

*BRANDYWINE
SCHOOL DISTRICT*

MOUNT PLEASANT HIGH SCHOOL



Instructional Program Guide

2017-2018

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High School Instructional Program Guide
2017-2018

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MINIMUM GRADUATION REQUIREMENTS

Mandated by Delaware Department of Public Instruction and the Brandywine School District.

English	4	credits
Social Studies	3	credits (Must include US History)
Mathematics	4	credits (Must include up to Algebra 2 or equivalent level)
Science	3	credits (Must include Biology)
World Language	2	credits (Must be 2 levels of the same language)
Health	½	credit
Physical Education	1	credit
Career Pathway	3	credits
Other Electives	3 ½	elective credits

24 Credits needed to graduate

PROMOTION POLICY

Promotion to Grade 10

6 credits required from Grade 9

- 1 English
- 1 Math
- 1 Science, Social Studies or World Language
- 3 Additional credits

Promotion to Grade 11

12 credits required

- 2 English
- 2 Math
- 2 Science, Social Studies or World Language
- 6 Additional credits

Promotion to Grade 12

18 credits required

- 3 English
- 3 Math
- 3 Science, Social Studies, or a World Language
- *Note that 2 World Languages are required for graduation.
- 9 Additional credits

Note: Students, with less than 18 credits, may be promoted to grade 12 if they are enrolled in all courses needed for graduation, including those from alternative sources and are making satisfactory progress.

ACADEMIC ELIGIBILITY POLICY FOR EXTRA CURRICULAR ACTIVITIES

As per DIAA Regulations (Brandywine School District may add additional requirements)

4.0 PASSING WORK

- 4.1 In order to be eligible for participation in interscholastic athletics, including practices, a student must pursue a regular course of study or its equivalent as approved by the local governing body, and must be passing at least **five (5) credits**. Two (2) of those credits must be in the separate areas of English, Mathematics, Science, or Social Studies.
 - 4.1.1 A student, who is receiving special education services and is precluded from meeting the aforementioned academic requirements, due to modifications in grading procedure or course of study, shall be adjusted eligible by the principal if he/she is making satisfactory progress in accordance with the requirements of his/her individualized education plan (IEP).
- 4.2 In case of a student in the twelfth grade, he/she must be passing all courses necessary for graduation from a high school in order to be eligible for participation. A course necessary for graduation shall be any course, whether taken during or outside of the regular school day that satisfies an unmet graduation requirement.
- 4.3 A student who, in any regular marking period, does not meet the above standards shall be ineligible to participate in interscholastic athletics, including practices, for the next marking period.
 - 4.3.1 In case of a conflict between the marking period grade and final grade, the final grade shall determine eligibility.
 - 4.3.2 The final accumulation of credits shall determine eligibility for the following school year. When a student makes up a failure or earns the required credit(s) during the summer, he/she shall become eligible.
 - 4.3.2.1 Written verification of the successful completion of a correspondence course must be received before a student shall regain his/her eligibility.
- 4.4 A student forfeits or regains his/her eligibility, in accordance with the provisions of this rule, on the day report cards are issued.
- 4.5 Local school boards and non-public schools may establish more stringent requirements for academic eligibility than the minimum standards herein prescribed.
- 4.6 An ineligible student who practices in violation of these rules shall, when he/she regains his/her eligibility, be prohibited from practicing, scrimmaging, or competing for an equivalent number of days.

Capsule look at above regulations:

In order to be eligible for participation in extracurricular activities - athletic and non-athletic - each student must pursue a regular course of study or its equivalent approved by the Department of Public Instruction, and **must be passing at least five courses**. Two of these courses must be in the academic areas of English, Mathematics, Science, and Social Studies. **Students in the twelfth grade must be passing all courses required for graduation** from high school to be eligible. Students, whose work in the preceding marking period does not meet the above standards, shall be ineligible to participate in activities for the following marking period. A student loses or gains eligibility with the issuing of the next report card. A semester or final grade will determine eligibility over a marking period grade. A student may earn credits in an acceptable summer school program to regain eligibility.

Information on the Wagner Law for Students in Grades 1-8

The Wagner Law requires that students in first through eighth grades pass at least 50% of all classes taken for credit, excluding physical education, and that no student shall be passed to a higher grade level without passing English/Language Arts or its equivalent each school year. This regulation is in addition to any local requirements for grade level promotion.

NOTES: When students select classes that are filled to capacity, an alternate selection will be substituted for the class in question. When possible, additional sections will be created to accommodate student requests.

Mount Pleasant High School is a handicapped accessible facility meeting the requirements of the Americans with Disability Act (ADA) and the Individuals with Disabilities Act (IDEA).

Students are eligible to register for vocational education programs following the successful completion of pre-requisite courses as determined by a passing final grade of D or better.

Students are assigned to size-restricted courses on a random basis according to the computer-generated scheduling matrix for each school. Students are assigned according to their course selection list priorities

The district-wide selection process for over-enrolled vocational education courses will be a building-level lottery to be held annually by March 31.

