed on choral development through the study of the vocal anatomy (breathing, posture, vocal placement, etc.) and the sight-reading of music through the use of solfeggio syllables. The ensemble will focus on the performance of choral music of various styles, including a cappella compositions. Attendance is required at occasional evening rehearsals and all concerts. All aspects of vocal technique and sight-reading will be taught. This program will include a $50 required District Activity Fee to be applied to all Concert Choir students. Prerequisite: Private audition required A $40 fee may be assessed for uniforms, equipment, or transportation for students enrolled in this course.

BEL CANTO I, II, III (10,11,12)
I - 5731 (F) (10) 3 pds/cycle .5 credit
I - 5732 (M) (10) 3 pds/cycle .5 credit
II - 5734 (F) (11) 3 pds/cycle .5 credit
II - 5735 (M) (11) 3 pds/cycle .5 credit
III - 5736 (F) (12) 3 pds/cycle .5 credit
III - 5737 (M) (12) 3 pds/cycle .5 credit
Bel Canto is a choir of mixed voices. Its primary objectives are to develop choral and vocal skills through the study and analysis of vocal music, individual and group vocal techniques, and continued use of solfeggio syllables. The ensemble will focus on the performance of choral music of various styles, including a cappella compositions. Attendance is required at occasional evening rehearsals, performances, and all concerts. All aspects of vocal technique and sight-reading will be taught. This program will include a $50 required District Activity Fee to be applied to all Bel Canto students. Prerequisite: Private audition required. A $40 fee may be assessed for uniforms, equipment, or transportation for students enrolled in this course.

MASTERWORKS I, II, III (10,11,12)
I - 5776 (M & F) (10) 4 pds/cycle .66 credit
II - 5777 (M & F) (11) 4 pds/cycle .66 credit
III - 5778 (M & F) (12) 4 pds/cycle .66 credit
Masterworks is a choir of mixed voices, which performs advanced choral literature in all languages and styles. Emphasis is on a cappella compositions. Attendance is required at adjudicated trips, evening rehearsals, performances, and all concerts. All aspects of vocal technique and sight-reading will be taught. This program will include a $50 required District Activity Fee to be applied to all Masterworks students. Prerequisite: Private audition required. A $40 fee may be assessed for uniforms, equipment, or transportation for students enrolled in this course.

VOCAL ENSEMBLE I, II, III (10,11,12)
I - 5786 (M & F) (10) 2 pds/cycle .33 credit
II - 5787 (M & F) (11) 2 pds/cycle .33 credit
III - 5788 (M & F) (12) 2 pds/cycle .33 credit
Attendance is required at all adjudicated trips, all evening or added rehearsals, and many scheduled concerts. The class will explore many various compositions exploring all musical styles throughout the school year. All aspects of vocal technique and sight-reading will be taught. This program will include a $50 required District Activity Fee to be applied to all Vocal Ensemble students. Prerequisite: Private audition required. A $40 fee may be assessed for uniforms, equipment, or transportation for students enrolled in this course.
**BLUE & GOLD CONCERT AND MARCHING BAND (9,10,11,12)**

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<thead>
<tr>
<th>Course</th>
<th>Pds/cycle</th>
<th>Credit</th>
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<tbody>
<tr>
<td>5896 (9)</td>
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<tr>
<td>5801 (10)</td>
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<tr>
<td>5802 (11)</td>
<td>3</td>
<td>.5</td>
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<tr>
<td>5803 (12)</td>
<td>3</td>
<td>.5</td>
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</tbody>
</table>

This organization will consist of band members functioning together as both a concert and marching band as determined by their performance schedules. Membership is open to all instrumentalists who have successfully completed their required audition. All members are required to perform in all scheduled concerts, parades, football games, adjudications, exchange programs and other special events. In addition to the regularly scheduled band periods, assessment / instruction, on a rotating basis, is required for each band member. During the marching seasons, additional rehearsals are required on an after-school basis. This organization will include a $100 required District Activity Fee to be applied to all Marching Band students. There may be additional fees which will be communicated to students prior to course selection.

**BLUE & GOLD SYMPHONIC AND MARCHING BAND (10,11,12)**

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<tr>
<th>Course</th>
<th>Pds/cycle</th>
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<tr>
<td>5805 (11)</td>
<td>4</td>
<td>.66</td>
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<tr>
<td>5806 (12)</td>
<td>4</td>
<td>.66</td>
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</table>

This organization will consist of band members functioning together as both a symphonic band and marching band as determined by their performance schedules. Members are selected on the basis of the results of the required band audition with consideration being given to the need for a balanced instrumentation. All members are required to perform in all scheduled concerts, parades, football games, adjudications, exchange programs and other special events. In addition to the regularly scheduled band periods, assessment / instruction, on a rotating basis, is required for each band member. During the marching seasons, additional rehearsals are required on an after-school basis. This organization will include a $100 required District Activity Fee to be applied to all Marching Band students. There may be additional fees which will be communicated to students prior to course selection.

**INSTRUMENTAL ENSEMBLE (9,10,11,12)**

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<tr>
<th>Course</th>
<th>Pds/cycle</th>
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<tr>
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<tr>
<td>5807 (10)</td>
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<tr>
<td>5808 (11)</td>
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<td>.33</td>
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<tr>
<td>5809 (12)</td>
<td>2</td>
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</table>

This course is a skills development course for an intensified program of instrumental instruction. This organization, as a whole, will have no performance responsibilities other than as an adjunct to the DHS Concert/Symphonic and Marching Bands. Students are expected to perform in the class and throughout the community, individually and in small ensembles. Students must be enrolled in Blue & Gold Concert and Marching Band or Blue & Gold Symphonic and Marching Band.

**CHAMBER ORCHESTRA (9,10,11,12)**

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<tr>
<th>Course</th>
<th>Pds/cycle</th>
<th>Credit</th>
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<tbody>
<tr>
<td>5996 (9)</td>
<td>3</td>
<td>.5</td>
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<tr>
<td>5901 (10)</td>
<td>3</td>
<td>.5</td>
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<tr>
<td>5902 (11)</td>
<td>3</td>
<td>.5</td>
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<tr>
<td>5903 (12)</td>
<td>3</td>
<td>.5</td>
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</tbody>
</table>

The Chamber Orchestra will perform music grade 3 or higher of all stylistic periods with accurate technical and musical development. In addition to the regularly scheduled Chamber Orchestra class, individual assessment and technique lessons are required for each string student a minimum of three times each marking period. Members of the Chamber Orchestra course may perform in competitions and/or music trip performances. Students of this course are required to perform in two school concerts each school year. This program will include a $50 required District Activity Fee to be applied to all Orchestra students. **$40 fee.**

**SYMPHONY ORCHESTRA (9,10,11,12)**

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<tr>
<th>Course</th>
<th>Pds/cycle</th>
<th>Credit</th>
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<tr>
<td>5997 (9)</td>
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<td>5904 (10)</td>
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<td>.5</td>
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<tr>
<td>5905 (11)</td>
<td>3</td>
<td>.5</td>
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<tr>
<td>5906 (12)</td>
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<td>.5</td>
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</table>

The Symphony Orchestra will perform music grade 4 or higher of all stylistic periods with advanced technical and musical development. In addition to the regularly scheduled Symphony Orchestra class, individual assessment and technique lessons are required for each string student a minimum of three times each marking period. Members of the Symphony Orchestra course will perform in competitions and/or music trip performances. Students of this course are required to perform in all scheduled performances throughout the school year. Second semester, selected member of the Symphonic Band will rehearse once a cycle with the Symphony Orchestra class on full orchestra repertoire. The wind and percussion students who are chosen to perform in Symphony Orchestra must meet performance and conduct responsibilities of the band program. Wind/percussion students’ entrance into Symphony Orchestra is based on the band director’s recommendations and the instrumentation requirements of the selected program. This program will include a $50 required District Activity Fee to be applied to all Orchestra students. **$40 fee.**

**ADVANCED PLACEMENT MUSIC THEORY**

<table>
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<tr>
<th>Course</th>
<th>Pds/cycle</th>
<th>Credit</th>
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<tbody>
<tr>
<td>5705 AP</td>
<td>6</td>
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</table>

This course prepares students to take the AP Music Theory Exam. It is designed to promote independent thinking and musicianship through comprehensive subject knowledge. The AP Music Theory course is designed to develop a student's ability to recognize, and describe the basic materials and processes of music that are heard or presented in a score. These abilities will be developed through various listening, performance, written, creative, and analytical exercises. Students will create, perform, produce, and publish their own compositions. Although
this course focuses on music of the Common Practice Period (1600–1900), materials and processes found in other styles and genres are also studied. In addition, students will be exposed to the music of other cultures in a meaningful manner so that they can place Western Art Music in a global context. **Prerequisite: Music Theory 1 or Placement Exam**

### READING

The high school offers a two-tiered reading program for students who continue to struggle with reading. For these courses, students are recommended by the DASD Reading Department, who base their decisions on the results of various reading assessments.

