

## **I. PURPOSE OF THIS MANUAL**

This guide to the educational programs available at Muhlenberg Middle School shows that approximately two-thirds of the courses selected each year are required, while the other third of the courses are electives. The elective courses should reflect a student's academic abilities, achievements, interests, and educational or career goals. The faculty and guidance department will assist students in making course selections. Careful consideration by students and their parents, together with the assistance from the faculty and guidance department, should result in a program that satisfies the student's needs.

## **II. PLANNING A PROGRAM**

The students, parents, teachers, and counselors should all be involved in the planning of a sound educational program. This program, as it unfolds and develops from year to year, should result in an enjoyable, successful, and profitable high school career. The students' ability to continue their education or their readiness for employment will determine how successful this program has been. In planning this program students should:

1. Establish personal goals.
2. Evaluate personal interests, aptitudes, and needs.
3. Learn career entrance requirements as soon as possible. If post-secondary education is required, find out about the entrance requirements as soon as possible.
4. If college is anticipated, visit as many colleges as possible during the 11<sup>th</sup> & 12<sup>th</sup> grade.
5. Consult with parents, teachers, and counselors in order to benefit from their experience and the information they can make available.
6. Be prepared to modify the program as their interests change.
7. Make sure all graduation requirements are met.

Because the scheduling process is an important commitment, the school requires that the parents sign the course selection sheet to note their agreement with the courses to be scheduled for next year. If there are any questions, the counselor should be contacted immediately. The student will receive a completed schedule at the end of the school year. If a change of that schedule is desired, an appointment should be made with the middle school counselor before the end of June, the deadline for such changes. After this time, making schedule changes will be very difficult and only the following reasons will be considered valid for such changes:

1. The course is beyond the academic ability of the student.
2. A major career change makes other courses more important in the student's schedule.

## **III. GRADUATION REQUIREMENTS**

A. For a student to be eligible for graduation, the student shall:

1. Demonstrate mastery of academic standards as defined by Chapter 4, "Curriculum" from the State Board of Education Regulations, PA School Code.
2. Complete a minimum number of credits as defined below.
3. Complete the Culminating/Graduation project according to approved district guidelines.
4. Complete all other requirements developed in conjunction with PA Dept. of Education regulations or as approved by the Muhlenberg School District and presented in district publications.

The process for fulfilling the above requirements is as follows:

- (a) Academic Standards – Students must successfully master the content embedded in the high school planned courses, which are developed in accordance with the Pennsylvania academic standards approved by the Pennsylvania State Board of Education. Course descriptions are obtainable from the Educational Planning Guide revised on a yearly basis and available in the high school Guidance Office or on the school district web site. Complete copies of the curriculum for each course are available in the main office at the high school.

<b><u>Full-Time Muhlenberg Students</u></b>	<b><u>Credits</u></b>	<b><u>Career &amp; Technology Students</u></b>	<b><u>Credits</u></b>
English	4.00	English	4.00
Social Studies*	4.00	Social Studies*	4.00
Mathematics	4.00	Mathematics	4.00
Science**	4.00	Science**	3.00
Arts/Humanities****	2.00	Arts/Humanities****	1.00
Health	0.75	Health	0.75
Driver Education	0.25	Driver Education	0.25
Family & Consumer Science	0.25	Family & Consumer Science	0.25
Career Explorations	0.25	Career Explorations	0.25
Physical Education***	1.32	Physical Education***	1.32
Electives	3.00	Electives	5.00
Graduation Project	0.50	Graduation Project	0.50

\*Students shall complete at least one credit of Economics/Government as part of the Social Studies curriculum

\*\* Students shall complete at least one credit in Physical Sciences and one credit in Life Sciences

\*\*\* Students must successfully complete a physical education course each year, grades 9-12.

\*\*\*\*Arts/Humanities credits are selected from the list of options shown below:

Foundations of Art	Sewing Enhancement I(s)	Latin III
Fine Art II	Sewing Enhancement II(s)	Latin IV
Craft II	Sewing Enhancement III(s)	Spanish I
Fine Art III	Sewing Enhancement IV(s)	Spanish II
Craft III	Understanding Children & Parenting(s)	Spanish III
AP Studio Art	Integrated Technology Concepts	Spanish IV
AP Studio Art-3-D Design	Computer Aided Drafting	German I
Art Elective A: Painting, Drawing & Design	Materials and Manufacturing	German II
Art Elective B: Crafts	Communication Technology	German III
AP Art History	Instructional Technology Business	German IV
Multicultural Arts(s)	Material Processes	Major Music I
Child Development(s)	Wood Processes I	Major Music II
Creative Living	Wood Processes II	Major Music III
Multicultural Foods	TV & Video Production	Major Music IV
Family Foods	Latin I	Voice Class(s)
Cook Once, Eat Twice(s)	Latin II	Guitar(s)
Housing, Homes & Design		Introduction to Music Theory(s)
		American Musical Theater(s)

(s) = semester course. Semester courses are worth ½ credit.

The general elective requirement may be fulfilled by completing additional or any of the elective courses in the English, Mathematics, Science, and Social Studies curricula. This requirement may also be fulfilled by completing courses in Business Management and Technology, Computer Programming, or any of the courses listed above.

In addition to the above course requirements, students are also required to complete the following to be eligible for graduation:

- a) Culminating/Graduation Project - 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. Students will earn credit for this project as well as a grade of *'pass'* or *'fail'* (Chapter 4 – sec. 4.24 (a))
- b) Book Reports - Students in grades 9 – 12 shall read and present a report on at least 4 books per year in conjunction with the English curriculum.

**Note:** Children with disabilities who satisfactorily complete a special education program developed by an Individualized Education Plan team under the Individuals with Disabilities Education Act and in conjunction with graduation requirements stipulated in Chapter 4 shall earn and be issued a regular high school diploma. This section also applies if the special education program of a child with an Individualized Education Plan related to disability does not otherwise meet all requirements of Chapter 4 but the child completes goals for graduation requirements established by the IEP team.