The Brandywine School District is an equal opportunity employer and does not discriminate or deny services on the basis of race, national origin, religion, sex, disability, age or sexual orientation. Persons having civil rights inquiries may contact Judith Curtis, Director, Educational Services Office at (302) 793-5005. Persons having inquiries regarding the Americans with Disabilities Act (ADA) may contact Ann Hilkert, Director of Special Programs at (302) 793-5043. Both offices are located at the Brandywine School District Office, 1311 Brandywine Boulevard, Wilmington, DE 19809.

El Distrito Escolar Brandywine, no discrimina por razones de raza, color, nacionalidad, sexo, incapacidad o edad en sus programas o actividades. Alguna persona que tenga preguntas relacionadas con derechos civiles debe comunicarse con la oficina de Judith Curtis, Directora de la Oficina de Servicios Educativos al (302) 793-5005. Alguna persona que tenga preguntas relacionadas al Americans with Disabilities Act (ADA) (Acta de Americanos Incapacitados) debe comunicarse con el Director de Programas Especiales al (302) 793-5043. Amabas oficinas estan localizadas en las oficinas del Distrito Escolar Brandywine en el 1311 Brandywine Boulevard, Wilmington, DE 19809.

ENGLISH

College Preparatory Courses (CP) College Preparatory courses are designed to provide a rigorous curriculum aligned with National and State standards. These courses prepare a student for a variety of post-secondary experiences including higher education and/or the workforce.

Honors Courses (H) Instruction in honors courses differs from CP courses in terms of the depth of content studied and the pace at which the material is covered. Honors courses are designed to challenge students and provide the best preparation for students who are considering applying for admission to highly competitive colleges and universities. Students enrolled in these courses are expected to utilize independent learning and study skills.

English 09	CP Course No: 1092	H Course No: 1093	1 Credit
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Through a thematic literary approach, 9th grade English students will be expanding on the reading skills and strategies based on the Common Core Standards. Critical reading skills will be used to comprehend complex text and materials independently. In addition to vocabulary expansion, the course will focus on the development of advanced writing skills, introducing more effective approaches to introductions, transitions, and supporting detail. Research skills and literary analysis approaches will also be refined culminating in a research project.

English 10	CP Course No: 1102	H Course No: 1103	1 Credit
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Using a varied selection of literature across genres, 10th grade English continues to build upon and add to student linguistic skills. Throughout the course, students will expand their vocabulary as well as strengthen their research and literary analysis skills. Writing will continue to be a strong focus, as students refine their skills in development, organization & style while crafting responses that represent an increased level of critical thought from those required in previous years, including an introduction to MLA style format. **Prerequisite: 1 credit in English 9 or Honors English 9.**

English 11	CP Course No: 1112	H Course No: 1113	1 Credit
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The study of American Literature, its development and comparison to other works from across geography and history, will serve as the reading foundation of 11th grade English. In addition to the continued refinement of reading, research, and writing skills, new approaches to literary analysis will be introduced, which will be further built upon during the 12th grade. Students will be involved in the process of a major research paper using MLA style format. **Prerequisites: 1 credit in English 10 or Honors English 10.**

English 12	CP Course No: 1122	H Course No: 1123	1 Credit
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This course is designed to expose students to a variety of works from a wide range of periods and perspectives. Through the examination of Classical, British, World and Contemporary Literature, as well as related media, students will explore multiple themes relating to culture, society and the individual. The ultimate goal of the course is to refine students' critical reading and writing skills in an effort to help them be as prepared as possible for their post-high school endeavors. Students will complete a major research paper using APA style. **Prerequisites: 1 credit of English 11, Honors English 11, or AP English 11.**

Advanced Placement (AP) Advanced Placement courses are designed to challenge students and help develop the content mastery and critical thinking skills expected of college students. AP courses in English focus on preparation for the College Board AP Exams in AP Language and Composition and/or AP Literature and Composition. After successfully completing an AP exam, students may earn advanced standing and/or college credit as determined by the institution for which the student is seeking admission. The College Board audits all AP curricula to maintain a level of rigor equal or exceeding the college course equivalent.

AP Language and Composition	Course No: 1114	1 Credit
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An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way general conventions and the resources of language contribute to effectiveness in writing. It is a rigorous course and students are expected to take the AP exam.

AP Literature and Composition	Course No: 1124	1 Credit
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An AP English Literature and Composition course engages students in the careful reading and critical analysis of literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language and style to provide both meaning and purpose. As they read short and long texts, the demands of AP and Common Core Standards embolden students to consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. Emphasis is placed on analysis of literature through oral and written discourse; thus, the class is both reading and writing intensive. This rigorous course encourages students to take the AP Literature and Composition exam.

1411	ENGLISH LANGUAGE LEARNERS (ELL)	(Year)	1 Credit
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ELL

This course builds on students' previous education and language knowledge to introduce basic literacy skills and help students adjust to their new cultural environment. Students will develop the ability to use oral and written English for daily needs, acquire basic conversation skills and vocabulary, and use simple sentence patterns. Students will also acquire basic orientation information related to their needs as newcomers to MPHS.