#### READING FOUNDATIONS

The Reading Foundations course implements a comprehensive reading remedial program of study that includes adaptive, instructional technology and high-interest fiction and non-fiction materials. Instructional delivery is differentiated to meet the individual reading needs of each student. The Reading and Counseling Departments schedule students in this course for 12 periods of reading instruction per cycle.

#### CONTENT COMPREHENSION

The Content Comprehension course implements a comprehensive reading intervention program of study, which focuses on comprehension strategies, academic literacy, and vocabulary development. Students are exposed to a variety of high-interest non-fiction texts. Instructional delivery is differentiated to meet the individual reading needs of each student. The Reading and Counseling Departments schedule students in this course for 3 periods of reading instruction per cycle.

### SCIENCE

**Level Descriptions**

#### ADVANCED PLACEMENT (AP) COURSES

Are developed by a committee composed of college faculty and AP teachers. Each AP course covers the breadth of information, skills, and assignments found in the corresponding college course. While course descriptions provide information about the course content on which the AP Exam will be based, DASD teachers have the flexibility to determine how the content is presented.

#### HONORS COURSES

Are college preparatory courses that provide rigorous, in-depth study through independent interpretation, application, analysis and synthesis of course concepts, content and standards. Both in-class instruction and outside assignments focus on self-directed learning through activities and assessments that emphasize written and oral communication. **Honors courses have an additional .5 weight.**

#### LEVEL 01 COURSES

Are college preparatory courses that provide rigorous, in-depth study through interpretation, application, analysis and synthesis of course concepts, content and standards. Both in-class instruction and outside assignments focus on teacher-supported, guided practice followed by independent demonstration of learning.

#### LEVEL 02 COURSES

Provide content learning that prepares students for college and/or careers by providing literacy and learning strategies that support students in mastering content. The course provides a more structured learning environment, increased time spent in review, and reinforcement of major concepts to prepare for assessments and any outside assignments. Students must secure administrative approval to schedule a Level 02 course. **Students must secure administrative approval to schedule a Level 02 course.**

### SCIENCE REQUIRED COURSE

#### Biology I (KEYSTONE COURSE)

<table>
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<tr>
<th>Course Code</th>
<th>Pds/Cycle</th>
<th>Credit</th>
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<td>3221 Level 01</td>
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<tr>
<td>3222 Level 02</td>
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</table>

This course covers biological concepts including scientific inquiry, evolutionary theory, biochemistry, cellular structure, functions and processes, genetics and ecology. **At the end of this course, students will take the Biology Keystone exam. Students must secure administrative approval to schedule a Level 02 course.**

### SCIENCE ELECTIVES

#### ANATOMY & PHYSIOLOGY

<table>
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<tr>
<th>Course Code</th>
<th>Pds/Cycle</th>
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<tbody>
<tr>
<td>3284 Honors</td>
<td>7</td>
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</table>

This course focuses on human anatomy and physiology, covering the major systems of the body including the cardiovascular, urinary, digestive, endocrine, skeletal and muscular systems as well as human embryology. The course emphasizes the importance of biochemistry and tissue studies to each of these systems. There is extensive laboratory work in all units including microscopic examination of prepared slides, development of dissection skills culminating in the dissection of the cat, and biochemical analysis of organic materials. **Prerequisites: Biology I and Chemistry I**

#### ADVANCED PLACEMENT BIOLOGY

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<th>Course Code</th>
<th>Pds/Cycle</th>
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<tbody>
<tr>
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</table>

The Advanced Placement Biology course is designed to meet the requirements of a first year, college-level biology course. The content as outlined in the AP Biology Curriculum Framework is organized around a few key conceptual understandings called the Four Big Ideas: the evolution of life, the utilization of free energy and molecular building blocks by biological systems, the ability of living systems to store, retrieve, transmit and respond to information and the complex properties that emerge when biological systems interact. Inquiry-based...
laboratory investigations will be performed that engage students in the Science Practices of using models, applying mathematical routines, posing scientific questions, designing and conducting experiments, analyzing data, communicating results, working with scientific explanations, and connecting concepts across domains. A deepening level of conceptual understanding and the development of advanced inquiry and reasoning skills are emphasized. In order to receive AP weighted credit the students must take the AP Biology Exam in May. **Prerequisite: Biology I and Chemistry I**

### NATURAL DISASTERS

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<tbody>
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<tr>
<td>IC3991</td>
<td>Online: 6 times/cycle</td>
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This earth science course will investigate a variety of natural disasters and our subsequent preparedness as a society. Natural hazards have reshaped life on planet Earth in the past and will continue to do so in the future. In order to be sufficiently prepared for any disaster, we must understand the science behind the hazard itself. As such, this course will emphasize the interaction of Earth's five unique spheres: the exosphere, lithosphere, atmosphere, hydrosphere, and biosphere. The project-based framework of the course will allow for content knowledge to be applied in a “hands on” laboratory type setting.

### CHEMISTRY I

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<tr>
<td>3431</td>
<td>7 pds/cycle</td>
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This course focuses on measurement and science skills, properties of matter, atomic theory, the Periodic Table, chemical bonding, nomenclature, chemical structures, intermolecular forces and their impact on molecule shape, chemical reactions, the mole and other chemical quantities, stoichiometry, gas behaviors, properties of solutions, acid-base theory, and nuclear chemistry. The honors level also includes the study of thermodynamics. **Prerequisites:** Algebra I (Recommendation of concurrent Algebra II for students registering for Honors)

### ORGANIC CHEMISTRY

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<tr>
<td>3444</td>
<td>7 pds/cycle</td>
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</tr>
</tbody>
</table>

Organic Chemistry is the study of carbon-containing compounds and their reactions. Topics include alkanes and alkenes, alcohols, ethers, and carbonyl compounds. It includes structure and stereochemistry (3-dimensional shapes) as well as common reactions and synthesis. Many biological molecules are organic such as sugars, amino acids, proteins and lipids. To engage in the learning about these topics, laboratory experiences will focus on learning common techniques such as crystallization, distillation, and chromatography. Also included will be interpretations of analytical techniques such as Infrared Spectroscopy and Nuclear Magnetic Response Spectroscopy. AP students can also take this class, as there is no overlap in AP Chemistry and Organic Chemistry. **Prerequisites:** Chemistry I and Algebra II

### ADVANCED PLACEMENT CHEMISTRY

<table>
<thead>
<tr>
<th>Code</th>
<th>Type</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>3445</td>
<td>8 pds/cycle</td>
<td>1</td>
</tr>
</tbody>
</table>

The Advanced Placement Chemistry course is designed to be equivalent to a first-year college chemistry course. The course follows an approved Advanced Placement Chemistry Course of Study focusing on a model of instruction that promotes enduring, conceptual understandings and the content that supports them with an emphasis on scientific practice. The AP Chemistry content is built around the Six Big Ideas in chemistry: atomic theory, chemical reactions, structure-function relationships, thermodynamics and thermochemistry, chemical kinetics, and chemical equilibrium. Students who enroll in this course take the AP exam in May. **Prerequisites:** Chemistry I and concurrent Math Analysis

### INTRODUCTION TO BIOLOGICAL CHEMISTRY

<table>
<thead>
<tr>
<th>Code</th>
<th>Type</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>3225</td>
<td>6 pds/cycle</td>
<td>1</td>
</tr>
</tbody>
</table>

This course covers biological concepts including scientific inquiry, evolutionary theory, biochemistry, cellular structure, functions and processes, genetics and ecology. These concepts are extended with the function of chemical processes in living systems. At the end of this course, students will take the Biology Keystone exam.

### INTRODUCTION TO CHEMISTRY & PHYSICS

<table>
<thead>
<tr>
<th>Code</th>
<th>Type</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>3671</td>
<td>6 pds/cycle</td>
<td>1</td>
</tr>
</tbody>
</table>

This course will cover topics of a fundamental nature in physics and chemistry. The topics are laws of motion, universal law of gravitation, energy and work, electricity, atomic structure, the Periodic Table, bonding, nomenclature, chemical reactions, and gas laws. **Prerequisites:** Biology I

### PHYSICS 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Type</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>3531</td>
<td>7 pds/cycle</td>
<td>1</td>
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</tbody>
</table>

This course is a laboratory-based program of study that concentrates on the nature of motion and Newtonian mechanics. It covers one-dimensional and two-dimensional motion, Newton’s Laws of Motion, Conservation of Momentum and collisions, the transfer and Conservation of Energy. The honors level also covers two-dimensional collisions, rotational mechanics, and simple harmonic motion. **Prerequisites:** Geometry and Algebra II

### PHYSICS 2: EXTENDED TOPICS IN PHYSICS

<table>
<thead>
<tr>
<th>Code</th>
<th>Type</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>3544</td>
<td>7 pds/cycle</td>
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</tr>
</tbody>
</table>

This course is a laboratory-based program of study that continues the studies of physics from Physics I. The topics covered include electricity and magnetism, light and optics, wave motion and sound, and Einstein’s theory of Special Relativity. **Prerequisites:** Physics I and concurrent Math Analysis
ADVANCED PLACEMENT PHYSICS 1
3545AP  8 pds/cycle  1 credit
IA3545 AP  Face to face: 5 times/cycle  1 credit
Blended  Online: 3 times/cycle
This course is designed for the student considering a major in biology, geology, medicine, ecology and non-science majors who wishes to receive a college credit for work completed in high school. This first-year course in physics includes the content of the AP Physics I exam. Topics include the study of motion and force, work and energy, rotational dynamics, gravity, and oscillations, mechanical waves and simple circuits. This course is algebra based and does not require any working knowledge of formal calculus. Learning how to recognize when certain physics principles apply and learning to apply them are a central objective of the course. Students will receive a summer assignment and can expect to spend five hours per week on homework. Prerequisites: Geometry and Algebra II; concurrent Math Analysis is highly recommended.

