2024-2025
INTERBORO HIGH SCHOOL
PROGRAM OF STUDIES

INTERBORO HIGH SCHOOL

Program of Studies 2024-2025

Interboro School District provides a challenging and supportive learning environment for all students to succeed academically, socially, and emotionally while becoming college and career ready citizens within a global community.

INTERBORO HIGH SCHOOL

Program of Studies 2024-2025

Dear Students, Parents & Guardians,

The annual course selection process is an opportunity to review students' post-secondary plans and align their scheduled courses accordingly.

Our team of counselors, teachers, and administrators is excited to assist your family in this process to ensure that students' course selections meet graduation requirements, support their college/career goals, and introduce them to new and exciting topics.

Please review this program together with your family so that you have an opportunity to discuss graduation pathways. Each student's school counselor will review course selections individually to ensure that courses are appropriately challenging, necessary academic support classes are in place, and students have met the prerequisites for their courses.

Please reach out to your school counselor if you have any questions about this process!

WHERE CAN I FIND MORE RESOURCES?

This Arrow Icon will be used throughout the Program of Studies to provide more information, either via Hyperlinks, Linked Files, or textual footnotes.

School Counselors:

Ms. Robinson

- (Students with last names A-Cop) Chijioke.Robinson@interborosd.org

Mr. Rice

- (Students with last names Cor-Gib), Andrew.Rice@interborosd.org

Ms. Fanning

- (Students with last names Gil-Kob), Jennifer.Fanning@interborosd.org

Ms. Woodson

- (Students with last names Kol-Murn), Jasmine.Woodson@interborosd.org

Ms. Magee

- (Students with last names Murr-Sha), Meghan.Magee@interborosd.org

Ms. Ladislaw

- (Students with last names She-Z), Shannon.Ladislaw@interborosd.org

High School Administration

Mr. Brian Lytz – Principal
Dr. Heather Daniels – Assistant Principal
Ms. Amber Fisher-Brown – Assistant Principal
Ms. Lisa Ford – Assistant Principal / Athletic Director

Counseling Department

Ms. Jennifer Fanning
Ms. Shannon Ladislaw
Ms. Meghan Magee
Mr. Andrew Rice
Ms. Chijioke Robinson
Ms. Jasmine Woodson

Vision of the Interboro School District

Curriculum	• All students will receive high quality, standards-based curriculum that promotes critical thinking skills and high expectations • All students will understand what they are learning and why they are learning it
Instruction	• All educators will deliver high quality and engaging instruction tailored to students specific learning needs • All educators will utilize research based instructional practices to ensure maximum success for all students
Assessment	• Student progress and growth will be measured through multiple and varied assessments that are aligned with standards • Student performance will guide instructional practice, curriculum design and procedures • As confident learners, all students will demonstrate creativity, think critically, and problem solve
Environment	• All students and staff with thrive in a safe and caring environment that fosters confidence and promotes academic, social, and emotional growth • The learning environment will be characterized by positive, respectful interactions with expectations established for all

TABLE OF CONTENTS

NUMBER OF COURSES

Students in Grades 9-11 are required to carry at least 6 credits. Seniors are required to carry a minimum of 5 credits.

GRADUATION REQUIREMENTS

Students are required to earn a total of **23 credits** to graduate from Interboro High School. Successful course completion and attainment of the prescribed credits signifies that students graduating from the Interboro High School have demonstrated proficiency in planned instruction aligned with academic standards in the following areas: Language Arts; Mathematics; Science and Technology; Social Studies; Environment and Ecology; Arts and Humanities; Health and Wellness; and Family and Consumer Sciences. Planned instruction may be provided as a separate course or as an instructional unit within a course or other interdisciplinary instructional activity.

CREDITS	SUBJECT
4	**English**
4	**Social Studies**
3	**Science**
3	**Mathematics**
1	**Physical Education**
0.5	**Health**
0.5	**Technology Electives**
2	**Arts & Humanities Electives** *Choose Elective Courses from the following areas: World Languages; Art; Music; English; Social Studies*
1	**Practical Arts/STEM Electives** *Choose Elective Courses from the following areas: Computer/Information Technology; Industrial Technology; Family & Consumer Sciences; Science; Business; Math*
4	**Other Electives** *Student can choose electives from any department to satisfy remaining elective requirement *Students who are college-bound are strongly encouraged to complete a Level 1 and Level 2 of a World Language course**
23	**TOTAL CREDITS**

Per the Pennsylvania Department of Education, student's graduation requirements are monitored through their academics, attendance, and college and career planning. Graduation planning starts in the 9th grade and progresses through the 12th grade. Seniors are to collect at least 8 pieces of approved college and career evidence by the end of their 11th grade year, per Interboro School District's Chapter 339 School Counseling Plan. This plan, mandated and approved by the Pennsylvania Department of Education, dictates the development and implementation of a comprehensive, sequential program of guidance services for kindergarten through 12th grade. Also, students must obtain 23 approved credits; and maintain a 90% attendance rate.

All students graduating from Interboro High School demonstrate readiness for post-secondary engagement through evidence aligned to students' goals and career plans.

Per 2018 Act 158, students must fulfill the following requirements to be awarded a high school diploma in the state of Pennsylvania:

- All students must achieve a passing grade in the associated academic content areas of the Keystone Exams (Biology, Algebra I, English 10)
- All students must complete College and Career Portfolio to fulfill Chapter 339 Requirements (8 pieces of evidence by May 1 of their 11th grade cohort year)
- Students who demonstrate proficiency on all three Keystone Exams or PASA* assessment must complete one option from either Tier 1, 2, or 3 by January 25th of their senior year
- Students who achieve a composite score of 4452 on the Algebra I, Literature, and Biology Keystone Exams (while achieving at least a proficient score on one of the three exams and no less than a basic score on the remaining two) must complete two options from either Tier 1, 2, or 3 by January 25th of their senior year
- Students who do not demonstrate proficiency on all three Keystones Exams or achieve the composite score must complete three options (one from Tier 1, the remaining two can come from Tiers 1 or 2) by January 25th of their senior year.

    - *PASA - The PASA is an alternate statewide assessment designed for students described as having the "most significant cognitive disabilities." Students who take the PASA should be those who are unable to participate meaningfully in the PSSA or Keystone Exams, even with accommodations.*
    - *Students who opt out of one or more Keystone Exams due to religious exemption must still meet state and local graduation requirements through one of the pathways detailed in the Graduation Requirements section.*

PATHWAYS TO GRADUATION

Overarching Requirement	
****All students must fulfill Chapter 339 requirements****	
☐	**(8) 9th – 11th Grade Guidance Artifacts completed by May 1st of Junior Year**
REQUIREMENT CHECKED AS COMPLETED	☐ SATISFIED ☐ NOT SATISFIED

KEYSTONE EXAMINATION PATHWAYS

Keystone Core Requirements		
☐	Passed Algebra I	☐ YES ☐ NO
☐	Passed Biology	☐ YES ☐ NO
☐	Passed English 10	☐ YES ☐ NO
ALL THREE (3) CHECKED AS COMPLETED		☐ SATISFIED ☐ NOT SATISFIED

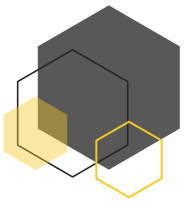
Keystone Proficiency Path		
☐	Algebra I Keystone Exam	
☐	Biology Keystone Exam	
☐	Literature Keystone Exam	
ALL THREE 1500 OR HIGHER		☐ SATISFIED ☐ NOT SATISFIED

Keystone Composite Path				
	Exam	**Score**	**Level**	**Composite Score**
	Algebra I Keystone Exam			
	Biology Keystone Exam			
	Literature Keystone Exam			
☐	No score Below Basic		☐ MET ☐ NOT MET	
☐	At least one score Proficient or Advanced		☐ MET ☐ NOT MET	
☐	Composite score 4452 or higher		☐ MET ☐ NOT MET	
ALL THREE (3) MARKED MET			☐ SATISFIED ☐ NOT SATISFIED	

Keystone Evidentiary Requirements – Complete minimum of one (1) (applies to both Keystone Proficiency Path and Keystone Composite Path)				
☐	Technical School Industry-Based Evidence	Competency certification attainment	☐ YES ☐ NO	☐ MET ☐ NOT MET *(requires one marked YES)*
		Program continuation readiness	☐ YES ☐ NO	
		Industry-based assessment potential	☐ YES ☐ NO	
☐	Meet or exceed established score on ONE approved alternative assessment by Jan. 25 of your Senior year	ACT composite score of 21 or higher	☐ YES ☐ NO	☐ MET ☐ NOT MET *(requires one marked YES)*
		ASVAB AFQT composite score of 31 or higher	☐ YES ☐ NO	
		PSAT/NMSQT total score of 970 or higher	☐ YES ☐ NO	
		SAT total score of 1010 or higher	☐ YES ☐ NO	
☐	Meet or exceed established score on ACT WorkKeys	NRC Gold Level or higher		☐ MET ☐ NOT MET
☐	Successfully complete a Pre-Apprenticeship Program by Jan. 25 of your Senior year	Passing grade and program completion verified by adult supervisor		☐ MET ☐ NOT MET
☐	Score 3 or higher on any AP Exam(s) by end of your Junior year	AP exam score 3 or higher		☐ MET ☐ NOT MET
		2nd AP exam score 3 or higher		☐ MET ☐ NOT MET
		3rd AP exam score 3 or higher		☐ MET ☐ NOT MET
☐	Successfully complete dual enrollment course(s) or	Pass course		☐ MET ☐ NOT MET

	approved postsecondary course(s) by Jan. 25 of your Senior year	Pass 2nd course	☐ MET ☐ NOT MET
		Pass 3rd course	☐ MET ☐ NOT MET
☐	Attain Industry-Recognized Credential from approved providers by Jan. 25 of your Senior year	Earn credential	☐ MET ☐ NOT MET
		Earn 2nd credential	☐ MET ☐ NOT MET
		Earn 3rd credential	☐ MET ☐ NOT MET
☐	Successfully complete approved service-learning project(s) by Jan 25 of your Senior year	Project completion verified by adult supervisor	☐ MET ☐ NOT MET
		2nd Project completion verified by adult supervisor	☐ MET ☐ NOT MET
☐	Successfully complete internship or cooperative program(s) by Jan 25 of your Senior year	Program completion verified by adult supervisor	☐ MET ☐ NOT MET
		2nd Program completion verified by adult supervisor	☐ MET ☐ NOT MET
MINIMALLY ONE (1) EVIDENTIARY REQUIREMENT MARKED MET			☐ SATISFIED ☐ NOT SATISFIED

Decision Matrix A	
Will you retake one or more Keystone Exams?	☐ YES (see Keystone Proficiency Pathway) ☐ NO (see next question)
Are you engaged in CTE or Technical School Program of Study?	☐ YES (see CTE Concentrator Pathway) ☐ NO (see Decision Matrix B)



Career & Technical Education Concentrator Pathway – Complete all four (4)				
☐	Algebra I Keystone Exam	Scaled score of 1500 or higher	☐ YES ☐ NO	☐ MET ☐ NOT MET *(requires minimally Alg. I course passed marked YES)*
		Grade-based requirements satisfied (passed Alg. I course)	☐ YES ☐ NO	
☐	Biology Keystone Exam	Scaled score of 1500 or higher	☐ YES ☐ NO	☐ MET ☐ NOT MET *(requires minimally Bio. course passed marked YES)*
		Grade-based requirements satisfied (passed Bio course)	☐ YES ☐ NO	
☐	Literature Keystone Exam	Scaled score of 1500 or higher	☐ YES ☐ NO	☐ MET ☐ NOT MET *(requires minimally Eng. 10 course passed marked YES)*
		Grade-based requirements satisfied (passed Eng. 10 course)	☐ YES ☐ NO	
☐	Technical School Industry-Based Evidence	Competency certification attainment	☐ YES ☐ NO	☐ MET ☐ NOT MET *(requires one marked YES)*
		Program continuation readiness	☐ YES ☐ NO	
		Industry-based assessment potential	☐ YES ☐ NO	
ALL FOUR (4) MARKED MET			☐ SATISFIED (PATHWAY COMPLETE) ☐ NOT SATISFIED (review options)	

Decision Matrix B	
Are you participating in the ACT, PSAT/NMSQT, SAT, or ASVAB?	☐ YES (consider Alternative Assessment Pathway) ☐ NO (see next question)
Are you planning to attend a 4-year institution of higher education?	☐ YES (consider Alternative Assessment Pathway) ☐ NO (see next question)
Are you enrolled in a pre-apprenticeship program?	☐ YES (consider Alternative Assessment Pathway) ☐ NO (see Decision Matrix C)

Alternative Assessment Pathway				
Core Requirements – All three (3) must be met				
☐	Algebra I Keystone Exam	Score of 1500 or higher	☐ YES ☐ NO	☐ MET ☐ NOT MET *(requires minimally Alg. I course passed marked YES)*
		Grade-based requirements satisfied (passed Alg. I course)	☐ YES ☐ NO	
☐	Biology Keystone Exam	Score of 1500 or higher	☐ YES ☐ NO	☐ MET ☐ NOT MET *(requires minimally Bio course passed marked YES)*
		Grade-based requirements satisfied (passed Bio course)	☐ YES ☐ NO	
☐	Literature Keystone Exam	Score of 1500 or higher	☐ YES ☐ NO	☐ MET ☐ NOT MET *(requires minimally Eng. 10 course passed marked YES)*
		Grade-based requirements satisfied (passed Eng. 10 course)	☐ YES ☐ NO	
Evidentiary Requirements – At *least* one (1) must be met				
☐	Meet or exceed established score on ONE (1) approved alternative assessment	ACT composite score of 21 or higher	☐ YES ☐ NO	☐ MET ☐ NOT MET *(requires on marked YES)*
		ASVAB AFQT composite score of 31 or higher	☐ YES ☐ NO	
		PSAT/NMSQT total score of 970 or higher	☐ YES ☐ NO	

		SAT total score of 1010 or higher	☐ YES ☐ NO	
☐	Meet or exceed established score on ACT WorkKeys	NRC Gold Level or higher		☐ MET ☐ NOT MET
☒	Score 3 or higher on AP Exam(s) related to EACH Keystone Exam on which less than proficient by end of your Junior year.	AP Exam score 3 or higher (Algebra I or similar)	☐ YES ☐ NO ☐ N/A	☐ MET ☐ NOT MET *(requires each marked YES or N/A)*
		AP Exam score 3 or higher (Biology or similar)	☐ YES ☐ NO ☐ N/A	
		AP Exam score 3 or higher (Literature or similar)	☐ YES ☐ NO ☐ N/A	
☐	Successfully complete dual enrollment course(s) related to EACH Keystone Exam on which less than Proficient by Jan. 25 of your Senior year	Pass dual enrollment course (Algebra I)	☐ YES ☐ NO ☐ N/A	☐ MET ☐ NOT MET *(requires each marked YES or N/A)*
		Pass dual enrollment course (Biology)	☐ YES ☐ NO ☐ N/A	
		Pass dual enrollment course (Literature)	☐ YES ☐ NO ☐ N/A	
☐	Demonstrate acceptance into 4-year institution of higher education and ability to enroll in college-level work by Jan. 25 of your Senior year	Unconditional acceptance letter	☐ YES	☐ MET ☐ NOT MET
☐	Successfully complete a Pre-Apprenticeship Program	Passing grade and program completion verified by adult supervisor		☐ MET ☐ NOT MET

	by Jan. 25 of your Senior Year		
ALL THREE CORE (3) REQUIREMENTS MARKED MET			☐ SATISFIED (proceed to next row) ☐ NOT SATISFIED (review options)
MINIMALLY ONE (1) EVIDENTIARY REQUIREMENT MARKED MET			☐ SATISFIED (PATHWAY COMPLETE) ☐ NOT SATISFIED (review options)