B. Standards Assurance

The Assistant Superintendent/ Designee will insure that the curriculum of Muhlenberg High School meets the requirements of Chapter 4.

**IV. PROMOTION REQUIREMENTS**

In 9<sup>th</sup> grade, students earn credit for each course passed with the goal of reaching the appropriate number of credits for graduation. **A 9th grade student must earn a minimum of 5 credits prior to the start of the following school year to be considered for a 10<sup>th</sup> grade homeroom/student.**

**V. RANKING**

Students in grades 9 through 12 will be ranked at the end of the academic year by using final grades. Ranking will be based on all subjects carried, with the exception of chorus/band and any Pass/Fail courses. The students with the highest grade point averages based upon final grades only will be ranked first, etc.

*Procedure for selecting commencement speakers:* After the third quarter of the senior year, the rank of the top 10 students will be figured by using final grades from grades 9, 10, and 11, and the average of the first three quarters of grade 12. The students will be ranked by order of highest grade point average to the lowest. The honor graduates (commencement speakers) will be the highest-ranking seniors at the end of the third quarter senior year.

**VI. ADVANCED PLACEMENT COURSES (for future planning)**

Students who wish to elect an advanced placement course must meet the following criteria before the course is scheduled:

1. The student must have an overall GPA of 3.0 for the year prior to enrolling in the course and an "A" average in the major subject area for the previous year for which the student is enrolling. Teacher recommendation may also be used to determine eligibility for AP classes in lieu of the required "A" average. It is strongly recommended that the student has previously taken Honors-level courses in the subject area of the AP course in which he/she is enrolling.
2. Prior to the close of school in the current year, the student must make an appointment with the teacher responsible for the course to determine possible summer reading or project requirements.
3. **All students enrolled in the AP courses must take the AP exam at the student's expense.**
4. The AP courses will be weighted.
5. Any AP class with an enrollment of six or less students will be cancelled.

In order to receive college credit for an AP course, students must take the AP exam associated with each course. A score of 3 or better--on a scale of 1 to 5--is usually required to receive college credit.

## VII. POLICY: MEETING COURSE REQUIREMENTS

Students may schedule no fewer than six major subjects (a major subject is any course that meets every day of the cycle; two one-semester courses that meet each day are the equivalent of one major subject). Students are encouraged to take a seventh full-time subject.

Students may not drop or add courses during the school year except by permission of the principal. In granting such permission, recommendations of teachers, reasons for such a change, test scores, past records, and personal and/or career goals are considered in rendering a judgment. Students who receive permission to drop courses may do so with the following notations placed on their permanent record:

### *Full Year Courses*

1. If dropped before the start of the second marking period, no notation of having entered the course will be placed on the permanent record.
2. If dropped after the end of the first marking period, the notation WP for “withdrew passing” or WF for the notation “withdrew failing” will be placed on the permanent record card.

### *Semester Courses*

1. If dropped before the twenty-third day of the course, no notation of having entered the course will be placed on the permanent record.
2. If dropped after the twenty-third day of the course, the notation WP for “withdrew passing” or WF for the notation “withdrew failing” will be placed on the permanent record card.

## VIII. 9<sup>th</sup> GRADE FAILURES

Students not achieving the recommended number of credits stand the chance of being retained in the middle school building and repeating the entire 9<sup>th</sup> grade curriculum.

## IX. SUMMER SCHOOL

Students may repeat failed courses at a recognized summer school program with approval of the middle school principal. Students can enroll in a maximum of two summer school courses.

*Students must enroll in Muhlenberg’s Summer School Program if the course they failed is offered here. Courses repeated in summer school will be recorded as the grade earned and credit for the course will be given. Summer school courses taken at Muhlenberg Middle School will be included in a student’s grade point average (GPA) once those courses have been passed.*

Students should understand that permission to enroll in summer school courses may not be granted if circumstances indicate that minimum or no effort was exhibited by the student in the failed course during the school year.

## X. COURSE AVAILABILITY

The courses described in this guide are offered if sufficient enrollment numbers are reached. Courses may be cancelled if minimum enrollments are not met. When the number of students requesting a course exceeds the number of openings, preference will be given to seniors, first; juniors, second; etc. If courses are dropped from the master schedule or eliminated due to conflicts, the student will be notified and given the opportunity to make other selections.

**SPECIAL NOTE:** Some courses may be offered in a variety of patterns (i.e.: a ½ credit course may be offered for six days per cycle during one semester or for three days per cycle for the entire school year). The decision on how to offer each course will be based on the pattern that will allow the most students to schedule a particular course.



**SUGGESTED 4-YEAR PROGRAM**  
**COLLEGE PREPARATORY**

GRADE 9	CREDIT	GRADE 10	CREDIT	GRADE 11	CREDIT
English 9 College	1.0	English 10 College	1.0	English 11 College	1.0
American Cultures 9 College	1.0	American Cultures 10 College	1.0	World Cultures 11 College	1.0
Biology College	1.0	Chemistry College	1.0	Physics (Recommended), Advanced Biology, Advanced Chemistry, Environmental Science College or AP Biology	1.0
Geometry College	1.0	Algebra 2 College	1.0	Precalculus College	1.0
World Language/Reading	1.0	World Language	1.0	World Language	1.0
Physical Education	.33	Physical Education	.33	Physical Education	.33
Health I	.25	Driver Education	.25	Health II	.5
Career Explorations	.25	Family & Consumer Sciences	.25		
Elective	1.0	Elective	1.0	Elective	1.0
Engineering Applications	.25				

**SUGGESTED 4-YEAR PROGRAM**  
**HONORS PROGRAM**

GRADE 9	CREDIT	GRADE 10	CREDIT	GRADE 11	CREDIT
English 9 Honors	1.0	American Studies	2.0	Global Studies	2.0
American Cultures 9 Honors	1.0				
Biology Honors	1.0	Chemistry Honors	1.0	Physics (Recommended), AP Chemistry, Advanced Chemistry or Advanced Biology	1.0 or 1.25
Geometry Honors	1.0	Algebra 2 Honors	1.0	Precalculus Honors	1.0
World Language/Reading	1.0	World Language	1.0	World Language	1.0
Physical Education	.33	Physical Education	.33	Physical Education	.33
Health I	.25	Driver Education	.25	Health II	.5
Career Explorations	.25	Family & Consumer Sciences	.25		
Elective	1.0	Elective	1.0	Elective	1.0
Engineering Applications	.25				