ADVANCED PLACEMENT PHYSICS 2
3555 AP  8 pds/cycle  1 credit
This course is designed for the student considering a major in biology, geology, medicine, ecology and non-science majors who wishes to receive a college credit for work completed in high school. This second-year course in physics includes the content of the AP Physics II exam. This course is a continuation of AP Physics I. Topics include the study of waves, optics, electricity and magnetism, fluids and thermodynamics. This course is algebra based and does not require any working knowledge of formal calculus. Learning how to recognize when certain physics principles apply and learning to apply them are a central objective of the course. Students will receive a summer assignment and can expect to spend five hours per week on homework. Prerequisites: Physics 1, AP Physics I or AP Physics C: Mechanics

ADVANCED PLACEMENT PHYSICS C: MECHANICS
3565 AP  8 pds/cycle  1 credit
AP Physics C: Mechanics is equivalent to a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton’s laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; oscillations and gravitation. Introductory differential and integral calculus is used throughout the course. Students will spend a minimum of 20% of instructional time engaged in hands-on laboratory work. Prerequisites: Physics 1 or AP Physics I; concurrent Calculus is highly recommended.

ADVANCED PLACEMENT PHYSICS C: ELECTRICITY & MAGNETISM
3575 AP  8 pds/cycle  1 credit
AP Physics C: Electricity and Magnetism is equivalent to a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course. Students will spend a minimum of 20% of instructional time engaged in hands-on laboratory work. Prerequisites: AP Physics C: Mechanics or AP Physics I; concurrent Calculus is highly recommended.

ENVIRONMENTAL SCIENCE
3771 Level 01  6 pds/cycle  1 credit
3772 Level 02  6 pds/cycle  1 credit
This course is designed to build on the understanding of the environment begun in Biology I. Students will investigate a wide variety of environmental issues impacting local, state, national and global communities and will study a variety of topics including populations, preservation of natural resources, and pollution (air, land and water). Prerequisite: Biology I. Students must secure administrative approval to schedule a Level 02 course.

BIOLOGY AND ECOLOGY OF AQUATIC SYSTEMS (B.E.A.S.) *
3871 Level 01  7 pds/cycle  1 credit
This course is an interdisciplinary biological and environmental science course that focuses on aquatic systems; specifically along the Brandywine River, its influences on our community, and its connection to understanding global aquatic systems. Through various projects, field studies, laboratory activities, research, and water quality testing canoe trips, students will implement a multi-disciplinary approach to learning how communities, both local and global, rely on and impact water resources. This course will provide opportunities for students to explore current issues and topics in aquatic science. Prerequisite: Biology I
Note: Students must pay for all field trip costs. Field trips are a mandatory part of this curriculum and must be attended. Some field trips will return after the end of the day. The total cost for all trips will be no more than $150. Money will be collected during the week prior to the trip. Course enrollment is limited.

*This course is not recognized in the NCAA Clearinghouse
ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE
3774 AP 8 pds/cycle 1 credit

The Advanced Placement Environmental Science course is designed to be the equivalent of an introductory college environmental science course. The content includes Land Use, the Living World, Populations, Resources and Consumption, Pollution and Global Change. The course includes a rigorous laboratory and fieldwork component. The goal of this component is to complement the classroom portion of the course by allowing students to learn about the environment through firsthand observation. The mastery of content, science as a process, and the major themes in environmental science are stressed. Students who enroll in AP Environmental Science take the AP Environmental Science Exam in May. **Prerequisites: Biology I and Chemistry I**

**Note:** Students must pay for all field trip costs. Field trips are a mandatory part of this curriculum and must be attended. Some field trips will return after the end of the day. The total cost for all trips will be no more than $150. **Money will be collected during the week prior to the trip.**
### SCIENCE PROGRESSIONS

The Science Progression Chart provides suggestions for science courses students might schedule each year that match their future college and career goals. The progressions identify courses taken by students who plan to take only one science course per school year. Students may take multiple science courses in a single year, as their schedules permit. Students should consult their science teachers and their counselors to discuss the various options.

*Note:* Included in the parenthesis next to the course title are the course levels offered.

#### General Sciences / Engineering Progression

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology I (H, 01, 02)</td>
<td>Chemistry I (H, 01) Physics I or AP Physics</td>
<td>AP Physics</td>
<td>AP Physics Interest Dependent Elective</td>
</tr>
</tbody>
</table>

#### Medical Science Progression

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology I (H, 01, 02)</td>
<td>Chemistry I (H, 01)</td>
<td>Physics I or AP Physics</td>
<td>Anatomy &amp; Physiology (H) Organic Chemistry (H) AP Biology AP Chemistry</td>
</tr>
</tbody>
</table>

#### Environmental and Earth Sciences Progression

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology I (H, 01, 02)</td>
<td>Chemistry I (H, 01)</td>
<td>Physics I</td>
<td>AP Environmental Science Environmental Science Natural Disasters B.E.A.S.</td>
</tr>
</tbody>
</table>

#### Humanities Progression

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology I (H, 01, 02)</td>
<td>Chemistry I (H, 01) or Introduction to Chemistry &amp; Physics or Introduction to Biological Chemistry</td>
<td>Physics I or Interest Dependent Science Elective</td>
<td>Interest Dependent Elective/Honors II or AP Course</td>
</tr>
</tbody>
</table>
SOCIAL STUDIES

Level Descriptions:

ADVANCED PLACEMENT (AP) COURSES are developed by a committee composed of college faculty and AP teachers. Each AP course covers the breadth of information, skills, and assignments found in the corresponding college course. While course descriptions provide information about the course content on which the AP Exam will be based, DASD teachers have the flexibility to determine how the content is presented.

HONORS COURSES are college preparatory courses that provide rigorous, in-depth study through independent interpretation, application, analysis and synthesis of course concepts, content and standards. Both in-class instruction and outside assignments focus on self-directed learning through activities and assessments that emphasize written and oral communication. Honors courses have an additional .5 weight.

LEVEL 01 COURSES are college preparatory courses that provide rigorous, in-depth study through interpretation, application, analysis and synthesis of course concepts, content and standards. Both in-class instruction and outside assignments focus on teacher-supported, guided practice followed by independent demonstration of learning.

LEVEL 02 COURSES provide content learning that prepares students for college and/or careers by providing literacy and learning strategies that support students in mastering content. The course provides a more structured learning environment, increased time spent in review, and reinforcement of major concepts to prepare for assessments and any outside assignments. Students must secure administrative approval to schedule a Level 02 course.

SOCIAL STUDIES REQUIRED COURSES

WORLD HISTORY - EASTERN CIVILIZATIONS

<table>
<thead>
<tr>
<th>Course</th>
<th>Cycle</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1114 Honors</td>
<td>6 pds/cycle</td>
<td>1 credit</td>
</tr>
<tr>
<td>Blended</td>
<td>Face to face: 3 times/cycle</td>
<td>1 credit</td>
</tr>
<tr>
<td>1111 Level 01</td>
<td>6 pds/cycle</td>
<td>1 credit</td>
</tr>
</tbody>
</table>

This course is a survey course that will examine the events of history from early civilizations to our modern global society. This course will look at the major political, economic and social developments on the African continent and the countries of Asia including sub-Saharan Africa, the Middle East, the Indian subcontinent, and East Asia. We will examine the social and cultural values that shaped these societies with the intention of developing greater understanding for the diversity that drives global society today.

WORLD HISTORY - WESTERN CIVILIZATION

<table>
<thead>
<tr>
<th>Course</th>
<th>Cycle</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1224-Honors</td>
<td>6 pds/cycle</td>
<td>1 credit</td>
</tr>
<tr>
<td>1221-Level 01</td>
<td>6 pds/cycle</td>
<td>1 credit</td>
</tr>
<tr>
<td>1222-Level 02</td>
<td>6 pds/cycle</td>
<td>1 credit</td>
</tr>
</tbody>
</table>

Western Civilization is a survey course in European history from the study of ancient Greece and Rome to the modern era. Students develop an understanding of European historical developments that helped shape the US and modern world. This is achieved through an emphasis on relating the past to the present. Students broaden their perspectives on history by completing assignments that require critical thinking on the themes and patterns that bring about changes in history. Students must secure administrative approval to schedule a Level 02 course.