Decision Matrix C	
Are you planning to enter the workforce or military upon graduation?	☐ YES (consider Evidence-Based Pathway) ☐ NO (see next question)
Are you enrolled in an internship or cooperative education program, or have you received an Industry-Recognized credential?	☐ YES (consider Evidence-Based Pathway) ☐ NO (see next question)
Are you planning to attend a less than 4-year institution of higher education?	☐ YES (consider Evidence-Based Pathway) ☐ NO (see next question)
Are you able to meet NCAA Division II academic requirements?	☐ YES (consider Evidence-Based Pathway) ☐ NO (review options)

<table>
<tr><th colspan="5">Evidence-Based Pathway</th></tr>
<tr><th colspan="5">Core Requirements – All three (3) must be met</th></tr>
<tr><td rowspan="2">☐</td><td rowspan="2">Algebra I Keystone Exam</td><td>Score of 1500 or higher</td><td>☐ YES
☐ NO</td><td rowspan="2">☐ MET ☐ NOT MET
(requires minimally Alg. I course passed marked YES)</td></tr>
<tr><td>Grade-based requirements satisfied (passed Alg. I course)</td><td>☐ YES
☐ NO</td></tr>
<tr><td rowspan="2">☐</td><td rowspan="2">Biology Keystone Exam</td><td>Score of 1500 or higher</td><td>☐ YES
☐ NO</td><td rowspan="2">☐ MET ☐ NOT MET
(requires minimally Bio course passed marked YES)</td></tr>
<tr><td>Grade-based requirements satisfied (passed Bio course)</td><td>☐ YES
☐ NO</td></tr>
<tr><td rowspan="2">☐</td><td rowspan="2">Literature Keystone Exam</td><td>Score of 1500 or higher</td><td>☐ YES
☐ NO</td><td rowspan="2">☐ MET ☐ NOT MET
(requires minimally Eng. 10 course passed marked YES)</td></tr>
<tr><td>Grade-based requirements satisfied (passed Eng. 10 course)</td><td>☐ YES
☐ NO</td></tr>
<tr><th colspan="5">Evidentiary Requirements: Section 1 – At least one (1) must be met</th></tr>
<tr><td>☐</td><td rowspan="3">Meet or exceed established score on any SAT Subject Test(s)</td><td colspan="2">SAT Subject Test score of 630 or higher</td><td>☐ MET ☐ NOT MET</td></tr>
<tr><td>☐</td><td colspan="2">2nd SAT Subject Test score of 630 or higher</td><td>☐ MET ☐ NOT MET</td></tr>
<tr><td>☐</td><td colspan="2">3rd SAT Subject Test score of 630 or higher</td><td>☐ MET ☐ NOT MET</td></tr>
</table>

☐	Meet or exceed established score on ACT WorkKeys	NRC Silver Level or higher		☐ MET ☐ NOT MET
☐	Score 3 or higher on any AP Exam(s) by end of your Junior year	AP exam score 3 or higher		☐ MET ☐ NOT MET
☐		2nd AP exam score 3 or higher		☐ MET ☐ NOT MET
☐		3rd AP exam score 3 or higher		☐ MET ☐ NOT MET
☐	Successfully complete dual enrollment course(s) by end of your Junior year	Pass dual enrollment course		☐ MET ☐ NOT MET
☐		Pass dual enrollment course		☐ MET ☐ NOT MET
☐		Pass dual enrollment course		☐ MET ☐ NOT MET
☐	Demonstrate acceptance into an other-than-4-year non-profit institution of higher education and ability to enroll in college-level work by Jan. 25 of your Senior year	Unconditional acceptance letter	☐ YES	☐ MET ☐ NOT MET *(requires one marked YES)*
		General admittance letter	☐ ☐ YES (requires both checked)	
		College-level coursework enrollment OR equivalent placement test results OR equivalent graduate profile	☐	
☐	Attain Industry-Recognized Credential from approved providers by Jan. 25 of your senior year	Earn credential		☐ MET ☐ NOT MET
☐		Earn 2nd credential		☐ MET ☐ NOT MET
☐		Earn 3rd credential		☐ MET ☐ NOT MET
Evidentiary Requirements: Section 2 – At *most* two (2) may be selected				
☐	Score Proficient or Advanced on any Keystone	Score 1500 or higher on Algebra 1		☐ MET ☐ NOT MET

	Exam(s) by end of your Junior year.	Score 1500 or higher on Biology	☐ MET ☐ NOT MET
		Score 1500 or higher on Literature	☐ MET ☐ NOT MET
☐	Successfully complete approved service-learning project(s) by Jan. 25 of your senior year	Project completion verified by adult supervisor	☐ MET ☐ NOT MET
		2nd Project completion verified by adult supervisor	☐ MET ☐ NOT MET
☐	Successfully complete internship or cooperative program(s) by Jan. 25 of your senior year	Program completion verified by adult supervisor	☐ MET ☐ NOT MET
		2nd Program completion verified by adult supervisor	☐ MET ☐ NOT MET
☐	Meet the NCAA Division II academic requirements of college-bound athletes	Academic standing verified by school administrator	☐ MET ☐ NOT MET
☐	Provide letter/form guaranteeing full-time employment or military enlistment papers by Jan. 25 of your Senior year	Letter/form/enlistment papers verified by school administrator	☐ MET ☐ NOT MET

ALL THREE (3) CORE REQUIREMENTS MARKED MET	☐ SATISFIED (proceed to next row) ☐ NOT SATISFIED (review options)
MINIMALLY ONE (1) EVIDENTIARY REQUIREMENT MARKED MET IN SECTION 1	☐ SATISFIED (proceed to next row) ☐ NOT SATISFIED (review options)
A TOTAL OF THREE (3) EVIDENTIARY REQUIREMENTS MARKED MET (UP TO TWO PERMISSABLE FROM SECTION 2)	☐ SATISFIED (PATHWAY COMPLETE) ☐ NOT SATISFIED (review options)

PROMOTION REQUIREMENTS

For a student to progress from grade to grade, a student must accumulate the following credits:

- 10th Grade - minimum 4.5 credits
- 11th Grade - minimum 10.5 credits
- 12th Grade - minimum 16.5 credits

Seniors with fewer than 17 credits must take a full 6.5 credits during senior year.

COURSE REQUESTS

Students and parents/guardians are requested to be thoughtful and thorough in their selection of courses during the spring semester. The number of students electing to take a course and the availability of teachers will determine whether a course will be offered. Courses may not run without sufficient enrollment. All students are expected to continue in, and complete, the courses selected. Core class placement for the following school year is driven by teacher recommendation. Although there may not be a prerequisite course requirement listed, teachers will recommend students for proper placement for a College Prep, Honors, or AP course. Any student requesting an Advanced Placement (AP) course must understand there is an expectation regarding the willingness to remain committed to the course. Students and parents/guardians must sign an agreement that details the expectations of an AP course. The scheduling timeline in preparation for the 2024-2025 school year is as follows (subject to change):

Teachers enter Core Course Recommendations into eSchool	
8th grade	February 7th – 16th, 2024
9th – 11th grade	February 12th – 16th, 2024
Counselors provide information and support to students in selection of electives	
8th grade	February 20th – March 1st, 2024
9th – 11th grade	February 19th – February 23rd, 2024
School counselors meet with students to assist them with choosing electives in eSchool	
8th grade	February 20th – March 1st, 2024
9th grade	March 4th – March 8th, 2024
10th grade	March 18th – March 22nd, 2024
11th grade	April 2nd – April 5th, 2024

Course requests are finalized for the 2023-2024 school year	April 19th, 2024

SCHEDULE CHANGES

Adequate schedule planning for students, teachers, and classroom space can be completed only when school officials can consider student schedule requests to be final and binding. **The first two weeks of school are reserved for errors and omissions to schedules only.** Students who do not complete their course selection will be assigned courses and will not be permitted to change their schedule at any time.

There are times when a change in a student's schedule is desired. **Students must complete and submit a Schedule Request Form by Friday, June 28th, 2024**. Administration, together with the School Counseling Department, will review requests and make a decision that is most beneficial for the student.

Courses dropped before the end of the first marking period will not display on the report card of the student. Courses dropped after this date will show the earned-grades-to-date and be reflected as a WP (withdrawn passing) or WF (withdrawn failing) for the final grade and zero credit for the year. The consequences for withdrawing from a course at a later date will be as follows:

If the course is changed before the end of the first marking period and is changed to a related course, then the grade will transfer to the new course. Students transferring to an unrelated course will have the grade earned in the 2nd marking period also recorded as the 1st marking period grade.

Full year courses changed before the end of the second marking period to a related course will transfer the grade with the course. Students transferring to an unrelated course will receive a withdraw passing/withdraw failing grade for a course they are dropping. Credits are not received, and this course will not be included in the GPA (grade point average), but will appear on the report card and official transcript as WP/WF

DATA-SUPPORTED STUDENT PLACEMENT

Administrators, counselors, and teachers will use a variety of data tools to place students in courses that match their learning needs. In addition to grades, state assessments, and teacher recommendations, school staff will use data from the State's Performance Value Added Assessment System [PVAAS] and the NWEA MAP assessment to appropriately place students in the following content areas: English, Mathematics, and Science. PVAAS projection is a more reliable indicator than a student's most recent test score because it does not rely on a single snapshot in time; rather, it includes a student's testing history across grades and subjects to project future performance. Importantly, PVAAS Projections help us look ahead and determine the probability of student success in a selected course. The NWEA MAP assessment determines what the student knows, what they're ready to learn next, and tracks students' individual growth over time.

BUSINESS CO-OP PROGRAM

Students can also receive credit for legal work completed outside of the high school. In addition, work-study programs can also be approved for seniors. Prior approval is required for any academic credit or work completed outside of the school setting. Students must submit a contract and assignments in order to earn credit for this pass/fail course. Students who have been approved for a work-study program will be required to regularly submit pay stubs to guidance counselors for monitoring purposes.

SUMMER READING

In promoting the importance of reading, the Interboro School District will continue to incorporate a summer reading program. The summer reading program encourages students in grades 9 - 12 to read books from an approved list. This list will be distributed to all students prior to leaving school in June. Copies will be kept on file at the high school and the four neighborhood schools, as well as local bookstores and libraries.

The English Department will provide an assessment for students upon their return to school in September. We urge parents to encourage their children to read and learn all year round. Detailed information will be available at www.interborosd.org.

SUMMER MATH ASSIGNMENTS

To help students better retain information from the previous year and to help them to prepare for the year to come, the Interboro Math Department may give an appropriate summer assignment by course. Students may receive details regarding their assignment prior to the end of the school year. Detailed information will be available at www.interborosd.org.

CLASS RANK

Interboro High School uses a weighted system for computing class rank. Courses in the core areas of English Language Arts, Mathematics, Science, and Social Studies have been assigned weighted numbers prescribed categories according to level of difficulty. The weighted number for each course was determined by comparing the planned course objectives.

COURSE WEIGHTING

Transfer students: because all weighting systems are different in each school, Interboro High School uses the unweighted GPA for the course(s) a student has completed from another school. The weighting applies to the courses a student completes at Interboro High School.

TABLE OF COURSE WEIGHT VALUES

Subject Area	AP (+10 weight)	Honors (+7 weight)	College Prep (+3 weight)
Mathematics	AP Calculus AP Statistics	Honors Algebra I Honors Geometry Honors Algebra II Honors Statistics Honors Precalculus Honors Calculus I	CP Algebra I CP Geometry CP Algebra II CP Trigonometry CP Probability CP Statistics CP Precalculus CP Consumer Math College Entrance Exam Prep ACT WorkKeys Exam Prep
English Language Arts	AP English Lang. & Comp. AP English Lit. & Comp.	Honors English 9 Honors English 10 Honors American Lit 11 Honors English 12	CP English 9 CP English 10 CP English 11 CP English 12 College Entrance Exam Prep Intro to Theatre Arts Advanced Theatre Arts Visual Media I Visual Media II Broadcast Journalism Genocide & Holocaust Creative Writing Film & Literature
Science	AP Physics AP Biology AP Environmental Science	Honors Biology Honors Chemistry Honors Physics Allied Health II	CP Integrated Science CP Biology CP Physical Science CP Chemistry CP Physics CP Earth & Space Adv. Biology - Human Anatomy Adv, Bio - Environmental Sci Allied Health I CP Physical Science Forensics Aquatic Biology

Subject Area	AP (+10 weight)	Honors (+7 weight)	College Prep (+3 weight)
Social Studies	AP European History AP World History AP U.S. History AP Government	Honors Multi-Cultures Honors U.S. History I	CP Multi-Cultures CP U.S. History I CP U.S. History II CP Government & Politics African American Studies Criminal Justice Economics Apprentice Psychology Sociology

Subject Area	AP (+10 weight)	Honors (+7 weight)	College Prep (+3 weight)
	AP Studio Art AP Economics AP Psychology AP Computer Science Principles Entrepreneurship (Dual Enrollment)	DCTS Programs *(3 credits of Honors Weighting)*: • Medical Careers • Biomedical Technologies • Exercise Science • Engineering French III, IV Spanish III, IV Adv. Spanish III & IV	French I French II Spanish I Spanish II Adv. Spanish II Select Choir Spanish for Native Speakers Art I Art II Art III 2D Design 3D Design Introduction to Business Marketing & Advertising How to Start a Business Personal Financial Management Accounting I Accounting II Business Co-Op Computer Applications Data Systems Management Computer Programming Web Page Design Advanced Web Page Design Video Game Programming I Video Game Programming II Mobile App Development Physical Education Major Contracted Physical Education

Subject Area	AP (+10 weight)	Honors (+7 weight)	College Prep (+3 weight)
Electives			Music Theory I Music Theory II Modern Band Digital Audio Jazz Improvisation Combination Band/Chorus Band Choir Culinary Arts I Culinary Arts II - Global Foods Fashion & Construction Health I Health II Phys Ed I Phys Ed II Recreational/Lifelong Leisure Personal Fitness/Weight Room Competitive Traditional Team Sports Introduction to STEAM 3D CAD Graphic Design Aquaponics Aquaponics Major Wood Tech I, II, III Exploring Construction Tech.