0500	Academic Support	(Grade 9-12)	(Year)	1 Credit
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Building on the concepts, knowledge, skills and attitude acquired in the student's core classes, this course provides an opportunity to prepare students for subject tests, short-term class assignments, individual long-term projects, and research papers. Under close supervision, students perform in a conducive learning environment that focuses on college and career readiness.

SOCIAL STUDIES/HISTORY

College Preparatory Courses (CP) College Preparatory courses are designed to provide a rigorous curriculum aligned with National and State standards. These courses prepare a student for a variety of post-secondary experiences including higher education and/or the workforce.

Honors Courses (H) Instruction in honors courses differs from CP courses in terms of the depth of content studied and the pace at which the material is covered. Honors courses are designed to challenge students and provide the best preparation for students who are considering applying for admission to highly competitive colleges and universities. Students enrolled in these courses are expected to utilize independent learning and study skills.

CIVICS/ECONOMICS	CP Course No. 2092	H Course No. 2093	1 Credit
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The focus of this course is mastery of the Delaware State Standards and the applicable benchmarks for the four social studies strands of Economics, Civics, Geography and History. The Civics/Economics course consists of one semester of Civics and one semester of Economics. Civics focuses on the different forms of government around the world with particular emphasis on constitutional democracy, and the principles and ideals underlying the American political system. In addition, students will develop and employ the civic skills necessary for effective, participatory citizenship. Economics focuses on studying micro and macroeconomics. Microeconomics leads students to understand what roles they play in the economy, how markets operate, and what impact their choices have. Macroeconomics examines how a country's economy functions as a whole along with the government's roles through the use of regulations, fiscal, and monetary policies. Students also examine the patterns, costs and benefits of international trade, and how other nations organize their economic systems and learn problem solving strategies to help them make better choices as consumers, producers, employees, taxpayers, savers and investors in a rapidly changing global society. An overall emphasis will be placed on student ability to gather, comprehend, apply, analyze, interpret and synthesize the information, concepts, and understandings of Social Studies.

WORLD HISTORY AND GEOGRAPHY	CP Course No. 2102	H Course No. 2103	1 Credit
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The course focuses on the mastery of the Delaware State Social Studies Standards and their applicable 9th through 12 grade benchmarks. The content of the course includes World History and Geography. The World History units will include the time period from 1500 to the modern day. This will be achieved through the study of continuity and change over time, primary and secondary source analysis, and the development of sound research methods. The Geography units are based on the Delaware Recommended Curriculum course "Regional Planning", and will focus on where events occur, why they occur, the impact of humans on their environment, and how the environment influences human behaviors and decision making. An overall emphasis will be placed on the students' ability to gather, comprehend, apply, analyze, interpret and synthesize information and concepts.

UNITED STATES HISTORY	CP Course No. 2112	H Course No. 2113	1 Credit
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Mastery of the Delaware State Standards and the applicable benchmarks of the four social studies strands of economics, civics, geography and history is the course focus. The content of the course involves the study of United States History, the people and events from 1850 through the present. Students will gain an understanding of the controversy and challenges of Civil War and Reconstruction, migration westward, industrialization, the emergence of the US as a world power, importance/impact of the reform movements, the changing role of U.S. in world affairs and conflict, and postwar America, including the Cold War, Vietnam and contemporary times. Emphasis will be placed on student ability to gather, comprehend, apply, analyze, interpret and synthesize the

information, concepts, and understandings. **Prerequisites: successful completion of two social studies or history courses.**

PSYCHOLOGY/SOCIOLOGY	Course No. 2122	1 Credit
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Can someone’s personality “split” due to abuse or trauma? Does sleep deprivation cause memory loss? How does a view of a sunset move from your eyes to your brain? How can you increase your chances of getting help in an emergency? Answers to questions like these form the subject matter of psychology-the science of behavior and mental processes. In this course, students will explore classic and current examples of psychological phenomena using a dynamic approach that encourages class discussion, experimentation, demonstrations and projects. Topics include memory, consciousness, stress, emotion, human development, perception and disorders. This course also introduces students to sociology, the scientific study of human society and social behavior. Sociologists study interactions among people-the ways in which we act toward, respond to, and influence each other. All social behaviors, from shaking hands to murder, and all social institutions, from religion to the family unit, are ultimately the product of social interaction. In this course, we will study examples of sociological phenomena using a dynamic approach that encourages class discussion, group work, projects and experimentation. **Prerequisites: successful completion of two social studies or history courses or permission of the teacher.**

AP PSYCHOLOGY	AP Course No. 2133	(Year)	1 Credit
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This course follows the prescribed curriculum of the College Board Advanced Placement Program. Psychology introduces the systematic and scientific study of the behavior and mental processes of human beings. Included is a consideration of the psychological facts, principles and phenomena associated with each of the major subfields within psychology and the methods psychologists use in their science and practice. Students also learn about the ethics and methods psychologists use in their science and practice. Students in this course are prepared for the AP examination and should plan to take the exam. **Prerequisites: successful completion of two honors-level or higher social studies or history courses, or with the permission of the teacher.**

AP ECONOMICS	AP Course No. 2126	(Year)	1 Credit
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This course teaches both the Macro and Micro Economics AP courses over two semesters.