UNITED STATES HISTORY

<table>
<thead>
<tr>
<th>Course</th>
<th>Cycle</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1334 Honors</td>
<td>6 pds/cycle</td>
<td>1 credit</td>
</tr>
<tr>
<td>Blended</td>
<td>Face to face: 3 times/cycle</td>
<td>1 credit</td>
</tr>
<tr>
<td>1331 Level 01</td>
<td>6 pds/cycle</td>
<td>1 credit</td>
</tr>
<tr>
<td>1332 Level 02</td>
<td>6 pds/cycle</td>
<td>1 credit</td>
</tr>
</tbody>
</table>

This US History course is a survey course of our nation’s history from 1920 to the present. The purpose of this course is to provide students with content knowledge and the understanding of current American political, cultural and social institutions. Students must secure administrative approval to schedule a Level 02 course.

AMERICAN GOVERNMENT / ECONOMICS

<table>
<thead>
<tr>
<th>Course</th>
<th>Cycle</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1444 Honors</td>
<td>6 pds/cycle</td>
<td>1 credit</td>
</tr>
<tr>
<td>1441 Level 01</td>
<td>6 pds/cycle</td>
<td>1 credit</td>
</tr>
<tr>
<td>1442 Level 02</td>
<td>6 pds/cycle</td>
<td>1 credit</td>
</tr>
</tbody>
</table>

The focus of the semester course in American Government is the organization and function of our Federal, State, and Local governments. Current events are a major component of the course. The purpose of the semester course in Economics is for students to understand how the free enterprise system works in the United States. Content includes the impact of demand, supply, wages, rent, interest, profits, and taxes on the individuals. Students must secure administrative approval to schedule a Level 02 course.

AMERICAN GOVERNMENT / SOCIOLOGY

<table>
<thead>
<tr>
<th>Course</th>
<th>Cycle</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1544-Honors</td>
<td>6 pds/cycle</td>
<td>1 credit</td>
</tr>
<tr>
<td>Blended</td>
<td>Face to face: 3 times/cycle</td>
<td>1 credit</td>
</tr>
<tr>
<td>1541-Level 01</td>
<td>6 pds/cycle</td>
<td>1 credit</td>
</tr>
<tr>
<td>1542-Level 02</td>
<td>6 pds/cycle</td>
<td>1 credit</td>
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</tbody>
</table>

The purpose of the semester course in American Government is to study the organization and function of our Federal, State and Local governments. Current events are a major component of the course. The purpose of the semester course serves as an introduction to the social science of Sociology. In Sociology, students use scientific methods such as survey, statistical analysis and student-oriented class discussions to gain insight into the forces at work in themselves and society. Students must secure administrative approval to schedule a Level 02 course.
### SOCIAL STUDIES ELECTIVES

#### CONTEMPORARY ISSUES
1646  6 pds/cycle  1 credit
Contemporary Issues is a study of worldwide issues as they impact and relate to American culture in a global community. Students analyze the impact of local, state and national issues on their lives. The class will also make use of cable TV, newspapers and electronic media. Evaluation assesses: general knowledge of local, national, and international events, work in groups (to synthesize solutions to societal problems and evaluate other groups’ solutions) employment of historiography skills to explore and trace the development of contemporary issues and present in written format, effective use of analyzing skills in discussion and debating exercises, use of information literacy skills to carry out research assignments, and the application of higher-level thinking skills to interpret articles, editorials, and political cartoons.

#### ADVANCED PLACEMENT UNITED STATES HISTORY
1385 AP  6 pds/cycle  1 credit
The Advanced Placement Program in United States History content includes U.S. history from exploration to the present. It is designed to develop analytical skills and factual knowledge necessary to think critically about the problems and materials in United States History. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students learn to access historical materials, determine the relevance, reliability, and importance of that material to a given problem and weigh the evidence and interpretations presented in historical scholarship. An Advanced Placement United States History course develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

#### ADVANCED PLACEMENT GOVERNMENT & POLITICS, U.S./HONORS ECONOMICS
1445 AP  6 pds/cycle  1 credit
The purpose of the semester course in Advanced Placement Government and Politics, U.S. is to provide a detailed study of the structures and functions of the three branches of the U.S. government, the U.S. Constitution, and the federal system. The course is designed to meet the requirements of a first year college U.S. Government course. Emphasis is placed on preparation for the AP examination, including self-directed learning, increasing knowledge, objective test taking skills, as well as the writing of short essays. Students who enroll in this course are expected to take the Advanced Placement Exam in May.

The purpose of the Honors Economics semester course is to learn the basics of economics (supply, demand, opportunity, and the price system). Through analyzing and synthesizing, students discuss and show the relationship of the basics to the economy as a whole. Students learn how to maximize the use of scarce resources. Students will apply critical thinking skills and expand upon key concepts through a variety of applications. This course may involve outside reading and projects.

#### ADVANCED PLACEMENT GOVERNMENT & POLITICS, U.S./HONORS SOCIOLOGY
1545 AP  6 pds/cycle  1 credit
The purpose of the semester course in Advanced Placement Government and Politics, U.S. is to provide a detailed study of the structures and functions of the three branches of the U.S. government, the U.S. Constitution, and the federal system. The course is designed to meet the requirements of a first year college U.S. Government course. Emphasis is placed on preparation for the AP examination, including self-directed learning, increasing knowledge, objective test taking skills, as well as the writing of short essays. Students who enroll in this course are expected to take the Advanced Placement Exam in May.

The purpose of the Honors Sociology semester course is to introduce the science of sociology. Students use scientific methods such as survey, statistical analysis and student oriented class discussions to gain insight into the forces at work in themselves and society. The course activities focus on research, evaluating sources of information, critical thinking and communication skills.

#### ADVANCED PLACEMENT EUROPEAN HISTORY
1785 AP  6 pds/cycle  1 credit
**IA1785 AP**  Face to face: 3 times/cycle  1 credit
**Blended Online**: 3 times/cycle
This course is an in-depth study of European history from the Renaissance to the recent past. Intellectual, cultural, political, social and economic themes are examined. The students use these themes to develop the ability to analyze and synthesize historical evidence. Mastery of these skills is demonstrated in writing document-based essays on specific topics, multiple choice exams, individual and group projects and discussion and debate.

#### ADVANCED PLACEMENT PSYCHOLOGY
1815 AP  6 pds/cycle  1 credit
This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. Well-developed skills in organization, analytical thinking and communication are essential for success. Students who enroll in AP Psychology take the AP Psychology Exam in May. AP Psychology can lead to future coursework in a wide variety of career areas. It is used across clinical settings such as in offices of health practitioners, Psychiatric and Substance Abuse Centers, Outpatient Care Centers, other residential care facilities;
in Educational settings such as Elementary and Secondary schools, as well as through Educational Support Service providers. In Industry, the subject is relevant to Employment Services, Scientific Research and Development Services, Law Enforcement, and Home Health Care Services.

ADVANCED PLACEMENT ECONOMICS
1565 AP 6 pds/cycle 1 credit
This course is a combination of micro and macroeconomics. The purpose of microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. The purpose of macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. This course offers two separate exams in economics: one in microeconomics and one in macroeconomics. Students may take one or both exams in a given year. A separate score is reported for each.

ADVANCED PLACEMENT WORLD HISTORY
1555 AP 6 pds/cycle 1 credit
IA1555 AP Face to face: 3 times/cycle 1 credit
Blended Online: 3 times/cycle 1 credit
This course will examine the events of human history from early settled societies to our contemporary global society. This course has a global perspective and will look at the major political, economic and social developments in Asia, Europe, Africa, and the Americas. We will examine the social and cultural values that shaped these societies with the intention of developing greater understanding and appreciation for the differences and similarities that inform all human societies.

ADVANCED PLACEMENT HUMAN GEOGRAPHY
1825 AP 6 pds/cycle 1 credit
Human geography is the study of how humans impact the environment, from a local to a global perspective. This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research. AP Human Geography can lead to a future in over seventy-one (71) career areas, and twenty (20) college majors. Architects, biological and forensic scientists, engineers, sociologists, lawyers, social workers and those in the fine arts can all benefit from knowledge in human geography.
SOCIAL STUDIES/SOCIAL SCIENCES PROGRESSIONS

The study of courses that fall under the heading of Social Studies/Social Sciences provide a solid academic foundation that facilitates the opportunity for students to develop 21st century skills which are vital in the workplace. These include but are not limited to oral and written communication, interpersonal, collaborative, technical, analytical, critical thinking, and problem solving skills.

Of equal importance, is the development of civic literacy; an understanding of the rights and responsibilities of the individual in the context of local, state, national, and global affairs.