Interboro High School uses a traditional GPA featuring weighted quality points to determine class rank. Weighted GPA calculations are different from unweighted GPA calculations because weighted GPAs take course difficulty into account. With a weighted GPA, students do not earn the same letter grade to GPA conversion for every course. Instead, grades are assigned more points in the conversion if the course is an AP level, Honors, or College Prep course. The quality points calculation chart is described below and applicable to both identified core content courses and electives.

Interboro High School prepares all students for college and career readiness through their academic coursework. Other opportunities for accelerated coursework include:

College Prep

College Prep coursework provides the academic rigor required to ensure that students meet the requirements and expectations for college and career readiness.

Honors

Honors courses entail more demanding college-preparatory coursework and are intended for highly motivated students.

AP

Advanced Placement is a college level curriculum run by the College Board that allows students to take courses which may earn them college credit and/or qualify them for more advanced classes in college. The College Board gives the AP Exam in the spring and the cost of the test will be the responsibility of the student. Students should discuss with their instructor their particular interest in taking the AP Exam based on their choice of university and/or intended major after graduation. Any student planning to enroll in an AP course for the following year must sign the AP Contract. Students will receive these contracts from the Administration during a meeting held at the end of the school year. Summer reading assignments and summer work is required for most AP courses and students enrolling in these courses need to pick up those assignments before the end of this year. Students who score a 3 or higher on the AP Exam may earn college credit for the course--students should check with their guidance counselors and College Representatives to learn more about this possibility.

Weighted Grade Point Average Calculation Chart

Grade	Academic	College Prep	Honors	AP
100	4.00	4.50	5.50	6.00
99	3.90	4.40	5.40	5.90
98	3.80	4.30	5.30	5.80
97	3.70	4.20	5.20	5.70
96	3.60	4.10	5.10	5.60
95	3.50	4.00	5.00	5.50
94	3.40	3.90	4.90	5.40
93	3.30	3.80	4.80	5.30
92	3.20	3.70	4.70	5.20
91	3.10	3.60	4.60	5.10
90	3.00	3.50	4.50	5.00
89	2.90	3.40	4.40	4.90
88	2.80	3.30	4.30	4.80
87	2.70	3.20	4.20	4.70
86	2.60	3.10	4.10	4.60
85	2.50	3.00	4.00	4.50
84	2.40	2.90	3.90	4.40
83	2.30	2.80	3.80	4.30
82	2.20	2.70	3.70	4.20
81	2.10	2.60	3.60	4.10
80	2.00	2.50	3.50	4.00

Grade	Academic	College Prep	Honors	AP
79	1.90	2.40	3.40	3.90
78	1.80	2.30	3.30	3.80
77	1.70	2.20	3.20	3.70
76	1.60	2.10	3.10	3.60
75	1.50	2.00	3.00	3.50
74	1.40	1.90	2.90	3.40
73	1.30	1.80	2.80	3.30
72	1.20	1.70	2.70	3.20
71	1.10	1.60	2.60	3.10
70	1.00	1.50	2.50	3.00
69	0.90	1.40	2.40	2.90
68	0.80	1.30	2.30	2.80
67	0.70	1.20	2.20	2.70
66	0.60	1.10	2.10	2.60
65	0.50	1.00	2.00	2.50

ENGLISH LANGUAGE ARTS

The English Department curriculum for grades 9 through 12 integrates the PA Core standards through reading, writing, speaking and listening. Reflecting the individual differences and needs of students, the curriculum establishes as its primary purpose that each student will have maximum opportunity to:

- Build upon previous knowledge
- Develop higher level thinking skills
- Appreciate literature as an art form
- Use available technology as 21st century learners

English 9
1 credit

College Prep 3012	Honors 3011
A major portion of the year's work will emphasize writing and literature. In literature, students will analyze literary elements in novels, plays, poems, and short stories. In addition to in class discussions, assignments, and assessments, there will be independent reading given throughout the course of the year. Writing assignments will include literary analysis, argument essay, compare/contrast essays, and a variety of creating writing responses. The research process will be reviewed through a research project. Through reading and writing assignments students will practice the rules of grammar and correct usage of language. Students will also complete a variety of activities to prepare for the English Literature Keystone Exam.	The intensive study of American and World literature will include classroom discussion and written literary analysis. In the literature program, students will analyze literary elements in novels, plays, poems, and stories at an advanced and challenging pace. Independent reading will be assigned during the year. Critical thinking skills will also be applied to assigned novels and short stories studied in the classroom and those read independently. The mainstay of writing will be the literary analysis, as well as the informational and argumentative essay and a variety of creative writing responses. The research process will be reviewed through a research project. Through reading and writing assignments students will practice the rules of grammar and correct usage of language. Students will also complete a variety of activities to prepare for the English Literature Keystone Exam.

English 10
1 credit

College Prep 3022	Honors 3021	AP Seminar 3061
This course is a thematic survey of literature with an emphasis on writing. Along with preparing students for the Keystone exams, the literature program will continue to expose students to literary works from around the world. Students will analyze literary elements in a variety of novels, plays, essays, poems and short stories. Non-fiction works will also be studied throughout the year. Writing assignments will include literary analysis essays, Keystone-style responses, a research project, as well as a variety of creative writing pieces. Through reading and writing assignments students will practice the rules of grammar and correct usage of language. Students will take the Literature Keystone Examination in May.	This course continues the intensive study of American and World literature from freshman year. The course will move at an advanced and challenging pace. Students are expected to actively contribute to classroom discussion. Along with preparing students for the Keystone Exam, the literature program will continue to expose students to literary works from around the world. Students will analyze literary elements in a variety of novels, plays, essays, poems and short stories. Non-fiction works will also be studied throughout the year. Independent novels will be read during the year. Writing assignments will include literary analysis essays, Keystone-style responses, a research project, as well as a variety of creative writing pieces. Through reading and writing assignments students will practice the rules of grammar and correct usage of language. Students will take the Literature Keystone Examination in May.	AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. A teacher conversation and recommendation are required.

English 11: American Literature
1 credit

College Prep 3032	Honors 3031	AP English Language & Composition 3030
The primary focus of the course is reading, interpreting and analyzing American Literature, literary periods, and themes. All literary forms will be read and studied. The literature program will move at an advanced and challenging pace exposing students to literary works from American writers. Independent reading of novels and plays will be assigned during the course of the year in which critical thinking skills will be assessed. The mainstay of writing will be the literary analysis, as well as the informational and argumentative essay. Through reading and writing assignments students will practice the rules of grammar and correct usage of language.	The primary focus of the course is reading, interpreting and analyzing American Literature, literary periods, and themes. All literary forms will be read and studied. The literature program will move at an advanced and challenging pace exposing students to literary works from American writers. Independent reading of novels and plays will be assigned during the course of the year in which critical thinking skills will be assessed. The mainstay of writing will be the literary analysis, as well as the informational and argumentative essay. Through reading and writing assignments students will practice the rules of grammar and correct usage of language.	Students in this introductory college-level course will read and carefully analyze a range of nonfiction prose which includes essays, letters, speeches, and images. They will write essays that call for synthesis, analysis, and argument on specific topics. Students must bring to the course sufficient command of the mechanics of writing and the ability to read and discuss difficult prose. A teacher conversation and recommendation are required.

English 12
1 credit

College Prep 3042	Honors 3045	AP English Literature & Composition 3051
This course is a survey course with an emphasis on writing. The literature program will expose students to literary works from a variety of writers and contemporary non-fiction articles. Students will analyze literary elements in a variety of novels, plays, poems and short stories. Writing assignments will include the informational, argumentative, and critical analysis essays as well as the research paper, and a variety of creative writing assignments. Through reading and writing assignments students will practice the rules of grammar and correct usage of language. Students will increase their language knowledge through various vocabulary studies.	This course is an accelerated, rigorous survey course of literature with an emphasis on writing. The primary focus of the course will be reading, interpreting, and analyzing literature, literary periods, and themes. This is not an Advanced Placement course, but the literature program will move at an advanced and challenging pace exposing students to literary works by British writers and contemporary non-fiction articles. Students will analyze literary elements in a variety of novels, plays, poems and short stories. Writing assignments will include the informational and argumentative essay, the critical analysis research paper, as well as a variety of creative writing responses. Through reading and writing assignments students will practice correct usage of language.	This course focuses on reading, analyzing, and writing about fiction, poetry, and drama from various periods. Students engage in close reading and critical analysis of the text, considering a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. The AP English Literature and Composition course aligns to an introductory college-level literature and writing curriculum. While there are no prerequisites, students should be able to read and comprehend college-level texts and write grammatically correct, complete sentences.

Intro to Theatre Arts .5 Credit	**Advanced Theatre Arts** .5 Credit
3015	**3035**
This course is designed to give students an overview of all aspects of theatrical productions, as well as develop an appreciation for the fine arts. Students will learn about the history of theater, how to write and analyze scripts and explore the fundamentals of acting through the use of Uta Hagan's Basic Acting Exercises. Students will work towards performing improv, monologues, duets, and a one-act play in a collaborative, non-threatening environment. You must be willing to perform in front of your peers to take this course.	The purpose of Advanced Theatre Arts is to provide students with the opportunity to continue to develop their creative and analytical skills through a hands-on approach. Students will be able to select a "major" in Acting, Directing, or Playwriting. The collaboration of students' efforts will culminate in a public performance at the end of the semester. Through creating theatre, students will grow in their ability to comprehend the world and to communicate with others. **Prerequisite:** Intro to Theatre Arts

Video Production I .5 Credit	**Video Production II** .5 Credit
3046	**3047**
This is an introductory visual media course focusing on the history and science of television and film production. Students will study pre-production, production, and post-production storytelling through digital media utilizing iMovie software and digital film cameras. Students will work individually and in groups, incorporating video, still images, sound and voice over, text, transitions and effects. Projects include the creation of PSA's, commercials, interviews, music videos, and various other projects.	Visual Production II will go deeper into the history and science of television and film production. The course will travel through a multitude of genres as students analyze the elements of film to obtain a deeper understanding and appreciation for the craft. Students will work individually and in groups to create projects. **Prerequisite:** Video Production I **Industry Recognized Credential:** Adobe Premier Pro

College Entrance Exam Prep - English
.25 Credit

7735

The purpose of this course is to prepare students to take the critical reading and writing sections of the SAT an the ACT. It is intended to strengthen test-taking skills by focusing on familiarization with SAT and ACT type questions, developing test-taking strategies, and increasing confidence and speed. A review of test content include reading comprehension, grammar, and essay writing. Must combine with College Entrance Exam Prep Math t earn a total of .5 credits.

Broadcast Journalism
.5 credit

3020

Students will learn how to successfully produce a daily morning news show (K-Scope). Students will explore print journalism. Students will collect information, conduct interviews, write stories, as well as edit and produce segments. Cameras (4k, DSLR, Camcorders), professional lighting, editing software, sound equipment and streaming hardware will be introduced and utilized to film. Students will have the opportunity to create video content as a class- whether in front of the camera or behind it.
Prerequisite: Video Production I

Genocide & the Holocaust
.5 credit

3016

The purpose of this course is to study genocide and the Holocaust in detail. This course will concentrate on the steps leading to the Holocaust, events of the Holocaust itself, and the aftermath through literature, film, and historical analysis. The course will also touch on major atrocities in the late 20th century. Students must be in 10th through 12th grade to participate in the course due to the need for background knowledge gained in 9th grade English.

ENGLISH LANGUAGE ARTS

Creative Writing
.5 Credit

3017

This course is designed for students who are interested in writing. Students will write on a daily basis. The class will consist of learning and executing various writing styles to help strengthen their use of the English language. The class focus will be to appreciate the art of writing.

Film & Literature
.5 Credit

3036

This class will connect themes in literature to note-worthy cinema in an engaging way. Here is what you can expect from this class: you will analyze film through discussion and writing; you will become a more knowledgeable and appreciative reader as well as a perceptive viewer of film; you will see connections between film and literature and be encouraged to see the connections in your own life as well.

SOCIAL STUDIES

The Social Studies Department seeks to lead our students to a confirmed understanding of the rights and responsibilities of the informed American citizen. We strive to help our students build the requisite foundations for active, consistent citizenship by arming them with a 21st Century skill set that fosters preparedness and achievement in this historic era of globalization. Synthesizing both the creativity derived from fierce individuality and the conformity needed for social success, we enable balanced citizens...capable of realizing their full potential.

Multi Cultures
1 credit

College Prep 2012	Honors 2011
College Prep Multi-Cultures will trace the development of civilization from evolution through the end of the World Wars. A chronological and thematic approach will guide students through individual units that include but are not limited to river valley civilizations and ancient empires, world religions, the Middle Ages, European expansion, imperialism, and the World Wars. To be successful in this course, students must complete reading assignments from the text, as well as from primary and secondary sources. Students must perform well on quizzes and tests, including a midterm and a final examination.	Honors Multi-Cultures will trace the development of civilization from evolution through the end of the World Wars. A chronological and thematic approach will guide students through individual units that include but are not limited to river valley civilizations and ancient empires, world religions, the Middle Ages, European expansion, imperialism, and the World Wars. Students are responsible for completing teacher-designed assessments, quizzes, tests, and a midterm and final. On top of this, a heavy emphasis on primary source analysis, research, and writing will make up a large portion of class time.

U.S. History I
1 credit

College Prep 2022	Honors 2061
United States History I begins to build not only critical content knowledge of our country's history, but also begins to develop a student's ability to think like an historian and 21st century citizen. The course will cover all major topics from 1788-1900 and provide a significant focus on the changing American identity, politics, the economy, American culture and society, geography and the environment, and American foreign policy. Historical thinking skills to be taught and developed include sourcing, interpretation, comparison, causation, argumentation, close reading, contextualization, corroboration, intended audience, writer's purpose, and point of view.	Honors United States History I is designed to prepare students to take an Advanced Placement® course during their junior year. Instructors will teach the same content as the College Prep version of this class with a heavier emphasis on independent reading, document-based analysis and assessments, as well as discussion of important historical topics. The course will cover all major topics from 1788-1900. Historical thinking skills to be taught and developed include sourcing, interpretation, comparison, causation, argumentation, close reading, contextualization, corroboration, intended audience, writer's purpose, and point of view.

SOCIAL STUDIES

U.S. History II
1 credit

College Prep 2032	AP 2031
United States History II builds upon the critical content knowledge of US History I, but also further develops a student's ability to think like an historian and 21st century citizen. The course will cover all major topics from 1896-2020 and provide a significant focus on the changing American identity, politics, the economy, American society, geography and the environment, and American foreign policy. Historical thinking skills to be taught and developed include sourcing, interpretation, comparison, causation, argumentation, close reading, contextualization, corroboration, intended audience, writer's purpose, and point of view. Each student will be asked to keep a notebook, take periodic examinations, read historical documents, construct essays, and complete projects. Students are also responsible for a midterm and final examination.	The Advanced Placement U.S. History course is a rigorous program, comparable to an undergraduate college survey course. It will be a fast-paced critical examination of our history from just prior to the first European explorations to the present. American identity, politics, economy, foreign policy, society, and geography will be covered. Students will be challenged to analyze and interpret historical evidence and complete considerable outside readings. Historical thinking skills to be used include sourcing, interpretation, comparison, causation, argumentation, periodization, point of view, writer's purpose, contextualization, continuity and change over time and synthesis. Students will be required to read and write extensively, while being highly organized. The goal of the course is to give students a true college level experience while also preparing them for the AP U.S. History exam.