## SUGGESTED 4-YEAR PROGRAM

### CAREER & TECHNOLOGY CENTER

GRADE 9	CREDIT	GRADE 10	CREDIT	GRADE 11	CREDIT
English 9 **	1.0	English 10 **	1.0	English 11 **	1.0
Algebra 1** or Geometry**	1.0	Algebra 2**	1.0	Geometry**, Trigonometry, or Math for the Workplace	1.0
Biology **	1.0	General Physical Science Chemistry	1.0	Concepts in Physics, Environmental Science or Chemistry	1.0
American Cultures 9 **	1.0	CTC Social Studies**	1.0	CTC Social Studies**	1.0
World Language/Reading	1.0	CTC Shop	2.0	CTC Shop	2.0
Physical Education	.33	Physical Education	.33	Physical Education	.33
Health I	.25	Driver Education	.25	Health II	.5
Career Explorations	.25	Family & Consumer Sciences	.25		
Arts /Humanities Elective*	1.0				
Engineering Applications	.25				

**\*Scheduling Note:** In requesting and scheduling electives at the home school, it is recommended that Career & Technology students select electives in related fields to their course of study at the Career & Technology Center. Students should refrain from choosing the same programs at MHS as they are enrolled in at the Career & Technology Center.

\*9<sup>th</sup> grade students intending to pursue a CTC program in grades 10-12 should complete their required Arts/Humanities credit during grade 9. Courses that meet that requirement are listed on Page 2 of this Planning Guide.

**XIII. COURSE SELECTIONS**

Course #	Name	Grade	Per Cycle	Credits	Prerequisite(s)
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**ART**

9378	Art Elective A; Painting, Drawing & Design	9	6	1/2 cr	
9379	Art Elective B; Crafts	9	6	1/2 cr	

**BUSINESS**

9270	Career Explorations	9	3/sem	1/4 cr	
9336	Internet Applications	9	3	1/2 cr	

**ENGLISH**

9001	English Honors	9	6	1 cr	
9003	English College	9	6	1 cr	

**FAMILY AND CONSUMER SCIENCE**

9316	Child Development	9	6/sem	1/2 cr	
9317	Housing, Homes & Design	9	6/sem	1/2 cr	

**MATHEMATICS**

9100	Algebra 1	9	6	1 cr	
9105	Algebra 1B	9	6	1 cr	Algebra 1A at Middle School
9107	Geometry Honors	9	6	1 cr	
9109	Geometry College	9	6	1 cr	

Course #	Name	Grade	Per Cycle	Credits	Prerequisite(s)
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**MUSIC**

9350	Guitar	9	6/sem	1/2 cr	
9351	Introduction to Music Theory	9	6/sem	1/2 cr	
9352	American Musical Theater	9	6/sem	1/2 cr	
9355	Chorus 9	9	2	1/3 cr	
9357	Band 9	9	2	1/3 cr	

**PHYSICAL EDUCATION/HEALTH/DRIVER EDUCATION**

9403	Physical Education	9	2	1/3 cr	
9404	Strength and Conditioning	9	3	1/2 cr	
9440	Health Education I	9	3/sem	1/4 cr	

**READING**

9600	Reading	9	6	1 cr	
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**SOCIAL STUDIES**

9050	American Cultures Honors	9	6	1 cr	
9051	American Cultures College	9	6	1 cr	

**SPECIAL EDUCATION\***

9500	Basic English*	9	6	1 cr	
9530	Basic Math*	9	6	1 cr	
9548	Reading*	9	3	1/2 cr	
9549	Reading*	9	6	1 cr	
9550	Advocacy I*	9	6	1 cr	
9525	Transition I*	9	2	1/3 cr	

*\*Students will be provided with a curriculum that parallels the curriculum in regular education classes. Each course addresses the students' individual goals and is taught with modifications that address instructional pace, format, and presentation techniques.*

Course #	Name	Grade	Per Cycle	Credits	Prerequisite(s)
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**TECHNOLOGY EDUCATION**

9330	Engineering Applications	9	6/qtr	1/4 cr	
9335	Materials & Manufacturing	9	6/sem	1/2 cr	

**WORLD LANGUAGES**

9222	Latin I	9	6	1 cr	Latin I (C or better)
9223	Latin II	9	6	1 cr	
9232	Spanish I	9	6	1 cr	

**Sr./a.m./p.m. CAREER & TECHNOLOGY-this section is for future scheduling at the end of 9<sup>th</sup> grade**

610/710/738	Ad Design/Commercial Art	10-12	12-15	2-3 cr	
612/712/740	Auto Body Repair	10-12	12-15	2-3 cr	
613/713/741	Automotive Tech	10-12	12-15	2-3 cr	
614/714/742	Baking/Pastry Arts	10-12	12-15	2-3 cr	
615/715/743	Bricklaying	10-12	12-15	2-3 cr	
616/716/744	Building & Property Maint	10-12	12-15	2-3 cr	
617/717/745	Cabinetmaking	10-12	12-15	2-3 cr	
618/718/746	Carpentry	10-12	12-15	2-3 cr	
619/719/739	Computerized Draft Tech	10-12	12-15	2-3 cr	
620/720/748	Cosmetology	10-12	12-15	2-3 cr	
621/721/749	Culinary Arts	10-12	12-15	2-3 cr	
622/722/750	Diesel Truck Technology	10-12	12-15	2-3 cr	
623/723/751	Early Childhood Development	10-12	12-15	2-3 cr	
624/724/752	Electrical Technology	10-12	12-15	2-3 cr	
625/725/753	Electronics/Commun Tech	10-12	12-15	2-3 cr	
686/783/791	Health-Medical Professions	10-12	12-15	2-3 cr	
687/784/792	Health-Medical Office	10-12	12-15	2-3 cr	
688/785/793	Health-Nursing Career	10-12	12-15	2-3 cr	
627/727/755	Horticulture	10-12	12-15	2-3 cr	
600/700/702	Information Technology Appl	10-12	12-15	2-3 cr	
602/704/706	Information Technology Web	10-12	12-15	2-3 cr	
628/728/756	Machine Shop Technology	10-12	12-15	2-3 cr	
629/729/757	Motor/Marine/Small Eng	10-12	12-15	2-3 cr	
631/731/758	Painting & Decorating	10-12	12-15	2-3 cr	
632/732/759	Plumbing & Heating	10-12	12-15	2-3 cr	
633/733/760	Printing & Graphic Comm.	10-12	12-15	2-3 cr	