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>World History – Eastern Civilizations</td>
<td>World History - Western Civilizations</td>
<td>United States History is required. The following courses meet this criteria:</td>
<td>American Government is required. The following courses meet this criteria:</td>
</tr>
<tr>
<td>AP World History</td>
<td>AP European History</td>
<td>United States History</td>
<td>American Government/Economics</td>
</tr>
<tr>
<td></td>
<td>AP World History</td>
<td>AP United States History</td>
<td>American Government/Sociology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>AP American Government/Honors Economics</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>AP American Government/Honors Sociology</td>
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<tr>
<td></td>
<td></td>
<td>Elective Courses:</td>
<td>Elective Courses:</td>
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<tr>
<td></td>
<td></td>
<td>AP World History</td>
<td>AP World History</td>
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<td>AP Human Geography</td>
<td>AP Human Geography</td>
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<td>AP Psychology</td>
<td>AP Psychology</td>
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<td></td>
<td></td>
<td>AP Economics (Micro/Macro)</td>
<td>AP Economics (Micro/Macro)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP World History - Contemporary Issues</td>
<td>AP World History - Contemporary Issues</td>
</tr>
</tbody>
</table>
Project Lead the Way is a college recognized pre-engineering program designed to introduce students to the career of engineering. This program prepares students for the types of engineering classes they will be taking in college. All students can benefit by completing the entire program, or by taking a few of the classes. Students can also qualify for college credit by successfully completing the core courses and the final exam. Please visit the Project Lead The Way website at: http://www.pltw.org/students/students

HONORS INTRODUCTION TO ENGINEERING DESIGN (IED) (9,10,11,12)
7001 H 6 pds/cycle 1 credit
This course utilizes 3D solid modeling design software to help them design solutions to solve proposed problems. Students will learn how to document their work and communicate solutions to peers and members of the professional community. The major focus of the IED course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Pre/Co-Requisite Algebra 1. 
Prerequisite: Geometry or Algebra I.

HONORS PRINCIPLES OF ENGINEERING (POE) (9,10,11,12)
7002 H 6 pds/cycle 1 credit
This course exposes students to major concepts they will encounter in a post-secondary engineering course of study. Topics include mechanisms, energy, statics, materials, and kinematics. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work and communicate solutions. Prerequisite: Algebra I.

HONORS COMPUTER INTEGRATED MANUFACTURING (CIM) (10,11,12)
7003 H 6 pds/cycle 1 credit
This course exposes students to major concepts they will encounter in a post-secondary engineering course of study. The major focus of CIM is Project Design and Development as well as Rapid Prototyping methods. Students will develop problem-solving skills and apply their knowledge of research and design to create working models and solutions to various challenges using CIM technologies such as 3D printing, Laser etching and CNC production. Prerequisite: Principles of Engineering OR Introduction to Engineering Design.

HONORS AEROSPACE ENGINEERING (AE) (10,11,12)
7004 H 6 pds/cycle 1 credit
This course propels students’ learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics using industry-standard software. They also explore robot systems through projects such as remotely operated vehicles. Prerequisite: Principles of Engineering OR Introduction to Engineering Design.

HONORS CIVIL ENGINEERING AND ARCHITECTURE (CEA) (10,11,12)
7005 H 6 pds/cycle 1 credit
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 3D architecture design software.

CAPSTONE COURSE – HONORS ENGINEERING DESIGN AND DEVELOPMENT (EDD) (11,12)
7006 H 6 pds/cycle 1 credit
In EDD students identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing EDD ready to take on any post-secondary program or career.

This program is offered to 10th 11th and 12th graders at the Brandywine Campus in Downingtown.

The Technical College High School offers half-day programs at the Brandywine Campus. Programs provide basic instruction in skilled and semi-skilled occupational fields. The Cooperative Education Program provides the opportunity for work-study to students who meet the criteria. Tech Prep is a program that allows for advanced placement towards an Associate Degree in specific fields at some community and junior colleges. An application process is required. Detailed information is available at: www.cciu.org/tchsbrandywine.

TCHS PROGRAMS OFFERED
BRANDYWINE CAMPUS

Allied Health Science Technology
Early Childhood Care & Education
Automotive Collision Technology
Electrical Occupations
Automotive Service Technology
Electronics & Robotics
Barbering
Engine Technology
Carpentry
Health Career Academy
Commercial & Graphic Arts
Health Occupations

Downingtown Area School District 2016-2017 Program of Study – West Campus
Academy programs are two-credit, one-year intensive satellite training programs for academically talented high school seniors considering a career in the medical or teaching profession. Students participate in a wide array of clinical experiences alongside mentor professionals in the workplace.

Academies are offered at the Brandywine campus. Students must apply during their junior year for admission. Enrollment is limited due to the number of clinical rotations and internships available. These are highly competitive programs that strictly adhere to a 3.0 minimum GPA requirement. Students must provide their own transportation to and from satellite locations.

ALLIED HEALTH SCIENCE TECHNOLOGY (12)
B 478 2 credits
Allied Health Science Technology is a college preparatory program for academically talented high school seniors considering a career in the medical profession. High school seniors are introduced to numerous health careers. The program includes 7.5 hours per week of classroom and clinical experience in a healthcare facility. Clinical experiences are supervised by the program instructor in collaboration with hospital staff. Honors credit awarded by DASD.

TEACHER ACADEMY (12)
B 480 2 credits
Teacher Academy is a college preparatory program for academically talented students considering a teaching career. High school seniors develop and practice skills necessary for a professional career in education. The primary goal of the program is to prepare students who may be interested in teaching assignments in middle school, high school, or special education. The program includes 7.5 hours per week of seminar/classroom and school-based internship activities. Honors credit awarded by DASD.

TECHNICAL COLLEGE HIGH SCHOOL
Academy Programs for Seniors

Technology education in the Downingtown Areas School District incorporates problem solving. It involves students gathering, questioning, evaluating information, drawing conclusions, and acting responsibly on the results as they impact on the students’ environment. Technology education is an integral part of the education of each student. It is a comprehensive activity-based program that is concerned with understanding the evolution, application, and significance of technology. Students who enroll in any technology education course should be prepared to pay either a lab fee and/or for materials used in the course.

**Level Description:**

**HONORS COURSES** are college preparatory courses that provide rigorous, in-depth study through independent interpretation, application, analysis and synthesis of course concepts, content and standards. Both in-class instruction and outside assignments focus on self-directed learning through activities and assessments that emphasize written and oral communication. Honors courses have an additional .5 weight.

**CAD I (9,10,11,12)**
7016 3 pds/cycle .5 credit
Students gain basic understanding of technical graphics communication and computer-aided engineering design through use of computer-aided design/drafting software. Fundamentals of engineering graphics techniques, principles of computer-aided design and drafting, concepts of CAD modeling and application in engineering design, and a hands-on-experience of using modern CAD software are introduced in the course. $10 lab fee.

**CAD II (10,11,12)**
7027 3 pds/cycle .5 credit
CAD II is a level two CAD course for those individuals interested in pursuing CAD as it relates to mechanical engineering and machine design. Students learn advanced CAD concepts such as advanced drawing setups, 3-D modeling, and rendering. Students use a high quality wide formal plotter to print their rendered images. Prerequisite: CAD I. $10 lab fee.

**RESIDENTIAL ARCHITECTURE (9,10,11,12)**
7038 3 pds/cycle .5 credit
Residential Architecture is the course for students interested in CAD as it relates to creating architectural plans. In the first half of the course students create floor plans, various sections and elevations. In the second half students create presentation plans of the house using 3-D and wide format printing methods. $10 lab fee.
DESIGN ARCHITECTURE (10,11,12)
7049  3 pds/cycle  .5 credit
Design Architecture is the course for those individuals interested in architecture as a possible career. The first half of the course requires students to redesign their plans created in Residential Architecture. The second half requires students to create advanced, realistic concepts of their designs. Students produce photographic quality prints using wide format printing techniques. **Prerequisite: Residential Architecture. $10 lab fee.**

ELECTRONICS I (9,10,11,12)
7116  3 pds/cycle  .5 credit
Electronics I is an elective course open to all students. Those interested in pursuing an Electrical or Electronics related career, including engineering should consider this course for its practical hands-on experience. The course deals with familiarization and use of the lab equipment to complete a design project. Students study direct current (DC) electricity in relation to the design of a project. Computer-aided design software is used during the design phase of the project to generate a schematic and printed circuit board layout. The project is then built and tested. Project building, both self-designed and from kits, basic DC and AC electrical theory and experimentation, and circuit fundamentals are featured in this course. **$10 lab fee.**

ELECTRONICS II (10,11,12)
7127  3 pds/cycle  .5 credit
This course involves a more in-depth exploration of DC and AC electrical theory, including DC circuit analysis, an introduction to the oscilloscope and AC fundamentals. Mainstays of the course include the completion of passive component study, such as capacitors and inductors, and the introduction of solid-state components, such as diodes. The course also introduces students to electronic systems. Project work is required in the course. Students will build a project with more complexity than those built in Electronics I. Discussions are held about how the projects operate. Project building, DC and AC electrical theory and experimentation, and solid state fundamentals are featured in this course. **Prerequisite: Electronics I. $10 lab fee.**