Upon successful completion of the course, students will be prepared to sit for **both** the Microeconomics *and* the Macroeconomics Advanced Placement Exams.

Macroeconomics: (Fall) This course is structured to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination and also develops students’ familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.

MicroEconomics: (Spring) This course will give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product and factor markets and on the role of government in promoting greater efficiency and equity in the economy.

Prerequisites: successful completion of Honors Civics/Economics, and completed or concurrently enrolled in Algebra 2 or a higher math class, or with permission of the teacher.

AP EUROPEAN HISTORY	AP Course No. 2124	1 Credit
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This course follows the prescribed curriculum of the College Board Advanced Placement Program. This course represents Modern European History with an emphasis on the lives of the people and their ability to overcome the obstacles of war, plagues, and various challenges from 1450 to the present. The interesting social, political, economic, and religious influences of the times are also included and studied in detail. Students in this course are prepared for the AP Examination and should plan to take the exam. **Prerequisites: successful completion of**

two honors-level or higher social studies or history courses with the permission of the teacher.

AP UNITED STATES HISTORY	AP Course No. 2114	1 Credit
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This course follows the prescribed curriculum of the College Board Advanced Placement Program. This course will emphasize some of the themes of American History, including the development and expansion of democracy, and the United States increasing participation in world events. This course will emphasize critical thinking, historical interpretation, and historical writing. AP American History is designed to be an introductory survey course conducted with a college level text, supplementary readings in the form of documents, essays or books on special themes; and a close examination of a series of problems or topics through various readings. Emphasis will be placed on the student's ability to gather, comprehend, apply, analyze, interpret and synthesize the information, concepts and understandings. Students in this course are prepared for the AP Examination and should plan to take the exam. **Prerequisites: successful completion of two honors-level or higher social studies or history courses or with the permission of the teacher.**

MATHEMATICS COURSE SEQUENCE CHART

The following guide shows sequential mathematical pathways. Variations should be planned through the mathematics and counseling departments. The study of mathematics is one of fundamental importance for all students. Four years of mathematics are **mandatory** for graduation and one credit must be completed in the senior year.

GRADE 9	GRADE 10	GRADE 11	GRADE 12
ALGEBRA 1	GEOMETRY	ALGEBRA 2	ALGEBRA 3 STATISTICS/PROBABILITY PRE-CALCULUS MATH AND PERSONAL FINANCE
GEOMETRY	ALGEBRA 2	STATISTICS/PROBABILITY ALGEBRA 3	PRE-CALCULUS STATISTICS/PROBABILITY
HONORS GEOMETRY	HONORS ALGEBRA 2	HONORS PRE-CALCULUS	AP CALC AB OR AP STATISTICS
ALGEBRA 2	PRE-CALCULUS	AP CALCULUS AB	STATISTICS/PROBABILITY OR AP STATISTICS

MATHEMATICS

All Brandywine School District mathematics courses in grades K – 12 strive to support the development of the characteristics of mathematically proficient students as defined by the eight Common Core Standards for Mathematical Practice listed below.

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.

7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

College Preparatory Courses (CP) College Preparatory courses are designed to provide a rigorous curriculum aligned with National and State standards. These courses prepare a student for a variety of post-secondary experiences including higher education and/or the workforce.

Honors Courses (H) Instruction in honors courses differs from CP courses in terms of the depth of content studied and the pace at which the material is covered. Honors courses are designed to challenge students and provide the best preparation for students who are considering applying for admission to highly competitive colleges and universities. Students enrolled in these courses are expected to utilize independent learning and study skills.

ALGEBRA 1	Course No. 3103	1 Credit
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This course examines the basic structure of real numbers, algebraic expressions, and functions. The topics studied are linear equations, inequalities, functions and systems, quadratic equations and functions, polynomial expressions, data analysis, probability, and the elementary properties of functions. Mathematical modeling of real-life problems and problem solving are major themes of the course. A TI-83+ or TI-84 is highly recommended. **Prerequisites: Successful completion of Pre-Algebra and teacher recommendation.**

GEOMETRY	Course No. 3202	1 Credit
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Students study Geometry as a mathematical system through the deductive development of relationships in the plane and space developed intuitively in previous years. Students study congruent segments and angles, circle chords, secants and tangent segments, parallel and perpendicular lines, angle measure in triangles, direct and indirect triangle congruence and similarity, proofs, solids of revolution, logic, similar triangles, transformations, the Pythagorean Theorem, geometric constructions, coordinate geometry, and surface area and volume of solids. Geometry is meant to lead students to an understanding that reasoning and proof are fundamental aspects of mathematics. A TI-83+ or TI-84 graphing calculator is highly recommended. **Prerequisites: Successful completion of Algebra I and teacher recommendation.**

HONORS GEOMETRY	Course No. 3203	1 Credit
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Honors Geometry is a course for the accelerated mathematics student. The course content will include a rigorous in-depth study of the geometric concepts identified in the Common Core Standards. Students study congruent segments and angles, circle chords, secants and tangent segments, parallel and perpendicular lines, angle measure in triangles, direct and indirect triangle congruence and similarity, proofs, solids of revolution, logic, similar triangles, transformations, the Pythagorean Theorem, geometric constructions, coordinate geometry, and surface area and volume of solids. Emphasis is placed on reasoning and formal proof. If a student expects to study Calculus as a 12th grader, this course should be taken in the 9th grade. A TI-83+ or TI-84 graphing calculator is highly recommended. **Prerequisites: Successful completion of Honors Algebra 1 or Algebra 1 with an “A” and a strong teacher recommendation.**