Course #	Name	Grade	Per Cycle	Credits	Prerequisite(s)
<b>CAREER &amp; TECHNOLOGY (Continued)</b>					
634/734/761	Public Safety & Security	10-12	12-15	2-3 cr	
635/735/762	Retailing/Marketing/Distrib	10-12	12-15	2-3 cr	
636/736/763	Sewing/Clothing Manuf	10-12	12-15	2-3 cr	
638/780/765	Upholstery	10-12	12-15	2-3 cr	
639/782/766	Welding/Metal Fabrication	10-12	12-15	2-3 cr	
640/641	Am History Accelerated	10-12	6	1 cr	
642/643	Am History Standard	10-12	6	1 cr	
644/645	Am History - LS	10-12	6	1 cr	
646/647	Am History - ELA	10-12	6	1 cr	
649/650	Wrld St - Accelerated	10-12	6	1 cr	
651/652	Wrld St - Standard	10-12	6	1 cr	
653/654	Wrld St - LS	10-12	6	1 cr	
655/656	Wrld St - ELA	10-12	6	1 cr	
657/658	AP Wrld St	10-12	6	1.25 cr	

#### XIV. TECH PREP—ARTICULATION AGREEMENTS

Many of the programs offered at the Reading-Muhlenberg Career & Technology Center have articulation agreements with post-secondary institutions. An articulation agreement is a determined acceptance of high school programs by a two-year college, trade, or technical school. Career-technical students who are accepted by one of the schools listed below may be eligible for advanced placement status or post-secondary credit for work completed in high school. Reading-Muhlenberg Career & Technology Center has agreements with:

Pennsylvania College of Technology (part of the Penn State University system)  
 Penn State, Berks Campus  
 Lincoln Tech  
 Berks Technical Institute  
 Reading Area Community College

In addition, there may be elective courses offered at the home school that meet the requirements of the above-mentioned articulation agreements. (MHS also has an agreement with RACC)

For more specifics on articulation agreements for particular career-technical programs, please contact a guidance counselor at the Reading-Muhlenberg Career & Technology Center or Muhlenberg High School.

## ART

The art curriculum, 9 – 12, offers a variety of activities through its various courses. Course work is designed to meet the individual interests, talents, and abilities of students. Whether the student is a craftsman, fine artist, or a person who simply enjoys art, there is a program of study to meet his/her interest. Students are encouraged to develop according to their talents and abilities, but all students taking art courses will find their creative problem solving skills challenged and their sense of personal identity encouraged.

### COURSE RECOMMENDATIONS

The 9<sup>th</sup> grade elective program provides foundation experiences for the high school art program and should be taken by any student wishing to continue their art education at the high school level. In grades 10 – 12 students will have the choice of enrolling in an Art Major track (either Fine Arts or Crafts) which will prepare them for a career in art or the Art Elective track which will provide multiple opportunities to enjoy art in either a 2 dimensional or 3 dimensional format.

Per the scheduling model at the Middle School, the current year-long 9<sup>th</sup> grade *Foundations* class will be divided into two sections: two sections of *2D Design Elective* (one offered in the fall semester, the other in the spring) and two sections of *3D Design Elective* (again, one offered in the fall semester, the other in the spring). Students who have a strong interest in art will be allowed to take both the 2D and 3D course in effect, taking art for a full year. Significantly, this model allows for the in-depth exploration and skill building each art form requires; 90 intensive days of 2D and/or 3D media, which will prepare students for the more advanced work at the high school.

#### **9378 ART ELECTIVE A:**

##### **PAINTING, DRAWING & DESIGN**

**Grade 9**

**1/2 Credit**

This course will focus on two dimensional design compositions. The elements of art will be explored as well as the art work of ancient cultures. Students will learn to draw, paint and create strong compositions using a variety of media. Drawing and painting skills will be emphasized but collage, printmaking and paper crafts are some of the other techniques that will be explored as we look at the world of 2D images that surround us. All students enrolled are required to participate in the annual art show.

#### **9379 ART ELECTIVE B:**

##### **CRAFTS**

**Grade 9**

**1/2 Credit**

Student will focus upon creating three-dimensional works to better understand the possibilities and limitations of the media of clay, plaster, wood, and metals as well as paper and fibers. Students can expect to improve drawing skills through preliminary sketches and drawings for their pieces. All students enrolled are required to participate in the annual art show.

## **INSTRUCTIONAL TECHNOLOGY BUSINESS**

### **9336 INTERNET APPLICATIONS**

**Grade 9**

**1/2 Credit**

Web design software will be utilized to create, enhance, and add multimedia to web pages. Through class projects, students will explore graphic design, animation, cascading style sheets, and work with HTML. Legal and ethical use of the internet will be discussed. The class will look at the past, present and future of the internet and its influence on society and the business world. Students will learn research techniques and develop an understanding of the tools available in the Web 2.0.

### **9270 CAREER EXPLORATIONS**

**Grade 9**

**1/4 Credit**

Career Explorations is a required semester course for all ninth graders. In this course, students explore various occupations and occupational trends through personal contact with individuals in different career fields. Students also explore various occupations using "Choices," a guidance software program accessible in the Career Center or through the Internet. Students learn various ways to conduct occupational research such as "job-shadowing" and "hands-on" experience. In addition, students self-assess their personality traits, attitudes, skills, aptitudes, knowledge, learning-style, preferences, and interests and how they relate to making a career choice.