U.S. Government & Politics
1 credit

College Prep 2042	AP 2041
This college-prep course is designed to both introduce students to the United States' system of government, and to help students become informed and active citizens upon graduation. Students will be guided by their instructors through a close study of each unit, while keeping a watchful eye on the goings-on in Washington D.C. The focus of the course will mainly be on the federal government, but it is important to understand that Washington's politics also have a trickle-down effect on what happens at the state and local levels. Students will learn about the principles of government, the Articles of Confederation and the Constitution, our system of federalism, civil liberties, and civil rights, the three branches of government, and the government's development of economic policies.	This course is a full year course in United States government and politics and includes both the study and the analysis of general concepts used to interpret U.S. politics. Students will cover topics that include but are not limited to: framework of the United States government and the Constitution; federalism; public opinion and political participation; civil liberties and civil rights; political parties; elections and campaigns; interest groups and the media; the three branches of government; the federal bureaucracy; and policy making. The goal of the class is for each student to take and achieve a passing grade on the Advanced Placement Exam in May. Students who select this course should be highly motivated and have the willingness and ability to meet the academic challenge.

AP European History
1 credit

AP 2021
The Advanced Placement European History course is a rigorous program, comparable to an undergraduate college survey course in the given area. The course begins with an examination of Europe in 1450 and progresses to current times. Upon completion of the course, it is expected that students will develop: (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence, (c) an ability to engage in historical interpretation, and (d) an ability to express historical understanding in writing. Students that participate in the course are expected to complete assigned summer work and to take the Advanced Placement Examination in May. **Note: This course may be used as a substitute for 10th grade U.S. History I, 11th grade U.S. History II, or 12th grade Government, pending teacher approval.**

AP World History
1 credit

AP
2051

Students investigate significant events, individuals, developments, and processes from 1200 to the present while fulfilling their required Social Studies credit. Designed to replicate the rigor of an undergraduate college-level modern world history course, AP World History: Modern students will develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. Students that participate in the course are expected to complete assigned summer work and to take the Advanced Placement Examination in May, a test in which students demonstrate those abilities needed to pursue upper-level studies in college.
Note: This course may be used as a substitute for 10th grade U.S. History I, 11th grade U.S. History II or 12th grade Government, pending teacher approval.

African American Studies
.5 credit

College Prep
2017

This course will examine U.S. History through the lens of the African American experience. The course will focus on the social, political, economic, and artistic developments from the Middle Passage to the present day. This is a reading-intensive course, and the skills of critical thinking, reading, and writing will be emphasized. The course will be divided into 6 distinct units of history. In each unit, students will analyze writing, speeches, and artwork to help them define the African American experience. The units will be: African Kingdoms and the Middle Passage; Revolution to Antebellum Period; Civil War and Reconstruction; Post-Reconstruction to 1954 (Civil Rights); Civil Rights Movement; Contemporary Issues. This is a .5 credit, half-year elective course designed for motivated students willing to do readings and participate in scholarly discussion.

SOCIAL STUDIES

Criminal Justice
.5 credit

College Prep
2018

Students will learn about important, current, significant legal developments in criminal, constitutional, and civil law, especially as they apply to juveniles. They will learn effective arguments, how to structure a legal case, the importance of evidence, eyewitnesses, and testimony, and how to try a legal case in mock trials. It is an active, engaging class emphasizing how the law affects them daily.

Economics Apprentice
.5 credit

College Prep
2016

This course is for the creative, imaginative, and adventurous student who enjoys a challenge. The course is structured around a series of activities challenging each student's skills and abilities. Activities include using LEGO, international trade, Monopoly, money lending, and running an ice cream shop. Students will learn useful economic concepts while having an intellectually stimulating time.

AP Macroeconomics
1 credit

AP
2039

AP Macroeconomics is an advanced placement course designed to provide students with a comprehensive understanding of the principles that govern the functioning of national economies. This course delves into essential macroeconomic concepts, such as economic indicators, fiscal and monetary policies, international trade, and economic growth. Through a combination of theoretical exploration and real-world applications, students will analyze the factors influencing a nation's economic performance and develop the skills to assess and propose policy solutions. With a focus on critical thinking and analytical reasoning, students will engage in discussions, case studies, and data analysis to gain a deep insight into the complexities of macroeconomic systems. The course is particularly beneficial for those considering future studies or careers in economics, business, finance, or public policy. Students who enjoy critical thinking, problem-solving, and analyzing data will find this course intellectually stimulating.

SOCIAL STUDIES

Sociology
.5 credit

College Prep
2036

For this elective semester course, students will be introduced to sociology as the scientific study of human society and social behavior. All areas of social life will be explored, including work, community, religion, schools, family, gender, race, class, stratification & inequality, and crime & deviance. This course will enable students to apply both skills and knowledge as well as providing opportunities to better understand real-world problems and issues.

Psychology .5 credit	**AP Psychology** 1 credit
College Prep **2035**	**AP** **2038**
This course offers students an engaging introduction to the essential topics in psychology. Throughout this study of human behavior and the mind, you will gain insight into the history of the field of psychology, as well as explore current theories and issues in areas such as methodology, biopsychology, sensation and perception, states of consciousness, and psychological disorders. Through assignments, class discussions, simulations, and demonstrations, students will learn why they feel and act the way that they do, and thus, have a better understanding of behavior, mental processes, and most importantly, themselves.	This course will introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice. The aim is to provide a learning experience equivalent to that obtained in most college introductory psychology courses. All prospective college students electing this course need to maintain a high grade-point-average while completing numerous classroom assignments, activities, and engaging in discussions, simulations, and demonstrations. Culmination of the course will involve preparation and completion of the Advanced Placement Examination in Psychology held in May. **Prerequisites:** Achievement of Proficient or Advanced score on the Literature Keystone Exam

SCIENCE

All students graduating from Interboro High School must have successfully completed three years of science. Those planning to pursue a post-secondary education should take at least four science courses, including courses from the five major disciplines of science - Biology, Chemistry, Earth/Space, Environmental/Ecology and Physics. There are courses available in all of these fields. In addition, there are Advanced Placement courses offered which are college level and give the student the opportunity to earn college credit while still in High School. A student enrolling in these courses must be prepared to do college-level work.

Integrated Science
1 credit

College Prep
5012

This integrated course is designed to incorporate environmental and biological topics. Focusing on characteristics of life, tree of life, concepts of ecology, interdependence, and relationships among living organisms. Students investigate basic concepts through lab activities and projects using the processes of inquiry. This class provides the foundation for student success in future science courses.

Biology 1 credit		
College Prep **5022**	**Honors** **5011**	**AP** **5051**
This course builds upon the topics covered in Integrated Science. It covers the topics of basic chemistry, cellular processes, genetics, biotechnology, and evolution in preparation of the Keystone Exam in May. Included in this course are laboratory investigations, inquiry activities, projects and quizzes/tests. Students will take the Keystone Examination in May.	This course is a survey of biological sciences for the college bound student. The focus is on inquiry learning and the following topics are covered: basic chemistry, cells, cellular growth and reproduction, bioenergetics, homeostasis, genetics, biotechnology, evolution, and ecological relationships. Included in this course are laboratory investigations, lab reports, projects, quizzes/tests, and inquiry activities. Students will take the Keystone Examination in May.	In this **2 credit** Advanced Placement Biology class, the student will explore theories, concepts and issues related to the field in a double class period every day. Students will master critical thinking skills and demonstrate an ability to write, speak, and interpret material on a college level. A large focus of the course involves laboratory work and designing inquiry-based labs. The College Board gives the AP Exam for college credit in the spring and the cost of the test will be the responsibility of the student. Students should discuss with their instructor their particular interest in taking the AP Exam based on their choice of university and/or intended major after graduation **Prerequisite:** Biology and Chemistry, Teacher Recommendation

Chemistry
1 credit

College Prep 5032	Honors 5021
This math-based course will cover the periodic table, forms of matter, nuclear chemistry, naming of compounds, geometry, equations, the mole concept, stoichiometry, gas laws, liquids and solutions, acids and bases, thermodynamics, and electrochemistry. Lab work will be inquiry based with emphasis on safety. Algebraic concepts are widely utilized to solve scientific concepts. Included are tests, daily homework, labs and lab write-ups. Math proficiency is expected. **Prerequisites:** Biology and Algebra I	This math-based course will cover all the topics of CP with more of an emphasis on mathematical computations as well as additional topics. These include the periodic table, forms of matter, nuclear chemistry, naming of compounds, geometry, equations, the mole concept, stoichiometry, gas laws, liquids and solutions, strong acids and bases, weak acid buffers, thermodynamics, electrochemistry, predicting products, and an introduction to organic chemistry. Lab work will be inquiry based with emphasis on safety. Algebraic concepts are widely utilized to solve scientific concepts. Included are tests, daily homework, labs, and lab write-ups. **Prerequisites:** Biology and Algebra I

Physics
1 credit

College Prep 5042	Honors 5031	AP 5041
In Physics we take natural phenomenon and model it mathematically. In this way we can better understand the real world. Topics that will be introduced include motion, forces, energy, and gravitation. These topics are studied via laboratory investigations and post lab discussions, then applied through problem solving and application labs. **Prerequisite:** Algebra 2	In Physics, we take natural phenomenon and model it mathematically. In this way we can better understand the real world. Topics that will be introduced include motion, forces, energy, and gravitation. This course will be taught as a “pre-AP Physics” course and is lab intensive. Students will complete formal problem sets that showcase their problem-solving ability. **Prerequisite:** Algebra 2	This course stresses problem solving using advanced mathematical techniques and analytical thinking. Preparation for the Calculus based Advanced Placement Physics test in the area of Classical Mechanics will be the primary goal of this course. **Prerequisites:** Precalculus and Honors Physics, Teacher Recommendation

Allied Health 1 Credit	Allied Health II 1 Credit
College Prep **5046**	**Honors** **5056**
This science is an introduction to healthcare and encompasses the essence of anatomy and the healthcare industry. The students prepare through training that should lead to employment as an EMT, Medical Assistant, Technologist, Nursing Assistant, Therapist, RNs, and Medical School. Students will explore medical terminology, age specific care, health care practices, anatomy, the chain of infection, vital signs, infection control, First Aid, and CPR. Students will be introduced to a variety of healthcare careers and hear from guest speakers. Students will research the disease or injury of their choice and explore age specific care. **Prerequisite:** Biology **Industry Recognized Credential:** OSHA-10 Workplace Safety	This advanced course is a continuation of Allied Health I and focuses on anatomy and medical terminology using various online platforms and a college level text. During the year students must complete at least 30 hours of field experience at local health care facilities or interview 3 different medical professions. The students will continue to work closely with both guidance and the instructor in completing their plans for further education and career choices. **Prerequisites**: Allied Health I

Physical Science 1 credit
College Prep **5037**
This course is designed to allow students to explore the basic concepts of Chemistry and Physics without the emphasis on math that is found at the CP Chemistry and CP Physics level. Physical Science students will explore the basic concepts of Algebra, Chemistry, Organic Chemistry, and Physics to solve problems while building connections to personal and societal issues.

Earth & Space Science
1 credit

College Prep
5038

This course is designed to provide the college bound student a comprehensive background in the Earth/Space Sciences (Geology, Astronomy, and Meteorology will be covered). The night sky will be studied monthly using the Interboro planetarium. Topics will explain the dynamics of the physical earth and weather phenomena. The solar system and the universe will also be covered.

Advanced Biology - Human Anatomy
.5 credit

College Prep
5036

Course topics include anatomy, physiology and genetic principles including genetic engineering. This is a course that allows students to gain an understanding of the relationships between the systems and the functions of the human body including the mechanisms that maintain homeostasis. Course content includes the study of biological molecules; biochemical processes common to living organisms; cellular structures and functions; tissue structure and function; and a comprehensive study of the structure and function of the integumentary, skeletal, muscular, neurological, endocrine, cardiovascular, immune, lymphatic, respiratory, digestive, urinary, and reproductive systems.
Prerequisite: Biology

Advanced Biology - Environmental Science
.5 credit

College Prep
5039

This semester long survey course includes the following topics: ecology, current environmental problems, conservation, sustainability, and biotechnology as it relates to the environment. In conjunction with the members of the Environmental Club, students will have the opportunity to instruct and guide the Kindergarteners in a variety of activities, which include field trips to the John Heinz National Wildlife refuge. In addition, these students will assist the Environmental Club with the maintenance of the two schoolyard habitats on campus. Students must be able to work independently and to utilize experimental research techniques.
Prerequisite: Biology

SCIENCE

AP Environmental Science
1 credit

AP 1 credit
5061

AP Environmental Science will provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of man and the natural world. Students will identify and analyze environmental problems both natural and manmade to evaluate the relative risks associated with these problems and to examine alternative solutions for resolving and preventing them. Investigation and critical thinking skills will be emphasized. The College Board gives the AP Exam for college credit in the spring and the cost of the test will be the responsibility of the student. Students should discuss with their instructor their particular interest in taking the AP Exam based on their choice of university and/or intended major after graduation.
Prerequisites: Biology and Algebra I, Teacher Recommendation

Forensic Science
.5 credit

College Prep
5071

Forensic Science is focused upon the application of scientific methods and techniques to solve problems based on real crime scenes and criminal law. This course is intended to introduce understanding the science behind crime detection. Scientific methods specifically relevant to crime detection and analysis will be presented with emphasis placed on the techniques used in evaluating physical evidence to solve problems. This course is “hands on” and involves labs and projects.

Aquatic Biology
.5 credit

College Prep
5070

Aquatic Biology is a half year course discussing both the marine (ocean) and freshwater ecosystems. The course will cover components of an aquatic ecosystem, relationships among aquatic habitats and ecosystems, roles of cycles within an aquatic environment, adaptations of organisms and how humans impact those aquatic environments. There will be a special emphasis on our local freshwater environment, John Heinz Refuge. This course will be “hands on” and develop the skills essential for studying science.

MATHEMATICS

The mathematics curriculum has been developed to accommodate the various levels of a student's mathematical abilities and skills. Our goal is to develop critical thinking skills through mathematical conceptual understanding that will better prepare students for a society in which the use of technology is not only emphasized but is now required. In order to best prepare students for the Algebra I Keystone Exam, the following course sequence is provided:

9th Grade: Algebra I

10th Grade: Algebra II

11th Grade: Geometry

Students will be rostered to take the Algebra I Keystone exam in January of the year they are enrolled in Algebra II.