ELECTRONICS III (11,12)
7138  3 pds/cycle  .5 credit
This course continues the in-depth study of Electronic components started in the previous course. Individual solid-state components as well as Integrated Circuits (IC) are studied. A “block” or “systems” approach to understanding electronic devices is used. A project is not required. One may choose to do independent study instead, in an area of electronics that is of interest to the student. The study may include linear, digital, or even computer-based electronics. Independent study, solid-state devices, and electronic systems are featured in this third level course. **Prerequisite: Electronics II. $10 lab fee.**

GRAPHIC ARTS I (9,10,11,12)
7216  3 pds/cycle  .5 credit
Students will explore the technological aspects of the major printing processes. The introduction of process photography affords everyone the chance to gain first hand experiences in graphic arts photography. Students are introduced to desktop publishing through the use of Macintosh computer system, CD ROM, scanner digital camera, Internet and laser printer. Each student will work in both offset and screen process printing technology. In addition, students will complete a multimedia presentation, which can be recorded onto videotape for portfolio submission. **$10 lab fee.**

GRAPHIC ARTS II (10,11,12)
7227  3 pds/cycle  .5 credit
Students explore computerized darkroom techniques with emphasis on multi-color screen process and offset lithography. Advanced typesetting, layout and design techniques are major components of this class. Students explore advanced desktop publishing techniques with emphasis on networking data and file sharing. Each student will complete an instructional multimedia presentation or electronic portfolio. **Prerequisite: Graphic Arts I. $10 lab fee.**

GRAPHIC ARTS III (11,12)
7238  3 pds/cycle  .5 credit
Students electing Graphic Arts III are involved in a research and development problem dealing with a product or process of their interest. Each student will set his or her goals for the research and must complete a major project and presentation dealing with their findings. **Prerequisite: Graphic Arts II. $10 lab fee.**

INTRODUCTION TO MANUFACTURING TECHNOLOGY (9,10,11,12)
7326  6 pds/cycle  1 credit
The Introduction to Manufacturing Technology course provides students with an introduction to: (1) manufacturing materials and processes, (2) organizing, financing, and managing an enterprise, (3) researching and developing products, (4) producing products, (5) marketing products, and (6) closing the enterprise. Students engage in an activity-centered study of the specific tasks in a laboratory setting. **$20 lab fee.**

MANUFACTURING SYSTEM DESIGN (10,11,12)
7337  6 pds/cycle  1 credit
The Manufacturing System Design and Engineering course provides students with a comprehensive introduction to: designing, engineering, and testing systems used by manufacturing enterprises to product products to meet the needs and wants of consumers. Emphasis is placed on an activity-centered study of the specific tasks associated with (1) establishing production methods, (2) engineering manufacturing facilities, (3) designing and fabricating tooling, (4) developing quality and production control systems, and (5) operating
manufacturing systems. Prerequisite: Intro. to Manufacturing is helpful but not necessary. $20 lab fee.

DIGITAL PHOTOGRAPHY I (9,10,11,12)
7448  3 pds/cycle  .5 credit
Digital Photography I is an elective course open to all high school students who have an interest in exploring the field of photography. Students will study types of cameras, camera accessories, black & white, color photography, printing processes, photographic composition, portrait techniques, and the introduction of industry software. The activities of the course are designed to become progressively more challenging. Each student is required to have a digital camera. No previous knowledge of photography is required. $10 lab fee.

PHOTOGRAPHY II (10,11,12)
7427  3 pds/cycle  .5 credit
Photography II is an elective course open to any high school student who is interested in exploring advanced photography and imaging. Students will use digital cameras with advanced industry editing techniques to create a photography portfolio. All students are required to prepare a digital portfolio of their work and display their photographs during the Photography Arts Show. All students are required to have a digital camera. Prerequisite: Digital Photography I. $10 lab fee.

PHOTOGRAPHY III (11,12)
7438  3 pds/cycle  .5 credit
Designed with a variety of problem-solving photographic and imaging activities, Photography III also covers infrared photography and commercial photography. Students will learn portrait techniques, and advanced digital editing techniques using industry software. All students are required to prepare a digital portfolio of their work and display their photographs during the Photography Arts Show. All students are required to have a digital camera. Prerequisite: Photography II. $10 lab fee.

VIDEO APPLICATIONS (9,10,11,12)
7549  3 pds/cycle  .5 credit
Video Applications is a course that provides students an opportunity to create and apply video clips, still photos, music, and an assortment of special effects to create professional quality videos. The content includes, but is not limited to, video technology theory, video camera techniques, nonlinear editing, pre-production procedures, composition, lighting, careers in media, and Internet broadcasting. Students focus on the everyday uses of video technology. Students must have home access to a video camera to enroll in the course. $10 lab fee.

TV STUDIO (9,10,11,12)
7560  3 pds/cycle  .5 credit
TV Studio is a course that provides students the opportunity to experience the process of producing a live news show. Students work together as a team to produce the school’s news show. Throughout the school year, students perform the duties of all types of positions needed to successfully perform a live broadcast. The content includes, but is not limited to: studio equipment, camera techniques, composition, lighting, editing, and key personnel. Students should have home access to a video camera.

WORLD LANGUAGES

Classical and Modern Language courses provide students with the opportunity to communicate in the target language, gain knowledge and understanding of other cultures, and to make connections and comparisons about language and other communities. While students are required to earn 1 credit for graduation, the full sequence of courses is designed to prepare students to perform in language courses at the university level and to navigate a diverse global society.

Level Descriptions:

ADVANCED PLACEMENT (AP) COURSES are developed by a committee composed of college faculty and AP teachers. Each AP course covers the breadth of information, skills, and assignments found in the corresponding college course. While course descriptions provide information about the course content on which the AP Exam will be based, DASD teachers have the flexibility to determine how the content is presented.

HONORS COURSES are college preparatory courses that provide rigorous, in-depth study through independent interpretation, application, analysis and synthesis of course concepts, content and standards. Both in-class instruction and outside assignments focus on self-directed learning through activities and assessments that emphasize written and oral communication. Honors courses have an additional .5 weight.

LATIN I
4116  6 pds/cycle  1 credit
This course is an introduction to basic vocabulary and grammar of this classical language. Roman culture and mythology are included in reading selections. There is a strong emphasis on English derivatives from Latin vocabulary.

LATIN II
4126  6 pds/cycle  1 credit
In this course a more advanced grammar is introduced. Latin vocabulary, Roman culture and mythology are included in reading selections from Latin literature. There is a continued emphasis on English derivatives from Latin. Prerequisite: Latin I.

LATIN III
4136  6 pds/cycle  1 credit
Students in this course transition to original Latin prose and poetry authors including Caesar, Livy, Cicero, Catullus, Horace, Vergil and Ovid. This course is reading
intensive, and additional advanced grammar concepts are introduced. **Prerequisite: Latin II.**

**LATIN IV**
4146 6 pds/cycle 1 credit
Latin IV is an advanced, reading-intensive course in which students refine previously learned concepts and develop advanced grammar skills. Literary units focus on original prose and poetry, including the works of Caesar, Livy, Cicero, Catullus, Horace, Vergil, and Ovid. **Prerequisite: Latin III.**

**ADVANCED PLACEMENT LATIN LANGUAGE**
4155 AP 6 pds/cycle 1 credit
The AP Latin course develops the student’s ability to translate the required passages from Caesar’s *De Bello Gallico* and Vergil’s *Aeneid* into English. The course will also prepare students to interpret passages in order to understand how and why these authors use language in a particular way and the effects they are hoping to produce. It will allow them to analyze the authors’ writing styles and use of rhetorical devices, and to help them understand the political, historical, literary, and cultural context behind the written passages. Essential questions that provide a framework for such contextual meaning could include explorations stemming from the following topics: Literary Genre and Style, Roman Values, War and Empire, Leadership, Views of Non-Romans, History and Memory, Human Beings and the Gods, etc. Students also gain facility with dactylic hexameter as seen in Vergil's *Aeneid* and an understanding of how it is used to enhance the text. Students will do extensive, critical reading of the primary Roman texts both in Latin and in English, as well as of secondary English sources as supplement to the Roman texts.