## **ENGLISH**

Lifelong readership, independent learning, and effective communication are the desired objectives of the English program. The four years of required English are structured to provide students with sequential instruction and reinforcement in reading, writing, speaking, and listening skills. Students are grouped according to achievement and ability levels. The purpose of this organization is to facilitate the use of suitable materials, to adjust the pace of instruction, and to employ appropriate methods of teaching. Students in all levels are expected to read and demonstrate satisfactory comprehension on a minimum of four novels in each year 9-12.

### **9001 ENGLISH HONORS**

**Grade 9**

**1 Credit**

Students will write for a variety of authentic purposes and audiences in the three modes of writing: narrative, persuasive, and informative. Students will gain exposure to a variety of literary genres and their respective characteristics. *Prerequisite(s): Students who have achieved high scores in prior English courses and who have been recommended by their teachers may schedule for this course.*

### **9003 ENGLISH COLLEGE**

**Grade 9**

**1 Credit**

This course is required for all college-bound high school freshmen not enrolled in 9 Honors. Students will write for a variety of authentic purposes and audiences in the three modes of writing: narrative, persuasive, and informative. Students will gain exposure to a variety of literary genres and their respective characteristics.

## **ENGLISH AS A SECOND LANGUAGE EDUCATION – ESL**

### **9590 ESL—Entering & Beginning**

**Grade 9**

**1 Credit**

This course provides new Second Language students with the basic English vocabulary and skills needed for speaking, understanding, reading, and writing in school and outside of school. An important goal of this course is oral communication in English. Students are also given an introduction to American culture and customs.

### **9591 ESL--Developing**

**Grade 9**

**1 Credit**

In this course students will continue to build their skills in English through vocabulary development, reading, and writing activities. Students will read a variety of text including fiction, nonfiction, biographies, and poetry. There is a continued focus on writing strategies and the expansion of oral communication skills.

### **9592 ESL—Expanding & Bridging**

**Grade 9**

**1 Credit**

The focus of this course is on student competency in both the academic and practical areas of English. Expanded vocabulary development along with the application of reading and writing strategies are emphasized. The English language activities included in this course build critical thinking skills, communication skills, and comprehension skills.

## **FAMILY AND CONSUMER SCIENCES**

The curriculum of the Family and Consumer Sciences Department, designed to help students meet the challenges of life, includes the study of food, nutrition, interior design, housing, sewing, consumerism, child development, parenting, and independent living. Consumerism, foods, and sewing lab work provide the students with the tools necessary to develop skills for daily living. Nutrition, fitness, and personal development contribute to positive self-concepts as students explore individual priorities and goals; learn more about themselves, others, and their environment; and recognize the importance of their role within the family unit. Communication, problem solving, and decision-making are integral components within the curriculum, since these life management skills are essential to self actualization, regardless of life or career directions.

### **9316 CHILD DEVELOPMENT**

**Grade 9**

**1/2 Credit**

For every student who expects someday to be a parent, a caregiver, or work in a profession that involves children, this is the course for you. Child Development is a course designed to help students understand why children feel, think and act the way they do. By understanding the typical behaviors of children, you will be better equipped to respond to children in a more appropriate manner. You will learn about the importance of care giving, not just in terms of providing food, clothing and shelter, but also for emotional and social growth. In studying children, you will gain insights into your own growth, development, and personal priorities, learn to enjoy children more, as well as learn about career opportunities.

### **9317 HOUSING, HOMES & DESIGN**

**Grade 9**

**1/2 Credit**

In this course, students will explore the origins of housing and how its use has evolved over time. Students will study various architectural styles and features, making connections with local examples and use of materials. In our understanding of our community, students will learn about use of facilities and land. Students will also be introduced to basic design, specifically with its relationship to the interior of homes.

## MATHEMATICS

The Mathematics Department has designed its courses to meet the needs of our students according to their individual preferences. In the academic area, we feel our graduates are prepared to pursue mathematics or any mathematics-related area beyond high school. In the trades and/or consumer area, our courses give our students a firm background to handle the mathematics of the high-tech workforce and everyday living.

### **9100 ALGEBRA 1**

**Grade 9**

**1 Credit**

Basic concepts of the four principles—addition, subtraction, multiplication, and division—are extended to the use of positive and negative numbers and polynomial expressions. Solving equations, verbal problems, factoring of polynomials are some areas covered. This course is for students who have not been offered a full year Algebra 1 course or those who have not successfully completed a full year Algebra 1 course.

### **9105 ALGEBRA 1B**

**Grade 9**

**1 Credit**

This course is the continuation of the Algebra 1A course taken at the Middle School. This course can only be taken by those students who have successfully completed Algebra 1A in 8<sup>th</sup> grade.

### **9107 GEOMETRY HONORS**

**Grade 9**

**1 Credit**

This course develops deductive reasoning powers of students and provides a foundation for more advanced mathematic courses. Special emphasis is placed on analyzing and problem solving techniques involving triangles, quadrilaterals, and circles. *Prerequisite(s): Algebra 1 Honors, Algebra 1 College, or Algebra 1*

### **9109 GEOMETRY COLLEGE**

**Grade 9**

**1 Credit**

This course develops deductive reasoning powers of students and provides a foundation for more advanced mathematic courses. Special emphasis is placed on analyzing and problem solving techniques involving triangles, quadrilaterals, and circles. *Prerequisite(s): Algebra 1 Honors, Algebra 1 College, or Algebra 1*

## MUSIC

The Music Department offers a program of studies for the student who plans to enter a music or music-related field as well as the student who wants to gain an understanding of the fine art of music. The department also provides the opportunity for each student to attain instrumental and vocal performing competence through a variety of performing organizations.