Algebra I
1 credit

College Prep 4011/4012	Honors 4010
The goal of this course is to develop algebraic skills and problem-solving techniques, with a focus on developing students' ability to recognize and describe patterns using equations, tables, graphs. Students should expect to develop critical thinking skills, a strong mathematical vocabulary, and a deeper understanding of mathematics that will better prepare them for future mathematics courses in high school and beyond. Topics include linear equations and inequalities, linear functions, systems of equations and inequalities, polynomial expressions and equations, quadratic equations, and data analysis. Course 4011 is a double period of CP Algebra I designed to provide the necessary support in Algebra fundamentals for those students who require it.	The goal of this course is to provide an in-depth study of algebraic skills and problem-solving techniques, with a focus on developing students' ability to recognize and describe patterns using equations, tables, graphs. Students should expect a challenging and rigorous curriculum designed to enhance critical thinking skills, mathematical vocabulary, and a deep understanding of mathematics that will better prepare them for upper-level mathematics in high school and college. Topics include linear equations and inequalities, linear functions, systems of equations and inequalities, polynomial expressions and equations, quadratic equations, and data analysis.

Algebra II
1 credit

College Prep 4032	Honors 4031
This course builds upon the concepts explored in Algebra I and Geometry. The course is based on the families of functions, including linear, quadratic, radical, and rational functions. Students will learn to represent functions as equations, tables, and graphs. They will also study coordinate geometry and model real world problems using functions. This course also features lessons that incorporate data analysis and geometry. **Prerequisite:** Algebra I	This course builds upon the concepts explored in Algebra I and Geometry. The course is based on the families of functions, including linear, quadratic, radical, and rational functions. Students will learn to represent functions as equations, tables, and graphs. They will also study coordinate geometry and model real world problems using functions. In addition to the algebra content, this course features lessons that incorporate data analysis, geometry, and trigonometry. **Prerequisite:** Algebra I

Geometry
1 credit

College Prep 4022	Honors 4021
In this full year course, students will explore geometric concepts, explorations and activities that build on their previous math courses, including Algebra I. Concepts such as distance, reasoning and proof, ratios, congruence and similarity, transformations, trigonometry, area, perimeter, surface area and volume will be explored. Students will make connections to algebra, and to the real world through applications. They will explore these concepts and topics in various ways, including the use of current technology. **Prerequisite:** Algebra 1	In this full year course, students will develop reasoning and problem-solving skills as they study topics such as congruence and similarity of triangles, and apply properties of lines, triangles, quadrilaterals, and circles. They will also develop problem solving skills by using length, perimeter, area, circumference, surface area, and volume to solve real-world problems. This is an honors course; standardized testing skills and advanced explorations will also be presented. **Prerequisite**: Algebra 1

Precalculus

College Prep .5 credit **4043**	Honors 1 credit **4050**	AP 1 credit **4044**
This course is primarily for students desiring a full academic preparation of advanced algebra and trigonometry before taking calculus. It includes a thorough study of advanced algebra, trigonometry, and an introduction to basic calculus prerequisite concepts. This will give the student a background for continuing the study of mathematics in college and/or for meeting college entrance requirements. **Prerequisite:** Algebra 2	This course is primarily for students desiring a full academic preparation of advanced algebra and trigonometry before taking calculus. It includes a thorough study of advanced algebra, trigonometry, and an introduction to basic calculus prerequisite concepts. This will give the student a background for continuing the study of mathematics in college and/or for meeting college entrance requirements. **Prerequisite:** Algebra 2	AP Precalculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, business, social science, and data science. Furthermore, as AP Precalculus may or may not be the last mathematics course of a student's secondary education, the course is structured to provide a coherent capstone experience rather than exclusively focusing on preparation for future courses. **Prerequisite:** Algebra 2

Trigonometry
.5 credit

College Prep
4035

This semester course will cover the properties and real-world applications of trigonometric functions using a traditional approach. The course will emphasize solving for missing sides or angles of triangles, the development of graphs using trigonometric functions, and commonly used trigonometric identities.

Geometric and algebraic concepts will also be reviewed, such as area, volume, and solving equations to better prepare them for real-world mathematical applications.
Prerequisite: Geometry

Statistics

College Prep	Honors	AP
.5 credit	1 credit	1 credit
4036	**4050**	**4061**
This semester course is designed to provide opportunities for students to learn about statistics and elementary probability theory. Students will explore how to collect, organize, analyze, and interpret numerical data. Real world problems and applications will be presented to help students use statistics and probability in the decision-making process. **Prerequisite:** Geometry	This course consists of a full academic year of work in statistics and related topics. The course is intended for students who have a thorough understanding of college preparatory mathematics: including Algebra, Geometry, and Algebra 2. Topics include summarizing and investigating data, descriptive statistics, and probability distributions, sampling methods and distributions, hypothesis testing, regression and correlation analysis. Critical thinking is emphasized in this course and is extremely important for student success. **Prerequisite:** Algebra 2	An Advanced Placement (AP) course in mathematics that consists of a full academic year of work in statistics and related topics comparable to courses offered at colleges and universities. The course is intended for students who have a thorough understanding of college preparatory mathematics: including Algebra, Geometry, and Algebra 2. Topics include summarizing and investigating data, descriptive statistics, and probability distributions, sampling methods and distributions, hypothesis testing, regression and correlation analysis. Critical thinking is emphasized in this course and is extremely important for student success. Extensive summer preparation is required. **Prerequisite:** Algebra 2

Calculus 1 credit	AP Calculus AB 1 credit
Honors **4052**	**AP** **4051**
This course will review advanced algebra and trigonometry topics. It will include the study of limits and continuity. Methods of differentiation and integration of polynomial, logarithmic and exponential functions, along with various applications of the derivative. An introduction to integration and basic applications of the integral will also be covered. This course prepares the student to experience success in a college calculus setting. **Prerequisite:** Pre-Calculus	An advanced placement course in mathematics consists of a full academic year of work in calculus and related topics comparable to courses offered at the university level. The course is intended for students who have a thorough understanding of mathematics: including algebra, geometry and trigonometry. AP Calculus is a course in introductory calculus with functions. A list of topics includes properties of functions, limits, derivatives, anti-derivatives, and applications, techniques of integral calculus and applications of the definite integral. **Prerequisite:** Pre-Calculus

Consumer Math 1 Credit
4048

This course teaches key math concepts essential for successful adult living. From buying groceries to budgetin for housing, education, and travel, to filling out job applications and interviewing for the job. Students gain practica math competence through real-world examples in the areas of money management, banking, credit-card math career choices, consumerism, jobs, coupons and everyday living. Basic skills lessons review and practic mathematical concepts essential to everyday life.

College Entrance Exam Prep - Math
0.25 Credit

7735

This is an intensive and challenging course designed to prepare students for the mathematics section of the SAT and ACT. It will offer strategies and tactics for taking the test along with review of specific math topics. College and career exploration will also be emphasized. Must combine with College Entrance Exam Prep English to earn a total of .5 credits.

Prerequisite: Algebra II

ACT WorkKeys Exam Prep
.5 Credit

7737

This semester-long course follows a curriculum aiming to provide students with the foundational skills required for success in the work place and provides the tools needed to successfully complete the three WorkKeys assessments—Applied Math, Graphic Literacy, and Workplace Documents. Not only does success on these assessments satisfy options in multiple Act 158 Graduation Pathways, but students also earn the WorkKeys National Career Readiness Certificate, a valuable credential for students and job seekers seeking to verify foundational workplace skills. ACT WorkKeys also offers additional assessments to measure interests, values, and behaviors that can lead to greater job satisfaction. Success on these assessments ACT WorkKeys Assessment Information

PHYS. ED & HEALTH

PHYSICAL EDUCATION & HEALTH EDUCATION

The mission of the Health and Physical education department is to create a safe environment that fosters the preparation of the student for life-long cognitive and kinesthetic activity. The acquisition of techniques for self-discipline, consistency, and goal setting guides the development of intellectual, physical, and social capacities. The knowledge gained will provide the student with a richness of strength and character, preparing them to safely meet the physical and emotional demands of daily life.

Health I .25 credit	**Health II** .25 credit
8016	**8026**
This course is a state required, conceptual course for freshman designed to assist students in developing the knowledge, attitudes, and skills necessary for productive, self-directed behavior. The lessons in the curriculum are keyed to reducing risk factors and steps of refusal skills, which will enable students to develop responsible behavior, positive self-esteem, and respect for others. The course also will explore the plight of mental illness and substance abuse among teens and identify prevention/intervention strategies to combat these issues as a teen.	This is a state required, conceptual course for sophomores. It is designed to give students exposure to topics concerning everyday life and touches upon the serious problems prevalent in modern society. 10th grade health is specifically designed for human sexuality and all the areas discussed which include Basic Human Sexuality, Anatomy of the female and male reproductive organs, responsible relationships, sexual abuse, pregnancy and development before birth, contraception, sexually transmitted infections, and HIV/AIDS.

Phys Ed I .25 credit	Phys Ed II .25 credit
8015	**8025**
Physical Education is required of students in 9th and 10th grades every other day for one semester for .25 credits for each course (0.5 credits total). In 11th grade, physical education is required every day for one semester (0.5 credits). The Graduation Requirement for physical education is 1.00 credit. Each semester is divided into four (4) activity periods. The activities vary for each class and are coordinated based on the number of classes scheduled into the gymnasium each period. When students cannot participate in the prescribed activity, alternative or adaptive programs may be provided to the student. Such activities might include written assignments, out-patient prescribed physical therapy, school-based projects, walking, weight training, or aerobics.	Physical Education is required of students in 9th and 10th grades every other day for one semester for .25 credits for each course (0.5 credits total). In 11th grade, physical education is required every day for one semester (0.5 credits). The Graduation Requirement for physical education is 1.00 credit. Each semester is divided into four (4) activity periods. The activities vary for each class and are coordinated based on the number of classes scheduled into the gymnasium each period. When students cannot participate in the prescribed activity, alternative or adaptive programs may be provided to the student. Such activities might include written assignments, bulletin board construction, out-patient prescribed physical therapy, school-based projects, walking, weight training, or aerobics.

Recreational Phys Ed .5 credit
8029
This course is designed to give students the opportunity to achieve lifetime health and fitness through a combination of recreational activities, lifelong/lifetime sports, and fitness/wellness concepts. This course introduces students to those physical activities that can provide lifelong participation such as softball, golf/putt, recreational activities, volleyball, lawn games, power walking routines and more.

Personal Fitness/Weight Room
.5 credit

8030

This course is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn fundamentals of strength training, aerobic training, and overall fitness conditioning.

Competitive Traditional Team Sport
.5 credit

8031

This course is designed to engage students in rigorous athletic team activities and competitions. Students must be familiar with rules and strategies of games and will grow and master skills and techniques needed for activities. Students will learn and compete daily. Activities will include but are not limited to basketball, eclipse ball, floor hockey, soccer, tchoukball and invasion sports.

Physical Education Major
.5 credit

8046

This program is designed for students who have an interest in education, physical education, athletic training, physical therapy, coaching, or any other leadership or kinesiology fields. The second part of the program will have the students designated to an assigned teacher and will act as an assistant in those classes. Gym majors will be required to assist teachers in administering physical fitness and skill tests to students in the regular classes. Logistical concepts will be presented including care of gymnasium facilities and equipment. Students will assist in developing hand-outs, tests, and other pertinent materials necessary for conducting an organized physical education program. Students will also apply and teach a designated activity to their assigned physical education class. The P.E. Major course will fulfill the regular P. E. requirements which must be satisfied by seniors. The methods, techniques, and emphasis of implementation of the criteria will be devised by the individual teacher. Junior students may apply to the Gym Major Program in the second semester. Students must meet the criteria established by the Physical Education department to be considered for the course.

PHYS. ED & HEALTH

Contracted Physical Education
.5 credit

8040

This course provides an alternative option for those students whose schedule will not allow them to take physical education during the school day. The class will run after school from 3:00-4:00pm, two days per week, for one semester. The class will be led by a certified physical education teacher here in the district. Student admission into Contracted Physical Education will be based on the following criteria: schedule is filled junior year with content core classes; students cannot have failed physical education in 9th or 10th grade (those students must remediate by taking the course in summer school). Students will go through a 15-semester hour program designed by a physical education teacher, and they must be there for all 15 sessions to get full credit. Playing a sport/going to a fitness center DOES NOT meet the requirements for the class. This course only provides an alternative option for a student to receive physical education credit and is not designed to take the place of the physical education program here at the high school.

ART

The art curriculum at Interboro Senior High School is designed to engage/educate students in three key areas. First, the study of good design (aesthetics). Design is all around us and it is important for our students to be able to recognize the processes that affect their lives. Secondly, personal expression. At Interboro students can express themselves creatively in a safe supportive environment. Lastly, understanding the importance of art in a historical context. Art is not just about making something new. It can and should be used as a tool to understand past human events from primary sources. Delivering art instruction in these three areas helps our students gain a better understanding of themselves, their past and their world.

Art I **.5 credit**	**Art II** **.5 credit**	**Art III** **1 credit**	**AP Studio Art** **1 credit**
7315	**7325**	**7335**	**7346**
This course teaches basic drawing & design concepts with an emphasis placed on understanding the elements of art & principles of design. Students will be exposed to a variety of art media to expand their knowledge and appreciation for creating art.	This course is a continuation of the Art I program. Students will further develop their understanding of the elements of art & principles of design while completing more complex and more involved projects. **Prerequisite**: Art I	This course studies advanced techniques in drawing, painting, design and sculpture. Students will be responsible for completing projects, participating in class critiques and maintaining a sketchbook. A prepared portfolio is expected at the end of this course. **Prerequisite**: Art II or 2D Design or 3D Design	This intensive course offers advanced study in drawing, painting, design and sculpture. An area of concentration will be completed using a wide variety of materials and methods. Time will be used for portfolio preparation, art school and career exploration. AP students who choose to take the AP exam will pay an additional fee for the test **Prerequisite**: Art III, a portfolio presentation, and a teacher recommendation

2D Design
.5 credit

7326

This course expands on the design aspect of Art I. Students will see how design influences every aspect of our everyday lives. Students will be exposed to a variety of media while they explore in depth concepts relating to the elements of art and principles of design. **Prerequisite**: Art I

3D Design
.5 credit

7327

This course reinforces the design concepts from Art I. However, these concepts will be explained in real 3D space. Students will create a variety of sculptural projects using a variety of media. The materials will range from clay to cardboard to everyday objects. **Prerequisite**: Art I

BUSINESS

The Business and Technology Program of Studies is designed to develop problem-solving skills for everyday life to assist students in making informed career choices. Courses provide students the business and technology skills to prepare for transition not only into business and technology careers, but other educational and career paths. Additionally, students learn to manage personal business affairs accurately and efficiently, and students are prepared to make informed economic-based life decisions. These skills will benefit students regardless of their post-secondary pathway.