**FRENCH I**
4216 6 pds/cycle 1 credit
French I is an introductory course which develops students’ basic skills in all areas of communication in the target language: reading, writing, listening and speaking. There is an emphasis on elementary grammar constructions and vocabulary acquisition which provides the necessary foundation for basic communication. In this course, students begin to gain knowledge and understanding of French and francophone cultures. **Prerequisite: French II.**

**FRENCH II**
4226 6 pds/cycle 1 credit
French II is a course designed to continue to develop students’ skills in all areas of communication in the target language: reading, writing, listening and speaking. There is a continued emphasis on grammatical constructions, particularly those pertaining to the past tense, and on vocabulary acquisition. Students are equipped with the tools to successfully navigate a range of basic interpretive tasks and oral communicative tasks in straightforward social situations. The exploration of French and francophone cultures is continued through core and supplemental resources, such as textbooks, textbook resources, short reading samples from ads, magazines and newspapers, music, on-line resources and video clips. **Prerequisite: French I.**

**FRENCH III**
4236 6 pds/cycle 1 credit
French III is a course designed to continue to develop students’ skills in all areas of communication in the target language: reading, writing, listening and speaking. There is an emphasis on complex grammatical constructions including some nuances that are specific to the target language. Students recombine previously learned material to express personal meaning through speaking and writing in a creative way. Interpretive skills are refined as students are exposed to a variety of authentic listening scenarios and texts that mimic real world exposures. French and francophone culture, and history are studied in greater detail, with much of the communication and discussion around related topics in the target language. **Prerequisite: French II.**

**FRENCH IV**
4246 6 pds/cycle 1 credit
French IV is an advanced course that utilizes previously learned skills with greater emphasis in all communicative domains. Students further develop their abilities for spontaneous interpersonal and presentational communication in the target language. They are presented with interpretive tasks that include the reading of a variety of texts and listening prompts that are designed for native speakers. Creative writing skills are developed. Detailed cultural and historical units, along with current events, provide stimulus for original projects and discussions totally in the target language. Topics that support the AP themes such as Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, Beauty and Aesthetics are analyzed. Materials are varied, including textbooks, current authentic reading samples from magazines and newspapers, on-line resources, and French films. The course is conducted in the target language. **Prerequisite: French III.**

**HONORS SEMINAR FRENCH B**
4286 H (A) 6 pds/cycle 1 credit
4287 H (B) 6 pds/cycle 1 credit
4288 H (C) 6 pds/cycle 1 credit
The Honors Seminar program is available to students in their 4th, 5th and 6th years of language study and offers a three-year rotation (A, B and C) to ensure a diverse and rigorous program. **Please check your Course ID Sheet for more details. It is not necessary that students elect these courses sequentially.** Each course provides intensive training in the four areas of communication: reading, writing, listening and speaking, and focuses on mastery of language mechanics. The Honors Seminar course, which is conducted entirely in the target language, includes literary and cultural units. The course is designed to challenge and prepare each student for real-life application in the global marketplace and university-level...
study. Instruction and assessment are differentiated to meet the needs of the students. **Prerequisite: French III.**

**ADVANCED PLACEMENT FRENCH LANGUAGE**
4265 AP 6 pds/cycle 1 credit
The AP French course provides intensive training in all areas of communication and focuses on the six cultural themes encountered on the AP Exam: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, Beauty and Aesthetics. This course is conducted entirely in the target language and encompasses the study of current events and cultural topics through the eyes of a variety of francophone cultures from around the world. The course is designed to challenge and prepare each student for the AP Exam in addition to real-world application and university-level study. It also encourages students to review various linguistic concepts in order to refine language skills and begin achieving more sophisticated language constructions. AP students will take the AP Exam in May. **Prerequisite: French IV.**

**GERMAN I**
4316 6 pds/cycle 1 credit
German I is an introductory course which develops students’ basic skills in all areas of communication in the target language: reading, writing, listening and speaking. There is an emphasis on elementary grammar constructions and vocabulary acquisition which provides the necessary foundation for basic communication. In this course, students begin to gain knowledge and understanding of German, Austrian and Swiss cultures.

**GERMAN II**
4326 6 pds/cycle 1 credit
German II is a course designed to continue to develop students’ skills in all areas of communication in the target language: reading, writing, listening and speaking. There is a continued emphasis on grammatical constructions, particularly those pertaining to the past tense, and on vocabulary acquisition. Students are equipped with the tools to successfully navigate a range of basic interpretive tasks and oral communicative tasks in straightforward social situations. The exploration of German, Austrian and Swiss cultures is continued through core and supplemental resources, such as textbooks, textbook resources, short reading samples from ads, magazines and newspapers, music, on-line resources and video clips. **Prerequisite: German I.**

**GERMAN III**
4336 6 pds/cycle 1 credit
German III is a course designed to continue to develop students’ skills in all areas of communication in the target language: reading, writing, listening and speaking. There is an emphasis on complex grammatical constructions including some nuances that are specific to the target language. Students recombine previously learned material to express personal meaning through speaking and writing in a creative way. Interpretive skills are refined as students are exposed to a variety of authentic listening scenarios and texts that mimic real world exposures. German culture, history, geography, notable people and current products and practices are studied in greater detail and much of the communication and discussion around related topics is conducted in the target language. **Prerequisite: German II.**

**GERMAN IV**
4346 6 pds/cycle 1 credit
German IV is an advanced course that utilizes previously learned skills with greater emphasis in all communicative domains. Students further develop their abilities for spontaneous interpersonal and presentational communication in the target language. They are presented with interpretive tasks that include the reading of advanced-level texts and listening prompts that are designed for native speakers and begin to make students aware of regional dialects. Creative writing skills are developed. Detailed cultural units and an exploration of German, Austrian and Swiss current events and history provide stimulus for original projects and discussions totally in the target language. Topics that support the AP themes such as Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, Beauty and Aesthetics are analyzed through detailed units of study. Materials are varied, including textbooks, current authentic reading samples from magazines and newspapers, on-line resources, and German films. The course is conducted in the target language. Due to enrollments, Level IV students may be scheduled with Honors Seminar and AP students, with special attention to differentiation based on students’ language skills. **Prerequisite: German III.**

**HONORS SEMINAR GERMAN B**
4386 H (A) 6 pds/cycle 1 credit
4387 H (B)
4388 H (C)
The Honors Seminar program is available to students in their 4th, 5th and 6th years of language study and offers a three-year rotation (A, B and C) to ensure a diverse and rigorous program. **Please check your Course ID Sheet for more details. It is not necessary that students elect these courses sequentially.** Each course provides intensive training in the four areas of communication: listening, reading, speaking, and writing, and focuses on mastery of language mechanics. The Honors Seminar course, which is conducted entirely in the target language, includes literary and cultural units. The course is designed to challenge and prepare each student for real-life application in the global marketplace and university-level study. Instruction and assessment are differentiated to meet the needs of the students. **Prerequisite: German III.**
ADVANCED PLACEMENT GERMAN LANGUAGE
4365 AP 6 pds/cycle 1 credit
The AP German course provides intensive training in all areas of communication and focuses on the six cultural themes encountered on the AP Exam: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, Beauty and Aesthetics. This course is conducted entirely in the target language and encompasses the study of current events and cultural topics through the eyes of German-speaking cultures. The course is designed to challenge and prepare each student for the AP Exam in addition to real-world application and university-level study. It also encourages students to review various linguistic concepts in order to refine language skills and begin achieving more sophisticated language constructions. AP students will take the AP Exam in May. **Prerequisite: French IV.**

JAPANESE I
4677 6 pds/cycle 1 credit
This is an introductory course which stresses spoken communication. Students learn basic grammar and develop novice level skills in listening, speaking, reading, and writing by participating actively in structured practice and creative projects. The study includes reading and writing of Japanese “Kana” script and 20 “Kanji” characters. **Prerequisite: French IV.**

JAPANESE II
4688 6 pds/cycle 1 credit
Japanese II is an extension of the level I course. Language skills are expanded beyond basic conversation. Additional skills are developed with emphasis on reading and writing the language. **Prerequisite: Japanese I.**

JAPANESE III
4699 4688 4688
Japanese III is a course designed to continue to develop students’ skills in all areas of communication in the target language: reading, writing, listening and speaking. There is an emphasis on complex grammatical constructions including some nuances that are specific to the target language. Students recombine previously learned material to express personal meaning through speaking and writing in a creative way. Interpretive skills are refined as students are exposed to a variety of authentic listening material and texts that simulate real world experience in the culture. Japanese culture, history, geography, current products and practices are studied in greater detail. Much of the communication and discussion around related topics is conducted in the target language. The study includes reading and writing of 100 kanji characters. **Prerequisite: Japanese II.**

PRACTICAL SPANISH
4406 6 pds/cycle 1 credit
The Practical language course focuses on basic skills in culture and elementary conversation in an environment designed to encourage the student who prefers this alternative to the level I course. Cultural understanding and an appreciation for diversity are the primary objectives via hands-on learning activities, on-line research, cultural demonstrations, guest speakers, and discussion. Completion of this course will satisfy the minimum language requirement for graduation. Enrollment is limited and not open to students who have already successfully passed one or more levels of a world language course.