ALGEBRA 2	Course No. 3302	1 Credit
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In this course students study the complex number system, symbolic manipulation, and functions. Students discuss, represent, and solve increasingly sophisticated real-world problems using advanced algebraic and data analysis techniques incorporating technology. They also study the properties of functions, the algebra of

functions, matrices, and systems of equations. Linear, quadratic, exponential, logarithmic, polynomial, and rational functions are studied with an emphasis on making connections to other disciplines and as preparation for a multitude of careers. Students apply advanced data analysis techniques to find, justify and use the best-fit model from all function models. Communication of the problem-solving skills used is an important part of this course. A TI-83+ or TI-84 graphing calculator is strongly recommended. **Prerequisites:** A “C” or better in **Algebra 1 and Geometry.**

HONORS ALGEBRA 2	Course No. 3303	1 Credit
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Honors Algebra 2 is an accelerated course intended to prepare students for advanced mathematics courses. This course builds upon the skills mastered in Honors Algebra 1 and Honors Geometry to develop students’ thinking, problem-solving, and communication skills. Properties, applications, algebra, and parametric representation of functions; matrix algorithms; and linear, quadratic, radical, exponential, logarithmic, polynomial, and rational functions are studied. Applications as well as the properties relevant to advanced mathematics also are studied. Students must be willing and able to complete a highly academic and intense level of study. A TI-83+ or TI-84 graphing calculator is strongly recommended. **Prerequisites:** **Successful completion of Honors Algebra I (grade 8) and Honors Geometry and teacher recommendation.**

ALGEBRA 3	Course No. 3306	1 Credit
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Algebra 3 is a continuation of Algebra 2 and is a survey of college algebra for a student preparing for non-engineering college math. Topics may include permutations, combinations, probability, matrix algebra, linear programming, statistics, and an introduction to trigonometry. A TI-83+ or TI-84 graphing calculator is recommended. **PLEASE NOTE:** Students who have successfully completed Pre-Calculus MAY NOT be enrolled in this course. **Prerequisites:** **Successful completion of Algebra II and teacher recommendation.**

MATHEMATICS AND PERSONAL FINANCE	Course No. 3004	1 Credit
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Mathematics and Personal Finance is designed to teach students how understanding mathematical skills and knowledge lead to informed decision-making and better choices in the individual student’s financial life. Students will apply problem solving, statistical analysis, probability, measurement, and data analysis to understand how a market economy works. Emphasis is placed on how mathematical skills and knowledge affect the individual’s role in the economy as an employee, business owner, consumer, taxpayer, saver, investor, borrower, and creditor. This course reinforces skills in algebra, geometry, number sense, and numeric operation. **Prerequisite:** **Successful completion of Conceptual Algebra 2 or above.**

STATISTICS AND PROBABILITY	Course No. 3307	1 Credit
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This course is an introduction to statistics and probability for the college-bound student interested in economics, business, education, or the social sciences of psychology and sociology and will prepare students for a course in introductory statistics, which is required for most non-math majors. Topics of this course include data analysis, probability, simulations, inferential statistics, normal and binomial distributions, techniques of sampling, confidence intervals and hypotheses testing. Students use exploratory methods to identify patterns and make decisions. Emphasis is placed on applications and the use of statistics to solve real-life problems. A TI-83+ or TI-84 graphing calculator is strongly recommended. **Prerequisites:** **A grade of “C” or better in Algebra 2 or above and teacher recommendation.**

PRE-CALCULUS	Course No. 3401	1 Credit
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Pre-Calculus completes the formal study of the elementary functions begun in Algebra 1 and Algebra 2. Students focus on the use of technology, modeling, and problem solving involving data analysis, trigonometric and circular functions, their inverses, polar coordinates, complex numbers, conics, and quadratic relations. Discrete topics include the Principles of Mathematical Induction, the Binomial Theorem, and sequences and series. A TI-83+ or TI-84 is strongly recommended. **Prerequisites:** **Successful completion of Algebra 2, or Honors Algebra 2 and teacher recommendation.**

HONORS PRE-CALCULUS**Course No. 3402****1 Credit**

In this accelerated course, the formal study of elementary functions is extended in this course. Students apply technology, modeling, and problem-solving skills to the study of trigonometric and circular functions, identities and inverses, and their applications, including the study of polar coordinates and complex numbers. Vectors in two and three dimensions are studied and applied. Problem simulations are explored in multiple representations—algebraic, graphic, and numeric. Quadratic relations are represented in polar, rectangular, and parametric forms. The concept of limit is applied to rational functions and to discrete functions such as infinite sequences and series. A TI-83+ or TI-84 graphing calculator is strongly recommended. ***Prerequisites:*** **Successful completion of Honors Algebra 2 and teacher recommendation.**