Introduction to Business

.5 credit

7115

Students will have an opportunity to learn about the American enterprise system, how businesses are organized, and how businesses operate within our economic system. Students will be exposed to a variety of career choices in the business world. In addition to the textbook, students will explore real life scenarios, watch interesting and revealing videos showing how business affects our lives and society, while interacting with classmates and guest speakers

Marketing and Advertising

.5 credit

7116

This hands-on semester course will introduce students to the world of marketing and advertising. We will explore the process of bringing a product or service to market. Topics include product or service conception, pricing, promotion, and distribution. A marketing plan will be created for a product or service of your choice. We will explore ideas using a hands-on approach to project-based learning using real world case studies along with discussion with classmates and guest speakers. Learn how businesses can influence the decisions made by consumers.

Entrepreneurship – Dual Enrollment
1 credit

7160

This year long course is designed for the student interested in design-thinking, building from a broad conception of entrepreneurship as pursuing the creation, delivery, and capture of value from new ideas – from a business perspective and/or social advocacy point of view. This EntreX curriculum emphasizes learning by doing and aims to use students' full creative potential, empowering them to make a world they design. Students have an opportunity to participate in a regional and global venture competition. This course provides a Dual Enrollment opportunity with the University of Delaware; students will earn three (3) college credits upon successful completion of the course. Dual Enrollment coursework can satisfy an option within one of the Act 158 Graduation Pathways.

Dual Enrollment

Personal Financial Management
.5 credit

7124

Our course is a must have for all students regardless of their academic pursuits. Managing our money is one of the most difficult tasks in life. We will discuss managing savings and investments, buying cars, acquiring and using credit cards, how to buy a house, insurance and more. This class will help students begin to think about their financial decisions and the consequences they bring in our lives.

Accounting I
1 credit

7129

Students will learn the basic principles of the accounting cycle. This is an excellent introductory course to accounting principles. Being that accounting is the language of "Business" this is a must have for any student interested in any business career. If any student pursues a business degree, they will see accounting classes in their further education.

BUSINESS

Business Co-op
.5 to 2 credits

7152-7155

Business Co-op is a program for those students who would like to explore career options, continue learning employment related job skills in the classroom, and earn money at the same time. Students have worked in offices, telephone marketing, restaurants, stores, etc. The Co-op Coordinator and the work supervisor will closely monitor the student's progress on the job. Each quarter, students can earn .5 credits for working a minimum of 15 hours per week. Requirements include the completion of a monthly calendar indicating hours worked, providing the coordinator one pay stub per month, and a quarterly review from the employer.

COMPUTERS/INFORMATION TECHNOLOGY

Computer Applications

.5 credit

7118

Taking the course will enable you to become a proficient user of Microsoft Office Products. Having technical skills in Word, Excel, Publisher and PowerPoint, as well as internet-based products such as Google Apps and other internet tools will ensure an opportunity for success in high school, college and future careers. Additional Topics include discussion on Digital Citizenship and safety tips concerning social networking sites and electronic footprints tracking your communication and technology activities.

Data Systems Management

.5 credit

7130

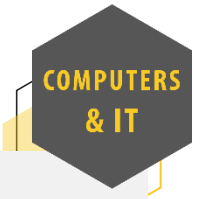
Students will develop skills using spreadsheets, databases, and other communication programs to solve real world problems. It is important to develop these skills to be successful in college and career programs. See how real-world situations lead professionals to meaningful solutions. This course supports learning for anyone seeking a career in Business or Technology.

Computer Programming

.5 credit

7131

This course will introduce students to programming using the Python language. The students will learn how to create computer code using variables, functions, loops, and other programming techniques. Fundamental programming skills will include designing, coding, debugging, and testing of applications. Basic concepts of general programming are a foundation for technical skills leading to career opportunities.



Web Page Design
.5 credit

7121

Students will learn Hypertext Markup Language (HTML5), the "universal" programming language of the Internet. Students will be introduced to HTML5 creating basic web pages. Understanding HTML5 will also enable students to follow and understand how web pages are constructed for the purpose of navigating the internet.

Advanced Web Page Design
.5 credit

7123

Continuing where Web Page Design left off, students will continue to grow their knowledge of HTML5 while also introducing other languages used in web design such as CSS and JavaScript.
Prerequisite: Web Page Design

Video Game Programming I
.5 credit

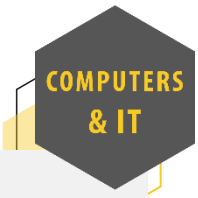
7134

Learn to create a video game using functional programming techniques. Use your imagination to design a game by selecting a playing field and creating characters with rules. You will determine how characters interact. It is a great way to develop algebra skills while making a video game.

Video Game Programming II
.5 credit

7140

Video Game Programming II goes deeper into programming, building events and data structures on top of the foundation laid by Video Game Programming I. Students learn how the world-based event loop that drives their Video Game Programming I game works and use it to create animations using simple data types for their world. The Pyret programming language has more capabilities to enhance your gaming features. The Pyret language is similar to python and is being used in college entry level programming courses.
Prerequisite: Video Game Programming I



Mobile App Development
.5 credit

7136

Asks students to look outward and explore the impact of computer science on society. The design process will be explored and applied to creating and refining a mobile app that integrates everything they've learned throughout the course into one capstone project.

AP Computer Science Principles
1 credit

7137

The AP Computer Science Principles course is designed to be equivalent to an introductory college computing course. In this course, students develop computational thinking vital for success across all disciplines. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community and society.
Prerequisite: Algebra I

FAMILY AND CONSUMER SCIENCES

The Family and Consumer Sciences department provides opportunities for students to experience possible career choices within and without the school environment. Courses are tracked as General FCS, Food Service and Hospitality, Apparel and Interior Design, and Human Services including teaching (preschool, kindergarten, elementary, middle, and high school) and elder care. All FCS courses include practical applications of technology and are meshed with the study of family, community, and workplace.

Culinary Arts I

.5 Credit

7520

This course focuses on the basics of cooking principles and techniques. Students will review safety and sanitation procedures, learn intricate knife cuts, practice advanced food preparation techniques, and explore careers in the culinary industry. Labs are incorporated weekly allowing students to apply what they have learned. The students will learn about a variety of food groups including breads, dairy and cheese, fruits and vegetables, nutrition, eggs, and measurement skills. Please note: students are expected to try all of the food we make in class. This course is a prerequisite for the advanced food courses. Basic skills learned in this class will be built upon in Culinary 2-Global Foods.
**Please see your counselor if you have food allergies*
Industry Recognized Credential: OSHA 10 Hour Workplace Safety

Culinary Arts II-Global Foods

.5 Credit

7521

This class is for the student who enjoys cooking and wants to explore advanced culinary techniques. Students will do this by exploring different cuisines such as French, Italian, English, Greek, Chinese, and Latin American to name a few. We will learn to make French mother sauces, pasta and pizza from scratch. Students will also study the countries and how their history influences cuisine today. Students will practice these advanced and specialty techniques in many hands-on lab experiences. Course requirements include a folder, projects, and laboratory experience, participating in a student demonstration, and hands on, team effort final exam.

Prerequisite: Culinary Arts I. *Please see your counselor if you have food allergies

Fashion and Construction

.5 Credit

7525

This class is almost 100% hands-on learning, where students explore a variety of sewing techniques. The course begins with topics such as color schemes, the elements and principles of design, and fabric and fiber types. Students will apply these design basics into a variety of projects that include skills such as hand-stitching, machine stitching, and knitting. Students will have the opportunity to create clothing and other textile items, read and apply pattern directions to garment construction, and will become environmentally conscious in their textile choices. Students will also have the opportunity to construct a project of their choice at the end of the semester!

MUSIC

The Interboro School District Music Department strives to nurture and develop intrinsic musical curiosity and creativity while fostering independent musicians and lifelong advocates of the arts within local and global communities.

Modern Band
.5 credit

7462

Formerly Guitar and Piano, Modern Band uses contemporary popular music as its repertoire, such as pop, rock, hip-hop, R&B, electronic dance music, and other contemporary styles as they emerge. Instruments used in class include guitar, bass, drums, keyboard, and other technology. Students will learn basic Instrumental technique, the reading of various types of music notation, along with comping and improvisation. Students will as whole group as well as small group ensembles. Soundtrap, Synthesia, dotpiano.com will be utilized.

Digital Audio
.5 credit

7457

This course is designed to familiarize students with basic elements of music theory and of music production. Students will learn the basics of major and minor tonalities and will compose and arrange pieces using notation software. Students will use a sequencing program to record, edit and mix audio and MIDI data. Students will create multimedia using Garageband, iPhoto, and iTunes. Students will learn editing and production techniques as well as how to publish their finished work.

Combination Band & Chorus/Select Choir
.5 credit

7419

These courses are for the student who wants to participate in both band and choir. Students will follow curriculum from the full credit band and full credit choir courses, during the same class period. Students will rotate on a day-by-day basis from band to choir and will be required to participate in both the winter concert, spring concert, and IHS graduation.

Band
1 credit

7416

Students will develop instrumental technique through performance. Students will improvise, compose, and read standard band music. Students are to supply their own instruments unless arrangements have been made with the instructor. All students will be expected to perform in the winter concert, spring concert, and IHS graduation.

Choir
1 credit

7415

This course is offered to any student who is interested in singing. Students of all singing abilities are welcome to join this class. The goal of this course is to develop vocal technique and choral ensemble skills. Students are required to sing in two major concerts per year (Winter Concert, Spring Concert), attend a few after school rehearsals per semester, and perform in community performances. Course outcomes and expectations include applying vocal techniques and music theory to choral literature, singing in other languages, and developing leadership and teamwork skills in the choral ensemble. This course may be taken multiple times throughout high school.

Select Choir
1 credit

7417

This course is a year-long, audition-based performance level class for students to continue developing singing skills, music literacy, and performance techniques from the concert choir class. This course also includes learning music theory, performing intermediate level sight-reading, and analyzing music of different time periods. Students are required to sing in two major concerts per year (Winter Concert, Spring Concert), attend a few evening rehearsals per semester, and participate in multiple community performances. This course may be taken multiple times throughout high school.
Prerequisites: Choir Class and Choral Director recommendation after completed audition

TECHNOLOGY

Students will recognize the relationships and the connections between technology and other fields of study while working to understand the attributes of design and apply the design process through a series of hands-on activities. Students develop skills in the areas of assessing the impacts of products and systems, researching, problem solving, develop safety awareness, while working collaboratively with others. Students will stress troubleshooting, research & development, invention and innovation, experimentation in problem solving while learning to use and maintain technological systems. Additional understanding of the nature of technology, technology and society, design, and the abilities needed to succeed in a technological world are addressed. Tech Ed. covers a diverse range of (STEAM) Science, Technology, Engineering, Art/Design and Mathematics curriculum.

Introduction to S.T.E.A.M

.5 credit

7215

Introduction to the STEAM (Science, Technology, Engineering, Art/Design and Mathematics). Students will work in four areas including: biotechnology, graphics, 3D computer aided design (CAD), construction design. Students will explore these topics through hands on projects including maintaining tilapia fry (baby fish), designing t-shirts and notepads, CAD working drawings, truss type bridges and recycled hanging tomato gardens. Students will be utilizing the Design lab and Aquaponics lab.

Recommended for 9th; open to all grades

3D Computer Aided Design (CAD)

.5 credit

7230

This course will explore the introductory principles of engineering design and 3D modeling. Students will define the engineering design process (EDP) through product re-designs. Students will learn the guidelines needed for ergonomic and aesthetic design. Students will design (1) a presentation house model with an emphasis on interior layout; (2) a structural house model with an emphasis on building code using SketchUp computer aided design (CAD) program. **Fulfills technology elective requirement.**

Graphic Design
.5 credit

7227

This class will explore digital photography in today's professional world with an emphasis on graphic design. Students will learn techniques for professional retouching, repairing and manipulating digital photographs using Adobe Photoshop. Each student will use the network's H: drive and develop a digital portfolio. **Fulfills technology elective requirement**

Aquaponics
1 credit

7240

This course will explore industrial level aquaponic farming systems. Students will work hands on maintaining various aqua culture (fish farming) and hydroponics (farming plants in only water) techniques. This course will give students experience in organic sustainable living. Students will monitor water chemistry, germinate and harvest plants/vegetables, breed and process tilapia. Students will be responsible for developing a lesson regarding aquaponics that will be presented to students from the Kindergarten Academy/Community schools. Student will have research labs in the fields of STEAM (Science, Technology, Engineering, Art/Design and Mathematics) and Biotechnology
Prerequisite(s): Intro to S.T.E.A.M. and one other of Wood Tech, 3D CAD, Graphic Design, or Construction Tech

Aquaponics Major
.5 credit

7241

Aquaponic majors will be required to assist instructors in maintaining aquaponic lab while assisting with regular Intro to STEAM and Aquaponic classes. Logistical concepts will be presented including care of aquaponic lavatory and equipment. Students will assist in developing hand-outs, tests, and other pertinent materials necessary for conducting an organized aquaponic lesson. The methods, techniques, and emphasis of implementation of the criteria will be devised by the individual teacher. Junior students may apply to the Aquaponics Major program in the second semester. Students must meet the criteria established by the Technology education department to be considered for the course.

Prerequisite(s): Students are required to have a teacher recommendation and have successfully completed Aquaponics. 12th Grade only.

Wood Technology I
.5 credit

7224

This is an introductory course for students with little or no experience in woodworking. Wood I provides students with a variety of activities designed to give students knowledge about wood and wood manufacturing. Students will learn the care, names, proper use of hand power tools, machines, different types of wood, wood finishes, and occupations connected with wood manufacturing. In addition, students will learn to design and develop plans, make calculations, make critical thinking decisions, and work safely in an industrial environment.

Wood Technology II
.5 credit

7225

This is a continuation of the concepts covered in Wood Technology I. Students will build on their knowledge of basic tool use and perform more advanced machine operations. Student projects will be on a larger, more complex scale, and a higher degree of accuracy required.
Prerequisite: Students are required to have a teacher recommendation to advance to Wood Technology II.

Wood Technology III

.5 credit

7228

This course is for students with prior experience and superior skills in wood manufacturing. This class provides students with a chance to take their skills to a higher level of design and technique. Students learn to design projects, perform calculations, and make critical decisions at an advanced level.
Prerequisite: Students are required to have a teacher recommendation to advance to Wood Technology III.

Exploring Construction Technology Systems

.5 credit

7235

This course is intended for students who have interests in pursuing careers in construction. It prepares each to take further courses in technology education and demonstrates application of mathematical and scientific principles in common life situations. The course sets the stage for educational and specific career planning as well as preparation for employment in a technology driven world. Community resources are called upon to realistically define technology applications. Understanding the technological process and the impact of the process on life will be the goals for this course.