### **9350 GUITAR**

**Grade 9**

**1/2 Credit**

Students will learn the basics of guitar playing. Students will learn through note reading and chords. Instruction will include learning the names of the strings on the guitar, as well as the basics of sound production, using acoustic guitars. Strumming patterns will also be incorporated into each lesson. Guitars will be provided by the school, but students may use their own instrument with the instructor's approval. The school is not responsible for damage or loss to private instruments.

### **9351 INTRODUCTION TO MUSIC THEORY**

**Grade 9**

**1/2 Credit**

This course will introduce students the basics of music theory. Notation, Time Signatures, Scales, Keys and Clefs are among the elements that will be studied. Students will also be introduced to the basics of sight-singing using the Do-Re-Mi solfeggio method. This course is designed for students who are serious about music and students who are considering making music their vocation. Students who may be majoring in elementary education would benefit from this course.

### **9352 AMERICAN MUSICAL THEATER**

**Grade 9**

**1/2 Credit**

This course is offered to those students who are interested in musical theater. We will be studying the American Theater from Vaudeville (pre-1900) to current Broadway. In this course you will be watching and analyzing American Theater pieces. You will also be performing and studying songs and scenes from those musicals. Prerequisite(s): an interest in musicals and singing.

### **9355 – CHORUS 9**

**Grade 9**

**1/3 Credit**

The MMS Chorus is a non-select chorus which rehearses twice a cycle during school hours. Some out of school rehearsal time may be required. This chorus prepares and performs a variety of three to four part music with emphasis on improving music reading skills and vocal production. The MMS Chorus will have a minimum of three school performances throughout the year. Auditions are required to place students in their appropriate voice part.

### **9357 – BAND 9**

**Grade 9**

**1/3 Credit**

The MMS Band is a non-select band which rehearses twice a cycle. Sectional rehearsals are required and will be scheduled by the band director. This band will help students develop: music reading skills, intonation, articulation, tone production and breathing, technique and knowledge of multi-cultural music. Students are required to play a short audition yearly for chair placement. The MMS Band will have a minimum of three school performances throughout the year.

## NON CREDIT EXTRA-CURRICULAR ACTIVITIES

\*Ninth graders are also eligible for the “**MHS Marching Band**”! Mr. Luckenbaugh, the high school band director, will be giving a short informational program about the MHS Marching Band to the students soon. The Marching Band performs at all football games and local parades. Students are required to attend a one-week band camp held at the high school the first full week in August (8/1 – 8/5) and evening rehearsals throughout the season. ALL 9<sup>th</sup> GRADE BAND MEMBERS ARE ENCOURAGED TO JOIN!

\***Jazz Band**- The Jazz Band is a select group which requires an audition. The group will rehearse outside the school day at the director's discretion. This group will focus on developing the jazz style and beginning improvisation with students. The MMS Jazz Band will perform at a minimum of three school concerts as well as various festivals and concerts in and out of the district. Students may be required to purchase specific attire for their performances.

## PHYSICAL EDUCATION

### **9403 PHYSICAL EDUCATION**

**Grade 9**

**1/3 Credit**

Physical Education enables students to participate in team and individual sports activities. Physical training techniques and physical fitness tests are utilized to help each student determine their level of fitness. The introduction to sports with a high degree of carry-over value in lifetime fitness is emphasized. Skill development, tournament play, and competition will be available to students who have mastered the basic skills in certain lifetime sports.

#### **Team Sports Activities**

Soccer	Track & Field
Flag Football	Floor Hockey
Speedball	Modified Lacrosse
Basketball	Ultimate Frisbee
Volleyball	Recreational Games
Softball	Handball

#### **Individual Sports Activities**

Aerobic Exercise
Tennis

### **9440 HEALTH EDUCATION I**

**Grade 9**

**1/4 Credit**

It is recommended that this required course be taken in Grade 9. It provides basic information in the attitudes and pattern of human behavior. Emphasis is on healthy lifestyle choices. Topics include the danger of addictive diseases, how to avoid unhealthy relationships, and the benefits of choosing abstinence. Other topics include appropriate physical fitness and nutrition choices, teen pregnancy risks and the problems associated with sexually transmitted diseases.

## PHYSICAL EDUCATION ELECTIVES

### **9404 STRENGTH & CONDITIONING**

**Grade 9**

**1/2 Credit**

The weight-training program is designed for the student who is interested in improving his/her physical condition. Strength will be enhanced by a program centered around endurance, strength, flexibility, and an understanding of fitness development. Students will keep a record of quarterly attainment, which will provide an over-all picture of improvement in their level of weight training fitness. *Prerequisite(s): Students must have achieved a minimum of a "C" final grade in the previous Physical Education course.*

## READING

### **9600 READING**

**Grade 9**

**1 Credit**

Reading in ninth grade is intended for students not proficient in the PA academic standards as measured by PSSA. The course is designed to develop reading skills such as word recognition, decoding, fluency, vocabulary development and text comprehension. Students will learn strategies for maximizing their learning while reading, focusing on content area reading strategies. This will help prepare our students for high school and support our students in their efforts to meet the PA academic standards and to be independent readers and learners. Writing, speaking, and presenting as ways of responding to reading will also be a component of this course.

#### **The following skills/standards will be addressed:**

- ◆Life Long Readers: help the students become life long readers; and be able to read for content as well as deeper meanings.
- ◆Learning to Read Independently: purpose for reading, word recognition, vocabulary development, fluency, comprehension and interpretation.
- ◆Reading Critically in Content Area: identifying important details, inferences, fact from opinion, comparisons, analysis and evaluation.
- ◆Reading Analyzing and Interpreting Literature: literary elements, literary devices, poetry, drama.
- ◆Speaking and Listening: listening skills, speaking skills, discussion and presentation

## SCIENCE

The science program is designed to provide each student with the opportunity to take the fundamental courses in each area of science. In addition, the science program provides electives in the biological, chemical and physical sciences for those students who are interested in a scientific career. The science program is mostly lab-oriented with emphasis on discovery as a means of learning. Students enrolling in lab sciences often need to miss one day per cycle of an elective course in order for that lab science to be scheduled. Students are responsible for work that is missed in such situations.