ADVANCED PLACEMENT CALCULUS AB**Course No. 3502****1 Credit**

The topics studied include limits, continuity, derivatives, and integrals of algebraic and transcendental functions and their applications, and elementary differential equations. Calculus AB is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically and verbally. Broad concepts and widely applicable methods are emphasized. The focus of the course is neither manipulation nor memorization of an extensive taxonomy of functions, curves, theorems or problem types. Thus, although facility with manipulation and computational competence are important outcomes, they are not the core of these courses. Technology will be used regularly by students to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. Through the use of the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics. Students enrolled in this course are encouraged to take the Advanced Placement Calculus AB Examination given in May. A TI-83+ or TI-84 graphing calculator is required. ***Prerequisites:*** **Successful completion of Honors Pre-Calculus or Fast Math Pre-Calculus and teacher recommendation.**

ADVANCED PLACEMENT STATISTICS**Course No. 3506****1 Credit**

The topics of study for AP Statistics are divided into four major themes: exploratory analysis, planning and conducting a study, probability, and statistical inference. Students engage in the exploratory analysis of data making use of graphical and numerical techniques. They generate conjectures about relationships among variables. Association is distinguished from causation. Data sets are collected according to a well-developed plan from which inferences will be made. Students are expected to produce appropriate models using probability and simulation, and statistical inference. Models and data interact in statistical work; models are used to draw conclusions from data, while the data may support or discredit the model when analyzed with inferential methods. Students work with the graphing calculator as a useful computational aid, particularly in analyzing small data sets. Ideally, students should have access to calculators for work in and outside the classroom. Students enrolled in this course are encouraged to take the Advanced Placement Statistics Examination in May. A TI-83+ or TI-84 graphing calculator is highly recommended. ***Prerequisites:*** **Successful completion of Honors Pre-Calculus, Fast Math Pre-Calculus, or a Calculus course and teacher recommendation.**

SCIENCE

College Preparatory Courses (CP) College Preparatory courses are designed to provide a rigorous curriculum aligned with National and State standards. These courses prepare a student for a variety of post-secondary experiences including higher education and/or the workforce.

Honors Courses (H) Instruction in honors courses differs from CP courses in terms of the depth of content studied, the increased emphasis on *mathematics* and the pace at which the material is covered. Honors courses are designed to challenge students and provide the best preparation for students who are considering applying for admission to highly competitive colleges and universities. Students enrolled in these courses are expected to utilize independent learning and study skills.

INTEGRATED SCIENCE 9	CP Course No. 4092	1 Credit
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This is a laboratory-oriented course designed to give students experience interpreting data and arriving at scientific conclusions. Through a variety of methods such as labs, problem-based situations and guided inquiry, students are given a basic science foundation, develop useful laboratory skills, and use mathematics to solve scientific problems. This course will emphasize the integration of physics, chemistry and Earth science Goals of instruction are oriented toward fulfilling the State Science Standards.

Online Earth Science Course	Course No. 4096	.25 Credit
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This is a laboratory-oriented course designed to give students experience interpreting data and arriving at scientific conclusions. Through a variety of methods such as labs, problem-based situations and guided inquiry, students are given a basic science foundation, develop useful laboratory skills, and use mathematics to solve scientific problems. This course will emphasize the integration of physics, chemistry and Earth science Goals of instruction are oriented toward fulfilling the State Science Standards.

BIOLOGY	CP Course No. 4102	H Course No. 4103	1 Credit
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This course is a general study of contemporary biology, its principals and applications. The course is designed to lead students to mastery of State Science Standards. The curriculum topics in contemporary biology are: the scientific method, characteristics & diversity of life, cellular & chemical biology, Mendelian, molecular, & Human genetics, reproduction & heredity, energy transformations, ecology, evolution, classification, and an understanding of how these topics affect society. Students will be required to perform laboratory investigations and write detailed lab reports. Emphasis will be placed on accurate observations, development of critical reasoning, recording data, and an analysis of the collected data. Complete lab write-ups will be required for most investigations. **Prerequisites: Successful completion of Integrated Science 9.**

AP BIOLOGY	Course No. 4104	1 Credit
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Mandatory prerequisite - successful completion of Honors Biology prior to enrolling in this course or CP Biology with permission of instructor.

This advanced placement course is designed to be the equivalent in material and workload of a college introductory biology course taken by biology majors during their first year of college. Students must be highly motivated to be successful in this intense college level course. Students will be challenged to perform experiments drawn from some of the more important areas within modern biology, including biological chemistry, cell structure and function, energy transformations, molecular genetics, heredity, evolutionary

changes, plant and animal structure and physiology, animal behavior, and ecology. Goals of instruction are oriented toward fulfilling Advanced Placement curriculum and the State Science Standards. Students in this course are prepared for the AP Biology Examination and should plan to take the exam.