WORLD LANGUAGE

Any student contemplating the study of a world language should aim to attain proficiency in reading, writing, speaking and listening. The basic course requirements for all World Language courses include: studies in vocabulary and grammar, prepared and informal oral presentation, comprehension exercises, dictation, recitations, compositions, and reading. In language courses at all levels instruction also includes cultural exploration of the countries and the people connected with the language being studied.

Spanish I 1 credit	Spanish II 1 credit	Spanish III 1 credit	Spanish IV 1 credit
College Prep **7017**	**College Prep** **7027**	**Honors** **7037**	**Honors** **7047**
This course offers a basic introduction to the language. A foundation of vocabulary and grammar structures are presented through conversational exchanges, reading selections and written exercises. Students will begin to form an appreciation for the similarities and differences between the cultures being studied and their own.	This course is a review and continuation of Spanish I. Students will have the opportunity to strengthen their conversational skills and broaden their understanding of grammatical structures and cultural content. Writing skills will be further developed and continued study of vocabulary is emphasized. **Prerequisite**: Spanish I	This course focuses on further developing proficiency in reading, writing, speaking, and listening. Students will work with more complex grammatical structures and continue to acquire fluency with vocabulary. Exploration of fiction and non-fiction reading are included, as well as gaining a deeper understanding of cultural norms. **Prerequisite:** Spanish II	This course enables the student to apply and develop more fully the linguistic skills previously attained. Films and recordings provide a variety of speakers for oral comprehension. Literature selections are read and discussed in the content language. The study of history and literature is emphasized for cultural exploration and comparison. **Prerequisite**: Spanish III

Advanced Spanish II 1 credit	Advanced Spanish III 1 credit	Advanced Spanish IV 1 credit
College Prep **7029**	**Honors** **7039**	**Honors** **7049**
This course provides an opportunity for students to expand content knowledge and enhance proficiency in all linguistic skill areas. Students will strengthen their conversational skills and broaden their understanding of grammatical structures and cultural content. Writing skills will be further developed and continued study of vocabulary is emphasized. **Prerequisite**: Spanish I, Teacher Recommendation	This course focuses on further developing proficiency in reading, writing, speaking, and listening at a more advanced level. Students will work with more complex grammatical structures and continue to acquire fluency with vocabulary. A concentration on writing composition and exploration of literature are included, as well as gaining a deeper understanding of cultural norms. **Prerequisite**: Adv Spanish II, Teacher Recommendation	This course gives students the opportunity to apply and develop the linguistic skills previously attained. Films and recordings provide a variety of speakers for oral comprehension. The study of history and literature is emphasized for cultural exploration and AP caliber assignments will be part of regular course work. **Prerequisite**: Adv Spanish III, Teacher Recommendation

Spanish for Native Speakers 1 Credit
College Prep **7052**
Spanish for Native Speakers offers Spanish-speaking students the opportunity to study Spanish in an academic setting in the same way the native-English-speaking students study English language arts. These may include a desire to reactivate the Spanish they have learned in the past and develop it further, to learn more about their language and cultural heritage, to acquire literacy skills in Spanish, to develop or augment academic language skills in Spanish, to enhance career opportunities, or to fulfill a foreign language requirement. **Prerequisite:** Students taking this course must have a background in speaking Spanish (through formal education in a Spanish-speaking country or through speaking Spanish at home as a first language) or must have completed the Advanced Spanish IV course.

French I 1 credit	French II 1 credit	French III 1 credit	French IV 1 credit
College Prep 7016	**College Prep 7026**	**Honors 7036**	**Honors 7046**
This course offers a basic introduction to the language. A foundation of vocabulary and grammar structures are presented through conversational exchanges, reading selections and written exercises. Students will begin to form an appreciation for the similarities and differences between the cultures being studied and their own.	This course focuses on speaking and understanding the language. In this course the emphasis is placed on development of the student's vocabulary and reading skills, writing of controlled compositions, and extension of the student's control and understanding of grammar through more formal analysis of already familiar grammar patterns. Cultural awareness continues to be fostered throughout the course. **Prerequisite:** French I	This course focuses on further developing proficiency in reading, writing, speaking, and listening at a more advanced level. Students will work with more complex grammatical structures and continue to acquire fluency with vocabulary. A concentration on writing composition and exploration of literature are included, as well as gaining a deeper understanding of cultural norms. **Prerequisite:** French II	This course enables students to apply and develop the linguistic skills previously attained. Films and recordings provide a variety of speakers for oral comprehension. The study of history and literature is emphasized for cultural exploration and comparison. Vocabulary and grammatical study are advanced as students participate in performance-based assessments. **Prerequisite**: French III

SPECIAL EDUCATION

The Interboro School District maintains a continuum of educational services for students who need additional supports to be successful in school. Interboro's administrative team and your child's case manager will assist you in understanding your child's needs and developing an appropriate educational plan to address your child's specific needs and to "walk you through" the process of obtaining appropriate services for your child.

Please note that a student's disability category or diagnosis does not dictate the type of classroom or instructional setting for the student. Services of any kind, regardless of the disability or how severe the disability, can be implemented in any setting or any classroom. In fact, we always attempt to educate all students in the Least Restrictive Environment (LRE), which is the regular education classroom with supports. Throughout all programs that we utilize in the special education classroom, we ensure they are research based and will address the various needs of our students. Academically we research and implement academic programs based on the following areas of ELA: Foundational Skills, Reading, Language and Writing. Specifically, we look for programs that address reading informational text, reading literature, vocabulary acquisition and use. Writing is an important component of the student's ELA programming. Programs that address for grammar and mechanics of writing are essential areas. Students have the ability to write and revise multiple pieces of writing. In the area of math, we focus on numbers and operations, algebraic concepts, geometry, measurement and data. The district utilizes Schoology as their virtual learning platform. All accommodations and modifications can be utilized through the platform.

English 9 1 credit **6315**	**English 10** 1 credit **6316**	**English 11** 1 credit **6317**	**English 12** 1 credit **6318**
Curriculum in English 9 will mirror the curriculum offered in this English course while offering instruction and study at an appropriate pace. A major portion of instruction will be on vocabulary, literature, and writing. In the literature program, students will learn about and identify plot, theme, setting, conflict, character development, point of view and symbolism, and diction through several short stories, two novels and one play. Writing assignments will include: literary analysis, the five-paragraph composition and compare and contrast writing format. Through reading and writing assignments, students will practice the rules of grammar and correct usage of language. Students will increase their language knowledge through a vocabulary study program.	This course is a thematic survey of literature with an emphasis on writing. Along with preparation for the Keystone Examination, the literature program will continue to expose students to literary works from America and around the world. Students will analyze literary elements in a variety of novels, plays, poems and short stories. Writing assignments will include the informational and argumentative essay as well as a variety of creative writing responses. Through reading and writing assignments students will practice the rules of grammar and correct usage of language. Students will increase their language knowledge through a vocabulary study program. Students enrolled in English Lab 10 will take the Literature Keystone Examination in May.	This course is a survey course of American literature with an emphasis on writing and preparation for the Keystone Examination which will be re-attempted if student did not achieve proficiency on their initial attempt. The literature program will expose students to literary works from American writers and contemporary non-fiction articles. Students will analyze literary elements in a variety of novels, plays, poems and short stories. Writing assignments will include the informational and argumentative essay as well as a variety of creative writing responses. Through reading and writing assignments, students will practice the rules of grammar and correct usage of language. Students will increase their language knowledge through a vocabulary study program.	This is a survey course of British Literature. The literature program will expose students to literary works from American writers and contemporary non-fiction articles. Students will analyze literary elements in a variety of novels, plays, poems and short stories. Writing assignments will include the informational and argumentative essay as well as a variety of creative writing responses. Through reading and writing assignments, students will practice the rules of grammar and correct usage of language. Students will increase their language knowledge through a vocabulary study program.

Algebra I LS
1 credit
6416

The goal of this course is to develop algebraic skills and problem-solving techniques, with a focus on developing students' ability to recognize and describe patterns using equations, tables, graphs. Students should expect to develop critical thinking skills, a strong mathematical vocabulary, and a deeper understanding of mathematics that will better prepare them for future mathematics courses in high school and beyond. Topics include linear equations and inequalities, linear functions, systems of equations and inequalities, polynomial expressions and equations, quadratic equations, and data analysis. This class will follow the general education Algebra I curriculum but is for students who require a smaller learning environment in order to be successful.

Principles of Algebra II
1 credit
6420

This course builds upon the concepts explored in Algebra I and Geometry. The course is based on the families of functions, including linear, quadratic, radical, and rational functions. Students will learn to represent functions as equations, tables, and graphs. They will also study coordinate geometry and model real world problems using functions. This course also features lessons that incorporate data analysis and geometry. This is a course designed to survey the key topics of Algebra II; emphasis is placed on exploring the foundational principles of an Algebra II course. Students will take the Algebra I Keystone Exam in January.

Prerequisite: Algebra I

Geometry LS
1 credit
6417

Students will explore basic geometric concepts, explorations and activities that build on their previous math courses, including Algebra 1. Concepts such as distance, ratios, congruence and similarity, transformations, area, perimeter, surface area and volume will be explored. Students will make connections to algebra, and to the real world through applications. They will explore these concepts and topics in various ways, including the use of current technology.

Prerequisite: Algebra I

Basics of Geometry
.5 credit
6416

In this semester course, students will focus on the Basics of Geometry which will include the study of points, lines, planes, angles, and geometric shapes. Students will also find the measurements of figures, including their area and volume. A major focus of this course will be applying geometric concepts within real life situations.
Prerequisite: Algebra I

Consumer Math LS
1 credit
6418

This course teaches key math concepts essential for successful adult living. From buying groceries to budgeting for housing, education, and travel, to filling out job applications and interviewing for the job. Students gain practical math competence through real-world examples in the areas of money management, banking, credit-card math, career choices, consumerism, jobs, coupons and everyday living. Basic skills lessons review and practice mathematical concepts essential to everyday life.

Basics of Consumer Math
.5 credit
6417

The course teaches key math concepts essential for adult living. From buying groceries to budgeting for daily living (rent, bills, emergencies), travel. Students will also practice filling out a W9 and job applications. Students will gain practical math competence through real-world examples in the area of money management, banking and coupons and everyday living. All students will leave the course with a bank account.

Financial Literacy
.5 credit
6421

Successfully growing up is a challenge when you do not understand finances. This class will help navigate the larger financial decisions that we have to make. This course will work on budgets, acquiring and using credit cards, how to buy a house, different types of insurance, taxes and more. This class will help students begin to think about their financial decisions and the consequences they hold for years to come. Students will have the opportunity to meet an insurance professional, realtor, and an accountant.

College Math Readiness
.5 credit
6419

This course is designed for students who have completed Algebra I and Geometry courses. College Math Readiness will help students to focus on those skills essential to achieve success in their first year of post-secondary mathematics courses. This course will also include test preparation support for the Accuplacer (College Readiness Exam).

Skill Development for College and Career
.5 credit
6813

Students will be exposed to resume writing, interview strategies, application management and other functional skills that will prepare them for real world experiences. In addition, throughout the course students will improve their executive functioning skills with organization, self- advocacy, and self-improvement. At the completion of the course, students will feel more confident applying and receiving a job.

Lifelink Lab 1 credit **6001**	**Employability Experience** 2 credits per school year **6002**
The purpose of this elective is to teach students the skills they will need to become more independent and employable. The students have volunteer experiences with various jobs within the high school. Students must be willing to communicate and work with others. Throughout the year, classwork assignments relate to learning how to communicate effectively, express and deal with feelings, working with others and job skills. Resumes and portfolios are also developed. Students are encouraged to apply at the end of this work experience for jobs in the skill areas they have been taught.	The purpose of this elective is to teach students the skills they will need to become more independent and employable. The students have volunteer experiences throughout the community with various jobs. We have established cooperative experiences at local businesses, where students have the opportunity to learn various job skills. Students must be willing to communicate and work with others. Additionally, the Bucs to Elders program assists senior citizens in the Interboro Community with raking, light housework, yard work, etc. Throughout the year, classwork assignments relate to learning how to communicate effectively, express and deal with feelings, working with others and job skills. Resumes and portfolios are also developed. Students are encouraged to apply at the end of this work experience for jobs in the skill areas they have been taught.

Emotional Support

English 1 credit **6110**	Math 1 credit **6111**	Social Studies 1 credit **6113**	Science 1 credit **6112**
This class will follow the regular education English curriculum while also providing students with a small group environment and additional supports that are differentiated to meet their needs.	This class will follow the regular education Math curriculum while also providing students with a small group environment and additional supports that are differentiated to meet their needs.	This class will follow the regular education Social Studies curriculum while also providing students with a small group environment and additional supports that are differentiated to meet their needs.	This class will follow the regular education Science curriculum while also providing students with a small group environment and additional supports that are differentiated to meet their needs.

Autistic Support

English 1 credit **6100**	Math 1 credit **6101**	Healthy Relationships 1 credit **6104**
This class will follow the regular education English curriculum while also providing students with a small group environment and additional supports that are differentiated to meet their needs.	This class will follow the regular education Math curriculum while also providing students with a small group environment and additional supports that are differentiated to meet their needs.	The purpose of this course is to teach students the communication and social skills to help them form and maintain meaningful relationships.

Life Skills

English 1 credit **6009**	Math 1 credit **6040**	Social Studies 1 credit **6210**	Science 1 credit **6501**
The purpose of this course is to allow the student to continue strengthening and building English/Language Arts skills in a smaller classroom setting. Alignment to the regular education curriculum can be utilized when appropriate. Flexibility within this setting takes into account student skill levels. This class involves reading, writing and discussion. One novel is read each year, depending on student interest.	Students will participate in a multisensory approach to mathematics. Everyday math skills will be emphasized. Students work in small groups, phone in orders, complete order forms, make deliveries, collect and count money, record and calculate sales, write checks, make deposits, and complete a check register. Students will also compute problems involving fractions, decimals, percent, measurement and time. They will also have an opportunity to strengthen individual math skills.	This curriculum focuses on American History, map skills, government, technology, and the diversity of people who helped develop the United States. Students will discuss current events, develop an understanding of challenges, successes, geography and technology in the United States, use charts, tables, and map skills to enhance their understanding of historical events, and create timelines to explain historical events.	This class includes studying several units throughout the course of the year. A unit on oceanography involves learning about the different animals that inhabit the ocean. We learn about the different mammals and fish and all of the other elements of ocean life that create the ecosystem. This class also includes learning about weather, studying the different clouds and natural disasters. Another unit that this class studies is land animals. This unit touches upon the different habitats of each animal and their adaptations that enable them to survive in their environment.

Life Skills

Employment Skills 1 credit **6219**	**Independent Living (Apt.)** 1 credit **6220**
The purpose of this elective is to teach students the skills they will need to become more independent and employable. The students will have volunteer experiences with various jobs. Students must be willing to communicate and work with others. Throughout the year, classwork assignments relate to learning how to communicate effectively, express and deal with feelings, working with others and job skills.	Th The purpose of this elective is to teach students the skills they will need to become more independent in daily life. Students will learn how to safely and efficiently navigating daily independent-living tasks such as cooking, health & nutrition, money management, housing and home management.