SPANISH I
4416 6 pds/cycle 1 credit
Spanish I is an introductory course which develops students’ basic skills in all areas of communication in the target language: reading, writing, listening and speaking. There is an emphasis on elementary grammar constructions and vocabulary acquisition which provides the necessary foundation for basic communication. In this course, students begin to gain knowledge and understanding of Hispanic cultures. **Prerequisite: Spanish I.**

SPANISH II
4426 6 pds/cycle 1 credit
Spanish II is a course designed to continue to develop students’ skills in all areas of communication in the target language: reading, writing, listening and speaking. There is a continued emphasis on grammatical constructions, particularly those pertaining to the past tense, and on vocabulary acquisition. Students are equipped with the tools to successfully navigate a range of basic interpretive tasks and oral communicative tasks in straightforward social situations. The exploration of Hispanic cultures is continued through core and supplemental resources, such as textbooks, textbook resources, short reading samples from ads, magazines and newspapers, music, on-line resources and video clips. **Prerequisite: Spanish I.**

SPANISH III
4436 6 pds/cycle 1 credit
IA4436 Face to face: 3 times/cycle 1 credit
Blended Online: 3 times/cycle
Spanish III is a course designed to continue to develop students’ skills in all areas of communication in the target language: reading, writing, listening and speaking. There is an emphasis on complex grammatical constructions including some nuances that are specific to the target language. Students recombine previously learned material to express personal meaning through speaking and writing in a creative way. Interpretive skills are refined as students are exposed to a variety of authentic listening scenarios and texts that mimic real world exposures. Hispanic culture, history and music are studied in greater detail, with much of the communication and discussion around related topics in the target language. **Prerequisite: Spanish II.**
SPANISH IV
4446 6 pds/cycle 1 credit
IA4446 Face to face: 3 times/cycle 1 credit
Blended Online: 3 times/cycle

Spanish IV is an advanced course that utilizes previously learned skills with greater emphasis in all communicative domains. Students further develop their abilities for spontaneous interpersonal and presentational communication in the target language. They are presented with interpretive tasks that include the reading of unedited advanced-level texts and listening prompts that are designed for native speakers and begin to make students aware of regional dialects. Creative writing skills are developed. Detailed cultural units provide stimulus for original projects and discussions totally in the target language. Topics that support the AP themes such as Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, Beauty and Aesthetics are analyzed through the lens of Spanish and Latin American literature and art. Materials are varied, including textbooks, current authentic reading samples from magazines and newspapers, on-line resources, and Spanish films. The course is conducted in the target language. Prerequisite: Spanish III.

HONORS SEMINAR SPANISH B
4486 H (A) 6 pds/cycle 1 credit
4487 H (B)
4488 H (C)

The Honors Seminar program is available to students in their 4th, 5th and 6th years of language study and offers a three-year rotation (A, B and C) to ensure a diverse and rigorous program. Please check your Course ID Sheet for more details. It is not necessary that students elect these courses sequentially. Each course provides intensive training in the four areas of communication: listening, reading, speaking, and writing, and focuses on mastery of language mechanics. The Honors Seminar course, which is conducted entirely in the target language, includes literary and cultural units. The course is designed to challenge and prepare each student for real-life application in the global marketplace and university-level study. Instruction and assessment are differentiated to meet the needs of the students. Prerequisite: Spanish III.

ADVANCED PLACEMENT SPANISH LANGUAGE
4465 AP 6 pds/cycle 1 credit
IA4465 AP Face to face: 3 times/cycle 1 credit
Blended Online: 3 times/cycle

The AP Spanish course provides intensive training in all areas of communication and focuses on the six cultural themes encountered on the AP Exam: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, Beauty and Aesthetics. This course is conducted entirely in the target language and encompasses the study of current events and cultural topics through the eyes of a variety of Hispanic cultures from around the world. The course is designed to challenge and prepare each student for the AP Exam in addition to real-world application and university-level study. It also encourages students to review various linguistic concepts in order to refine language skills and begin achieving more sophisticated language constructions. AP students will take the AP Exam in May. Prerequisite: Spanish IV.
Below are possible trajectories that students may take in their course of language study. The year that a student begins his or her language study determines the student’s trajectory. Students are encouraged to advance to the highest level that they can in order to achieve the highest level of proficiency possible. Students that are interested in languages may choose to take multiple languages concurrently.

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<th>WORLD LANGUAGE PROGRESSIONS</th>
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<td>Level 2</td>
<td>Level 3</td>
<td>Level 4 or Honors Seminar (year 1)</td>
<td>Honors Seminar (year 1) or Honors Seminar (year 2) or AP</td>
<td></td>
</tr>
<tr>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 4 or Honors Seminar (year 1)</td>
<td>Level 4 or Honors Seminar (year 1)</td>
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<tr>
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<td>Level 2</td>
<td>Level 3</td>
<td>Level 4 or Honors Seminar (year 1)</td>
<td>Level 4 or AP</td>
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<tr>
<td>Latin Trajectories</td>
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<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
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<td>Level 2</td>
<td>Level 3</td>
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<td>Level 2</td>
<td>Level 1</td>
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<tr>
<td>Japanese Trajectories</td>
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<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
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<td>Not offered</td>
<td>Not offered</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 2</td>
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<tr>
<td>Not offered</td>
<td>Not offered</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 1</td>
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### COURSE SELECTION WORKSHEETS

#### NINTH GRADE CORE PROGRAM

<table>
<thead>
<tr>
<th>9th Grade Courses</th>
<th>Periods / Cycle</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Social Studies</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Science</td>
<td>6</td>
<td>1</td>
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<tr>
<td>Wellness</td>
<td>3</td>
<td>.5</td>
</tr>
<tr>
<td>Elective*</td>
<td></td>
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<tr>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
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</tr>
</tbody>
</table>

**Total Number of Periods and Credits**

A minimum of 39 periods per cycle and 6.5 credits must be scheduled in grade 9. Course Distribution requirements must be met. See graduation requirements.

A minimum of 2.0 elective credits are permitted.

*Elective may include World Language.

#### TENTH GRADE CORE PROGRAM

<table>
<thead>
<tr>
<th>10th Grade Courses</th>
<th>Periods / Cycle</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Social Studies</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Science</td>
<td>6/7</td>
<td>1</td>
</tr>
<tr>
<td>Health</td>
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<td>.5</td>
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<tr>
<td>Elective*</td>
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<td></td>
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<td>Elective</td>
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<td></td>
</tr>
<tr>
<td>Elective</td>
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</tbody>
</table>

**Total Number of Periods and Credits**

A minimum of 39 periods per cycle and 6.5 credits must be scheduled in grade 10. Course distribution requirements must be met. See graduation requirements.

A minimum of 2.0 elective credits are permitted.

*Electives may include World Language and/or PE.
# ELEVENTH GRADE

<table>
<thead>
<tr>
<th>11th Grade Courses</th>
<th>Periods / Cycle</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
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<td>1</td>
</tr>
<tr>
<td>Social Studies</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Science</td>
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<td>Elective (World Language)</td>
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<td>Elective (PE)</td>
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<tr>
<td>Elective</td>
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<td></td>
</tr>
<tr>
<td>Elective</td>
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</tr>
</tbody>
</table>

**Total Number of Periods and Credits**

A minimum of 36 periods per cycle must be scheduled in grade 11. Course distribution requirements must be met. See graduation requirements.

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# TWELFTH GRADE

<table>
<thead>
<tr>
<th>12th Grade Courses</th>
<th>Periods / Cycle</th>
<th>Credits</th>
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<tbody>
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<td>English</td>
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<tr>
<td>Social Studies</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics*</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Science*</td>
<td>6/7/8</td>
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<tr>
<td>Elective (World Language)*</td>
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<tr>
<td>Elective</td>
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</tr>
<tr>
<td>Elective</td>
<td></td>
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</tr>
</tbody>
</table>

**Total Number of Periods and Credits**

Course distribution requirements must be met. See graduation requirements.

* An additional Math, Science or World Language must be taken to fulfill the core requirement.
Following is a list of Advanced Placement (AP) courses being offered by the Downingtown Area School District in the 2016-2017 school year:

1. Biology
2. Calculus AB
3. Calculus BC
4. Chemistry
5. Computer Science A
6. Computer Science Principles
7. English Language and Composition
8. English Literature and Composition
9. Environmental Science
10. European History
11. French Language
12. German Language
13. Government and Politics: United States
14. Human Geography
15. Latin Language
16. Macroeconomics
17. Microeconomics
18. Music Theory
19. Physics I
20. Physics II
21. Physics C: Electricity and Magnetism
22. Physics C: Mechanics
23. Psychology
24. Research
25. Seminar
26. Spanish Language
27. Statistics
28. Studio Art: 2-D Design
29. Studio Art: 3-D Design
30. Studio Art: Drawing
31. United States History
32. World History
AP SEMINAR (Year 1)
- Team Project & Presentation
- Individual Research-Based Essay & Presentation
- End-of-Course Exam

AP RESEARCH (Year 2)
- Academic Paper
- Presentation & Oral Defense

AP Seminar and Research Certificate™

4 AP COURSES & EXAMS
(Taken at any point throughout high school)

AP Capstone Diploma™
Following are the Dual Enrollment courses being offered by the Downingtown Area School District for the 2016-2017 school year:

- **Delaware County Community College** (DCCC) – Offered at the Downingtown Campus on Rte. 322
  – Juniors and seniors may select any course in the DCCC catalog that extends the DASD curriculum.
  Examples include:
  1. MAT 200 – Linear Algebra
  2. MAT 260 – Calculus III

- **West Chester University** - Offered at the Technical College High School on Boot Road in Downingtown
  1. Policing in America
  2. Introduction to Special Education

- **Widener University** – Offered at the Exton Campus
  1. ENGLISH 101: Composition and Critical Thought
  2. ENGLISH 102: Literature and Critical Writing