INTEGRATED SCIENCE 11	Course No. 4097	1 Credit
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Integrated Science 11 is a Next Generation Science Standards based college preparatory, lab science course that will enhance science literacy by emphasizing the impact of chemistry on society. Each unit centers on environmental chemistry and related technological issues that confront our world now and in the future. This is a general survey course focusing on the practical application of chemical concepts and theories related to industry, technology, and everyday life. **Prerequisites:** **successfully completed Integrated Science 9 and Biology**

HONORS CHEMISTRY	Course No. 4117	1 Credit
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This course emphasizes a strong mathematical approach to the principles of chemistry. Major topics include the tools and nature of chemistry, stoichiometry of chemical formulas and equations, states of matter, atomic structure and bonding, solutions, chemical equilibrium and acid-base chemistry. Laboratory sessions are an integral part of the course and will be closely correlated to class discussions. Each student will experience hands-on activities and experiments using chemicals and equipment specialized for modern chemistry. Goals of instruction include fulfilling the State Science Standard, preparing students for state testing and college science requirements. **Prerequisites:** **successful completion of two science courses and successful completion of Algebra 2, Concurrent enrollment in Pre-Calculus or higher or permission of the teacher.**

AP CHEMISTRY	Course No. 4119	1 Credit
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Mandatory prerequisite - successful completion of Honors Chemistry prior to enrolling in this course or CP Chemistry with permission of instructor.

This course is designed to be comparable in both material and workload to that of an introductory level college chemistry class. Classroom discussions, problem solving sessions, and laboratory investigations form the basis for this double period course. Upon completion of the course students should take the Advanced Placement Examination in Chemistry. This course is geared to prepare the student for success on this exam. Material will be covered rapidly and this will require a commitment on the part of the student to spend at least one hour per night on homework. College credit for college introductory chemistry can be earned by the student dependent upon how well he or she scores on the AP exam and what specific guidelines for awarding credit are in place at the institution the student plans to attend. Goals of instruction include fulfilling the AP curriculum and the State Science Standards. **Prerequisites:** **successful completion of two honors-level or higher science courses and successful completion of two math courses with concurrent enrollment in Honors Pre-Calculus or a higher-level mathematics course.**

CP Physics	Course No. 4117	1 Credit
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This activity-centered course is designed to cover the important facts, theories, laws, and principles of mechanical physics in a logical and conceptual way. Many lab activities, demonstrations and projects will be included to highlight the concepts. Students will be required to not only know and understand the concepts but also mathematically predict and control outcomes of various situations. Goals of instruction include fulfilling State Science Standards.

Prerequisites: **successful completion of two academic science courses, two earned credits in mathematics, and suggested concurrent enrollment in Algebra 2 or a higher-level mathematics course.**

AP Physics 1: Algebra	Course No. 4142	1 Credit
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This is an Honors Science course with the added benefits of preparing students for the AP Physics 1 exam. With successful completion, it will appear and be weighted as an AP course on students' high school transcript. 11th

graders completing AP Physics 1 will be prepared for AP Physics C in 12th grade, highly recommended for further studies in STEM. This inquiry-based course focuses on Mechanics, an area of science that looks at the behaviour of physical objects when exposed to forces and as a result, the effects of the objects on their environment. **It is recommended that students in AP Physics 1 also take pre-calculus or higher concurrently.**

AP Physics C- Mechanics	Course No. 4143	1 Credit
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The AP Physics C: Mechanics course uses differential and integral calculus to go deeper into the topics covered in AP Physics 1 with more of a project-based approach. AP Physics C: Mechanics is recognized by all six ABET accredited Engineering Degrees at the University of Delaware, and is also included as the capstone course in the Design & Engineering pathway.

Suggested prerequisite of AP Physics 1 or taking concurrently.

It is recommended that students in AP Physics C also take AB Calculus or higher concurrently.

ETHNOBOTANY	Course No. 4101	1 Credit
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Ethnobotany is the study of how people of particular cultures and regions use native plants. In this course students will learn the basics of botany and apply the knowledge to a variety of laboratory explorations which may include: scientific specimen displays of native plants of interest, testing claims on medicinal uses of plants through scientific research and lab experimentation, chemistry of natural dyes, and manufacturing plant products such as paper. We will also explore the social and historical significance of key plants through topics such as the spice and tree trade as a driving factor of colonialism, the economic bubble created by the tulip trade of Netherlands, and Henry Ford's work with the rubber tree in South America.

AP ENVIRONMENTAL SCIENCE	Course No. 4132	1 Credit
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This course provides students with the scientific principles to understand the interrelationships of the natural world, to identify and analyze natural and human-made environmental problems, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Material will be covered rapidly and will require a commitment on the part of the student. The goal of instruction is to give students a solid background in the field and fulfill the AP curriculum, and students should plan to take the Advanced Placement Environmental Science Examination.

Prerequisites: successful completion of two science courses and successful completion of two math courses with concurrent enrollment in Algebra 2 or a higher-level mathematics course; with teacher permission, successful completion of Biology or Chemistry can satisfy the science prerequisite along with the math prerequisite.