### **9150 BIOLOGY - HONORS**

**Grade 9**

**1 Credit**

This course is designed to make students aware of and comprehend the significance of the interrelationships between living things and their environment. The course covers the main elements of fundamental biology: molecular and cell biology, genetics, reproduction, evolution, and the classification of organisms. The approach is practical to all, yet can be modified to meet individual special interests. Accompanying dissections may include the earthworm, clam, starfish, grasshopper, crayfish, and frog. This course has a lab period attached each cycle. During this time, students have an opportunity to explore concepts through a “hands-on” approach. Research projects are assigned quarterly. Honors biology students are required to participate in the Reading-Berks Science and Engineering Fair.

### **9151 BIOLOGY COLLEGE**

**Grade 9**

**1 Credit**

This course is designed to make students aware of and comprehend the significance of the interrelationships between living things and their environment. The course covers the main elements of fundamental biology: molecular and cell biology, genetics, reproduction, evolution, and the classification of organisms. The approach is practical to all, yet can be modified to meet individual special interests.

## SOCIAL STUDIES

A day doesn't pass in our lives when we are not involved with some aspect of the social studies. Our use of money; our relations with family, friends, and associates; and our rules and regulations all borrow from the broad field known as social studies. By understanding the systems in which we live, the societies and cultures in which others live, and the history of man, we should be better able to live more effectively in our society.

### **9050 AMERICAN CULTURES HONORS**

**Grade 9**

**1 Credit**

The American Cultures 9 course begins with the period of colonization and follows the development of America to industrialization---the late nineteenth century. Some of the topics of study include: Colonization, the American Revolution, an overview of the Constitution, the Federalist Era, the Ages of Jefferson and Jackson, Reforms, Sectionalism, Manifest Destiny, the Civil War, Reconstruction, and the Winning of the West.

### **9051 AMERICAN CULTURES COLLEGE**

**Grade 9**

**1 Credit**

The American Cultures 9 course begins with the period of colonization and follows the development of America to industrialization---the late nineteenth century. Some of the topics of study include: Colonization, the American Revolution, an overview of the Constitution, the Federalist Era, the Ages of Jefferson and Jackson, Reforms, Sectionalism, Manifest Destiny, the Civil War, Reconstruction, and the Winning of the West.

## SPECIAL EDUCATION

### **9500 BASIC ENGLISH**

**Grade 9**

**1 Credit**

This course is designed to further develop strategies for recognizing and writing sentence patterns with four types of sentences: simple, compound, complex, and compound-complex. In addition, students learn strategies for organizing ideas related to a topic, planning the point of view and verb tense to be used in the paragraph, planning the sequence in which ideas will be expressed, and writing a variety of topic, detail, and clincher sentences. Students will use these strategies to create writing pieces and develop proficiency in the areas of spelling, grammar/sentence structure, sequence and organization, word choice and vocabulary, capitalization and punctuation.

### **9530 BASIC MATH**

**Grade 9**

**1 Credit**

This class introduces and teaches effective mathematics strategies through direct instruction to improve computing and problem solving. The program is taught at a variety of levels based on individual student need. The course also works to improve student performance in establishing relationships between concepts and their applications.

### **9550 ADVOCACY I**

**Grade 9**

**1 Credit**

This course is designed to improve students' social and emotional skills, boost academic achievement, and facilitate supportive relationships among students and teachers. An emphasis is placed on developing self-advocacy skills through self-awareness and self-management while students learn about their role in successful decision making and conflict resolution. Curriculum is a two year program.

**9525 TRANSITION I****Grade 9****1/3 Credit**

This required 9<sup>th</sup> grade course is designed as an introductory class for the student transition experience from high school to post-secondary adult life. A primary emphasis of the course is to provide students with the necessary skills to be a self-advocate. This curriculum will additionally emphasize educating students on understanding personal disabilities; how disabilities impact learning; how to advocate for personal needs; and development of self-determination skills. Students will also have the opportunity to explore career options, participate in skill assessments/surveys, and role play IEP meeting participation and job interviews. Success in adult life beyond the high school experience occurs when a student develops the skills and abilities to be a self-advocate and transfer the learning strategies from high school to everyday living in a post-secondary educational or work environment. The SSTEPS course introduces the acquisition of these skills and begins the transition process.

**9548 READING****Grade 9****1/2 Credit**

This course is offered for those students who demonstrate a need for improvement in basic reading skills. It will focus on the use of reading strategies to increase proficiency in decoding, fluency, and vocabulary and text comprehension. This course is taught at a variety of levels based on individual student need.

**9549 READING****Grade 9****1 Credit**

This course is offered for those students who demonstrate a need for improvement in basic reading skills. It will focus on the use of reading strategies to increase proficiency in decoding, fluency, and vocabulary and text comprehension. This course is taught at a variety of levels based on individual student need.

**TECHNOLOGY EDUCATION**

The Technology Education program is an integral part of general education, providing all students with the opportunity to combine tool and material manipulation, critical thinking, and problem solving. The program is designed to provide a broad content base and extended opportunity for experiences with tools and materials. In addition, the course will be to educate students about the integration of science, math and technology to solve real-world problems. The concept of "learning by doing" is utilized whenever possible. Note: Students who register for a materials course after the beginning of the school year must have teacher approval.

**9330 ENGINEERING APPLICATIONS****Grade 9****1/4 credit**

This mandatory course is designed to offer all 9<sup>th</sup> grade students an integration of science, math and technology education to solve real-world problems. Students will use scientific principles, mathematics and the technological design process to design solutions to various problems posed to them. Students will also have access to a variety of tools, materials, and computers to research, develop and evaluate their design needs.

**9335 MATERIALS AND MANUFACTURING****Grade 9****1/2 credit**

This 9<sup>th</sup> grade technology education course is a study of materials technology with an emphasis on wood, its processes and products. Students will use manufacturing technologies such as hand and power tools, drafting and design and advanced processes to design and produce a project.