DELAWARE COUNTY TECHNICAL SCHOOL

Interboro School District has a partnership with the Delaware County Technical School (DCTS) in which students in grades 10, 11, and 12 have the opportunity to complete a vocational program. These students attend their core classes (Math, Science, English, and Social Studies) at the high school for half of the day and spend the other half of the day at the technical school.

Each technical course is an extension of the high school program and students earn 3 CP credits for each year they attend the program in addition to the credits for the classes being taken at Interboro High School. The exception to this is the Medical Careers, Biomedical Technologies and Laboratory Sciences, Exercise Therapy and Sports Science, and Engineering Technologies which earns 3 Honors credits.

**** Student attendance will be considered by Counselor & Administrator** and can be cause for denial per Counselor & Administrator discretion. A student who has frequent absence/lateness (whether excused or unexcused) will not be permitted to participate in the Delaware County Technical School Program. Current and previous semesters' attendance will be considered in allowing students to enroll under IHS contract and/or qualify for reimbursement.

Students must enroll in the Technical School program within the first two weeks of the school year. Any students interested in attending beyond the initial enrollment period will be on a case-by-case basis and require administrative approval.

DELAWARE COUNTY
DCTS
TECHNICAL HIGH SCHOOLS

Learn More about the Construction Technology Program!

CONSTRUCTION TECHNOLOGY

BUILDING TRADES
Prepares students for employment in general construction or property maintenance.
Taught carpentry, masonry, plumbing, and roofing, drywall application, painting and framing/finishing.

CARPENTRY
Students learn building layout, framing, roofing, windows, doors, and trim. On-site projects include using hand and power tools.

ELECTRICAL CONSTRUCTION TECHNOLOGY
Introduces students to the basic concepts of residential and commercial wiring. Students install circuits, switches, conductors, circuit- breakers, and other electrical devices.
Topics include selecting and ordering materials, supplies, tools, codes, blueprint reading and low voltage wiring.

HEATING, VENTILATION & AIR CONDITIONING (HVAC)
Install and maintain complex climate control systems for residential and commercial buildings. Learn how to make homes and buildings more energy efficient.

WELDING
This program prepares students to apply technical knowledge and skills in gas, arc, shielded and non-shielded metal arc, brazing, flame cutting and plastic welding. Hand, semiautomatic and automatic welding processes are also included in the instruction. Students learn safety practices and types and uses of electrodes and welding rods; properties of metals; blueprint reading; electrical principles; welding symbols and mechanical drawing; use of equipment for testing welds by ultrasonic methods and destruction and hardness testing; use of manuals and specification charts; use of portable grinders and chemical baths for surface cleaning; positioning and clamping; and welding standards established by the American Welding Society.
Program Goals - Students will:
Earn American Welding Society (AWS) industry certification
Earn OSHA certification
Transition into an occupational work-related job and/or related post-secondary training
Be proficient in their career major and demonstrate proficiency through hands-on performance and theoretical testing.

Learn More about the Hospitality, Tourism, & Human Services Program!

HOSPITALITY, TOURISM & HUMAN SERVICES

EARLY CHILDHOOD EDUCATION

Pennsylvania's growing need for preschool and kindergarten teachers makes ECE a rewarding educational choice.

CULINARY ARTS & HOSPITALITY

Prepare students for success in the food service and hospitality industry. Students are taught food prep, dining service, inventory control, safety and sanitation.

CULINARY ARTS & FOOD SERVICE MANAGEMENT

Prepare for Culinary Arts and Management Careers in the food industry. Students are taught food prep, front of the house management, inventory control, safety, sanitation, and business management skills.

COSMETOLOGY

This three-year program prepares students for the PA State Board or Cosmetology license. Enables students to confidently begin working with hair, skin and nails early in the training. **Students must enroll in this program beginning in their sophomore year*

Learn More about the Logistics, Distribution, & Transportation Program!

LOGISTICS, DISTRIBUTION & TRANSPORTATION

AUTOMOTIVE TECHNOLOGY
Gain a competitive edge working with state-of-the-art equipment and professionals in the automotive industry.

COLLISION REPAIR TECHNOLOGY
Use state-of-the-art equipment for welding, metal repair, detailing and more.

LOGISTICS & INVENTORY MANAGEMENT
Introduces students to the distribution service industry. Prepares students to work in distribution centers, warehouses, and supply rooms.

Learn More about the Engineering & Computer Science Program!

ENGINEERING & COMPUTER SCIENCE

ADVERTISING, DESIGN & COMMERCIAL ART

Graphic designers or graphic artists plan, analyze, and create visual solutions to communications problems.

APPLE SYSTEMS & DESIGN

This program prepares students to apply basic engineering principles and technical skills in support of professionals who use computer systems. This comprehensive high school program specializes in Apple computer systems and applications. Students studying information technology will learn about LANs. WANs, network segments, internet and intranet systems. Students will learn to perform network modeling, analysis and planning, installation and maintenance of hardware and software, monitor networks, and make recommendations for future system upgrades. Students can also learn to use audio, video, and image editing software that is considered the industry standards by today's professionals. Students have the opportunity to earn a number of Apple creative application and information technology certifications.

COMPUTER NETWORKING AND DIGITAL FORENSICS

Curriculum centers on networks and the computer devices that comprise a typical network. Students will learn to build, maintain and support computer network systems which form the foundation for beginning a career in Information Technology.

ENGINEERING TECHNOLOGIES

This program prepares students for high-demand, life sustaining, STEM careers in the engineering and advanced manufacturing fields. Using Project Lead the Way (PLTW) curriculum, instruction will include safety, ethics, power, problem solving, teamwork, engineering graphics, automated systems, fundamental electronics and manufacturing systems as well as adhering to the Science, Technology, Engineering and Mathematics (STEM) initiative. PLTW Engineering course work engages students in interdisciplinary activities like working with a client to design a home, programming electronic devices or robotic arms or exploring algae as a biofuel source. These activities not only build knowledge and skills in engineering, but also empower students to develop essential skills such as problem solving, critical and creative thinking, communication, collaboration, and perseverance.

Program Goals - Students will:

- Transition into an occupational work-related job and/or related post-secondary training and theoretical testing

Learn More about the Health & Bioscience Program!

HEALTH & BIOSCIENCE

DENTAL TECHNOLOGY
Earn your Dental Assistant certification and become a vital member of the dental health team.

EMERGENCY AND PROTECTIVE SERVICES
Experience this comprehensive public safety education program in the state's only certified high school EMT program.

MEDICAL CAREERS
This is a highly selective, honors-level program for seniors only. Students apply for enrollment during their junior year and go through an application and interview process (additionally information can be provided by the guidance counselors). This program is recommended for students planning to attend a 4-year college or university for a medical profession. In this program, the hospital becomes the classroom. Through a partnership with the Crozer Keystone Health System, students will rotate through various departments of the hospital. Students will observe many career opportunities and work alongside medical professionals as they care for patients. Students will receive 3 credits of Honors level weighting.

HEALTH SCIENCES
This is a healthcare career pathways program culminating with the opportunity to choose a Medical Assisting or Nursing Assisting pathway.

BIOMEDICAL TECHNOLOGY & LABORATORY SCIENCES
This program provides students with the knowledge and hands on experience necessary to be successful in medical technology and laboratory science careers. Students will use state-of-the-art equipment to learn the principles of scientific investigation and how they are applied to agriculture, environmental health, forensics, genetic engineering and medicine. An emphasis will be placed on DNA fingerprinting, polymerase chain reaction, microbiology and immunology. Students leaving this program will have the strong foundation necessary to pursue postsecondary and career opportunities in pathology, biomedical engineering, genetics, medical technology, molecular and cellular biology.

Career Opportunities

With 4-year college degrees or higher: Medical and Clinical Lab Technicians, Molecular and Cellular Biologist, Forensics Science Technician, Biomedical Engineer, Pathologist, Medical Scientist, Geneticists

With 2-year college degrees: Bioinformatics Technician

HEALTH & BIOSCIENCE

EXERCISE THERAPY & SPORTS SCIENCES

This is a newer program recommended for the college-bound senior who is interested in pursuing a career in Sports Medicine, Athletic Training, Physical Therapy, Occupational Therapy, Exercise Physiology, Fitness Training, or Nutrition. The salary range for these careers is $27,000-$205,000 depending on the level of post- secondary education and career choice. Students who complete this DCTS program could potentially earn certifications in the following areas: Personal Training, First Aid, CPR, and AED. The projected job growth for occupations related to this program is **up to 33% higher** than the average growth rate for all careers! Core Curriculum: Legal and Ethical Issues, Communication, Infection Control, Disaster Preparedness, Emergency Care and First Aid, Human Needs and Development, Moving, Lifting, Positioning and Body Mechanics, Nutrition and Hydration, Basic Clinical Skills, Mental Health and Wellness, Rehabilitation and Restorative Care, Medical Terminology, Administrative Skills, Anatomy, Physiology and Pathophysiology, Mathematics in Rehabilitative Care, Concussion Management

INTERNSHIP & JOB SHADOWING

The Pennsylvania Department of Education categorizes both internships and job shadowing as opportunities for Cooperative Education. PDE defines these opportunities as "a method of education for individuals who, through written cooperative arrangements between a school and employers, receive instruction, including required rigorous and challenging academic courses and related career and technical education instruction, by alternation of study in school with a job in any occupational field. Alternation: 1. Shall be planned and supervised by the school and employer so that each contributes to the education and employability of the individual; and 2. May include an arrangement in which work periods and school attendance may be on alternate half days, full days, weeks or other periods of time in fulfilling the cooperative program."

(Pennsylvania Department of Education, Bureau of Career and Technical Education, Perkins Local Plan Guidelines, 2007-2008)

Objectives:

- To promote healthy and forward-thinking citizens
- To develop appropriate social skills toward supervisors and colleagues
- To perfect effective problem-solving, time-management and communicating skills
- To gain exposure to potential careers and industries that will influence post-secondary planning

Student Selection Process:

- Only 10th through 12th grade students can participate
- Student must be passing all current classes
    - Students in the 10th grade must have earned 5 credits by the end of 9th grade
    - Students in the 11th grade must have earned 11 credits by the end of 10th grade
    - Student in the 12th grade must have earned 16.5 credits by the end of 11th grade
- Student should hold a 90% attendance rate and no report behavioral infractions
- Participate in the interview process and supporting career pathway assessment that support student's interest
- Submitted internship application to internship coordinator (including student resume).
- Plus, any additional requirements per internship site/supervisor.

Students will be provided the opportunity to participate in an independent work-based learning experience that will reinforce their classroom learning, explore future career fields, and demonstrate their skills in a real-world setting. Students have two options to gain career awareness:

Internships (paid or unpaid)

A structured work experience in which students are placed at a workplace for a semester to participate in and observe work within a given industry that matches their post-secondary plan. This is a Pass/Fail course.

Students will:

- Be supervised by both employer and a school advisor
- Earn half to a full academic credit toward their electives upon completion
- Be evaluated by employer and school advisor on their work experience with input from student
- Complete a project and presentation upon completion of the Internship
- Complete a minimum six-week experience with a total of 60 hours total

Job Shadowing

A career exploration activity in which students gain exposure to careers that they are interested in pursuing. Students will spend the workday as a shadow to a competent worker within a industry they would like to gain more insight with,

Student will:

- Complete pre, during, and post documentation connecting the shadowing experience (e.g., research the experience, develop questions for experience, interview career mentor, reflect on experience and key learnings)
- Complete a minimum of three hours per experience; with a minimum of three separate experiences

Dual Enrollment

Interboro School District's partnership with the Delaware County Community College to provide Dual Enrollment offers eligible junior and senior students the opportunity to earn college credits while they are still in high school at a fraction of the standard tuition rates.

Student Requirements:

- Juniors – To participate in a dual enrollment course, 11th grade students must have a minimum of 13 credits at the start of their junior year and carry a minimum of 6 credits in their high school schedule. Permitted to take one course in the fall semester and one course in the spring semester.
- Seniors – To participate in a dual enrollment course, 12th grade students must have a minimum of 19 credits at the start of their senior year and carry a minimum of 5 credits in their High School schedule. Permitted to take two courses in the fall semester and two courses in the spring semester.

**** Student attendance will be considered by Counselor & Administrator** and can be cause for denial per Counselor & Administrator discretion. A student who has frequent absence/lateness (whether excused or unexcused) will not be permitted to participate in the Dual Enrollment program. Current and previous semesters' attendance will be considered in allowing students to enroll under IHS contract and/or qualify for reimbursement.

Course Availability: If a course of interest is offered at Interboro High School, then a student cannot take its equivalent at Delaware County Community College. **Students are required to obtain Counselor and Administrator approval via completion of the "Interboro High School Dual Enrollment Course Contract" form before enrolling in a Dual Enrollment course.** If all options are exhausted to fit a course offered at the Interboro High School into a student's schedule, the High School Administration will consider a student's request to enroll in an equivalent course at DCCC.

A variety of Dual Enrollment courses are offered at DCCC during the school day, allowing students to participate in coursework both at Interboro High School and DCCC. Courses for the 2024-2025 school year include:

- Carpentry
- Electrical (Residential)
- Electro-Mechanical
- Pre-Nursing
- Pre-Teaching

Dual Enrollment Courses and the Interboro High School Transcript: The course(s) in which the student is enrolled at DCCC and their final grade(s) earned through Dual Enrollment coursework will appear on the official Interboro High School transcript as part of the student's Academic History.

Dual Enrollment Courses and Interboro High School Credits/GPA: The student's final grade in a Dual Enrollment course **will not count toward the fulfillment of Interboro's graduation requirements.** The student will still be required to achieve a minimum of 23 credits in specified core content and elective classes taken at Interboro High School. Moreover, grades achieved through Dual Enrollment coursework **will not count toward the student's class rank or grade point average** (weighted/ unweighted) at the Interboro High School.

Cost: As part of Interboro's partnership with DCCC, students will save significantly on tuition costs, paying just **$50 per credit**. Upon acceptance into the Dual Enrollment program and course registration, students will be required to pay Delaware County Community College via DCCC's delaGATE system. **Students who receive a final grade of C or better in their Dual Enrollment coursework can be reimbursed by the Interboro School District. Process for reimbursement will be reviewed each academic year by the Dual Enrollment Counselor.**

Textbooks: The cost of $50 per credit does not include textbooks. The Interboro School District will not reimburse students for the cost of textbooks purchased for Dual Enrollment coursework.

Dual Enrollment during Summer/Winter Session: Interboro School District will not provide reimbursement for student tuition for courses that are taken during any winter session or summer session.

Transportation: The Interboro School District does not assume responsibility for student transportation to or from Dual Enrollment courses taken at the Delaware County Community College or its satellite locations.

****No Online courses are permissible to take through a student's participation under the IHS Dual Enrollment contract. Any hybrid courses must be approved in advance by Counselor.**