## WORLD LANGUAGES

Dramatic growth in international commerce and travel has increased the need for Americans to communicate with other nations. Government, business, and industry all need people with world language skills. The study of another country and its language broadens cultural insights. Students gain a better perspective of our language and heritage. The World Language Department offers four-year sequences in German and Spanish, and a four-year sequence in Latin. Students may elect one or more languages. *Based on grades in the first level course, students may require permission from the instructor to take subsequent courses.*

### **9222 LATIN I**

**Grade 9**

**1 Credit**

This course is offered to any high school student who has not completed the Latin major program at the middle school. Cambridge Latin Unit I follows the life and family of Lucius Caecilius Lucundus, a prosperous banker and merchant who resided in Pompeii. Roman cultural topics such as the Baths, government, the education system, gladiatorial shows, the Forum, slavery, and of course, the eruption of Mt. Vesuvius are explored. Emphasis is placed on learning basic Latin syntax and vocabulary development. Students are also exposed to Roman mythology.

### **9223 LATIN II**

**Grade 9**

**1 Credit**

Cambridge Latin Unit 2 tells the story of the invasions of Britain by Emperors Claudius and Caesar. In this unit the main character is Salvius, a prosperous Roman lawyer, senator, and judge who lived in Britain in 81 AD. Cultural topics which are explored include life in Roman Britain and Alexandria, Egypt as well as Egyptian religion, astrology, science, and medicine. Emphasis is placed on vocabulary development and writing skills. The study of Latin more detailed syntax continues as the students learn all case uses and tenses of verbs. The study of Roman culture again includes mythology. *Prerequisite(s): Latin I (C or better) or Latin 7 and 8.*

### **9232 SPANISH I**

**Grade 9**

**1 Credit**

In this first-year course, students are exposed to the Spanish language and the culture of those who speak it. Listening and speaking skills necessary for conversation are developed. Grammar is introduced and students begin to read and write in the target language. Basic vocabulary is learned to enable students to communicate with Spanish speakers.

**XV. SAMPLE SCHEDULE**

After selecting your courses for next year, use this worksheet to plan your time. This schedule chart is helpful when determining the number of study halls you will have and to check if all courses you select will fit into your schedule. Don't worry about what periods your classes will be, but rather how many periods per cycle each course uses in your schedule.

	<b>Period 1</b>	<b>Period 2</b>	<b>Period 3</b>	<b>Period 4</b>	<b>Period 5</b>	<b>Period 6</b>	<b>Period 7</b>	<b>Period 8</b>	<b>Period 9</b>
<b>Day 1</b>									
<b>Day 2</b>									
<b>Day 3</b>									
<b>Day 4</b>									
<b>Day 5</b>									
<b>Day 6</b>									

## YOUR FOUR-YEAR PLAN

Use this worksheet to plan your program for grades nine through twelve. In the space provided, list the courses, levels, and credits for the courses you have completed, are taking this year, and plan to take in the future. As you plan your program, be sure to consider your future career and educational goals as well as the graduation requirements.

YEAR	GRADE 9 ____ - ____	CREDIT	GRADE 10 ____ - ____	CREDIT	GRADE 11 ____ - ____	CREDIT	GRADE 12 ____ - ____	CREDIT
ENGLISH								
SOCIAL STUDIES								
MATHEMATICS								
SCIENCE								
ARTS & HUMANITIES								
PHYSICAL EDUCATION								
HEALTH/DRIVER ED.								
CAREER EX/FCS								
ENGINEERING APPLICATIONS								
ELECTIVE								
ELECTIVE								
ELECTIVE								
ELECTIVE								
<b>TOTAL CREDITS/YEAR</b>								

## COURSE SELECTIONS for 2011-2012 – Student Copy

Current  
Name \_\_\_\_\_ Grade \_\_\_\_\_ Phone # \_\_\_\_\_

**DEADLINE FOR REQUESTING SCHEDULE CHANGES IS May 2nd!**

\*Students not turning in forms on time risk losing their 1<sup>st</sup> choice electives.

Level/Course Recommended	Teacher Initials	Subject Area	Course Number	Course Title	Credits
		English			
		Social Studies			
		Math			
		Science			
		World Language <u>or</u> Reading			
		Physical Education			
		Health I			
		Career Explorations			
		Engineering Applications			
		Electives			
		<b>(Please list a total of <u>1.5 credits</u> in this area)</b>			
		Chorus			
		Band			
<b>TOTAL</b>					

		Back-up Electives in Order of Preference			
		<b>(Please list at least <u>1.5 credits</u> in this area)</b>			

**All students must pick a minimum of five majors.**

\_\_\_\_\_  
Student Signature & Date

\_\_\_\_\_  
Parent/Guardian Signature & Date

**\* ALL COURSES MUST BE TEACHER APPROVED!**

Parent/Guardian **must** sign and date this form before returning it to Guidance.

## COURSE SELECTIONS for 2011-2012 – Guidance Copy

Current  
Name \_\_\_\_\_ Grade \_\_\_\_\_ Phone # \_\_\_\_\_

**DEADLINE FOR REQUESTING SCHEDULE CHANGES IS May 2nd!**

\*Students not turning in forms on time risk losing their 1<sup>st</sup> choice electives.

Level/Course Recommended	Teacher Initials	Subject Area	Course Number	Course Title	Credits
		English			
		Social Studies			
		Math			
		Science			
		World Language <u>or</u> Reading			
		Physical Education			
		Health I			
		Career Explorations			
		Engineering Applications			
		Electives			
		<b>(Please list a total of <u>1.5 credits</u> in this area)</b>			
		Chorus			
		Band			
<b>TOTAL</b>					

		Back-up Electives in Order of Preference			
		<b>(Please list at least <u>1.5 credits</u> in this area)</b>			

**All students must pick a minimum of five majors.**

\_\_\_\_\_  
Student Signature & Date

\_\_\_\_\_  
Parent/Guardian Signature & Date

**\* ALL COURSES MUST BE TEACHER APPROVED!**

Parent/Guardian **must** sign and date this form before returning it to Guidance.