AVID PROGRAM

9996	AVID	(Grade 9-12)	(Year)	1 Credit
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The AVID program is driven by the WIC-R method, which stands for writing, inquiry, collaboration, and reading. It assists students to succeed in college-preparatory classes, like Advanced Placement and International Baccalaureate. **Permission required prior to course enrollment.**

PHYSICAL, HEALTH and DRIVER EDUCATION

5091	PHYSICAL EDUCATION 9	(Grade 9)	(Semester)	1 Credit
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The ninth grade Physical Education program is required letter grade course for all students. The focus of this course will provide concepts to achieve and maintain a health enhancing level of physical fitness through a variety of activities. Students will be required to keep a journal. Various lifetime activities and team sports will be taught and students will be expected to participate in all of these activities. Cardiovascular, muscular development and training will be done on a weekly basis.

9300/5102	FALL DRIVER ED/SPRING HEALTH	(Grade 10)	(Year)	$\frac{3}{4}$ Credit
5101/9301	SPRING DRIVER ED/FALL HEALTH	(Grade 10)	(Year)	$\frac{3}{4}$ Credit

In Driver Education, formal classroom theory and road experiences are all a part of the 10th grade program. The course is guided by the driving policies established by the Motor Vehicle Division of Delaware. Before the age of eighteen, students are required to pass both the written examination and the road test to be eligible for the driver's license. **Prerequisite: Must have passed Math, English 9, and achieved sophomore status.**

WORLD LANGUAGES

FRENCH

6001	FRENCH I	(Grade 9-12)	(Year)	1 Credit
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This introductory course is designed to develop basic language and communication skills, with an emphasis on fluency as well as accuracy in the language. At the same time students will receive information on cultural and social aspects of peoples living in French-speaking countries. Classroom activities include role-playing and the acting out of short dialogues.

6002	FRENCH II	(Grade 9- 12)	(Year)	1 Credit
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The four basic skills (listening, speaking, reading, and writing) are improved and expanded. An emphasis is placed on reading comprehension and the use of the language in role-play and imitation of life situations. Student knowledge of the many French-speaking areas of the world will be broadened. **Prerequisite: French I.**

6003	HONORS FRENCH II	(Grade 9-12)	(Year)	1 Credit
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French II covers all the topics of French II with additional emphasis on grammar, reading, and composition skills. **Prerequisite: French I.**

6004	FRENCH III	(Grade 10- 12)	(Year)	1 Credit
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Students expand their competency in conversation and listening comprehension. Reading and writing skills continue to be developed. Various aspects of the French-speaking world and their cultures are included. **Prerequisite: French II.**

6005	HONORS FRENCH III	(Grade 10- 12)	(Year)	1 Credit
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French III (Honors) covers all the topics of French III with additional emphasis on grammar, reading, and composition skills. **Prerequisite: French II.**

6007	HONORS FRENCH IV	(Grade 11, 12)	(Year)	1 Credit
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Listening, speaking, reading, and writing continue to be developed. Grammar is studied through regular usage. The fourth year may include a general survey of French literature through plays and short stories. Students write compositions, give reports, and have group discussions. **Prerequisite: French III.**

6008	HONORS FRENCH V	(Grade 12)	(Year)	1 Credit
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Listening, speaking, reading, and writing continue to be developed. Grammar is studied through regular usage. The fifth year challenges with further compositions, reports, and group discussions. **Prerequisite: French IV.**

SPANISH

6401	SPANISH I	(Grade 9- 12)	(Year)	1 Credit
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The introductory course in Spanish is designed to develop communication skills. Speaking and listening comprehension are emphasized. In addition to vocabulary building, grammar is also introduced. Reading and writing skills are developed. An appreciation of the customs and culture of Spanish-speaking nations is also included in this basic course.

6402	SPANISH II	(Grade 9-12)	(Year)	1 Credit
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This course is designed to increase the communicative skills from Spanish I. There will be an emphasis on listening and speaking skills. Language skills will be increased in role play and imitation of life situations. Cultural topics of the Spanish-speaking world will be explored. **Prerequisite: Spanish I.**

6403	HONORS SPANISH II	(Grade 9-12)	(Year)	1 Credit
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This course continues language instruction with additional emphasis on grammar, reading, and composition skills. **Prerequisite: Spanish I.**

6405	HONORS SPANISH III	(Grade 10-12)	(Year)	1 Credit
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This course allows for growth in the language goals. Ability in the language is broadened through a variety of themes and activities. Reading and writing strategies are given great attention. This course progresses at a faster pace than Spanish III. **Prerequisite: Spanish II.**

6407	HONORS SPANISH IV (Grade 11, 12)	(Year)	1 Credit
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Spanish IV is an advanced course that offers continuous development of the four basic skills. Students speak, read, and write extensively about literary, cultural, and current events. An introduction to Hispanic literature may be included. **Prerequisite: Spanish III.**

6408	HONORS SPANISH V (Grade 12)	(Year)	1 Credit
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Spanish V is an advanced course that offers continuous development of the four basic skills. Students speak, read, and write extensively about literary, cultural, and current events. An introduction to Hispanic literature may be included. **Prerequisite: Honors Spanish IV**



JOBS FOR DELAWARE GRADUATES

The JDG program is designed to help students reach academic and career goals. The curriculum includes seventeen school-to-work transition competencies per year. JDG is an approved career pathway.

All JDG students are eligible for membership in the Delaware Career Association (DCA), a youth organization that enhances the classroom instruction with field trips, group activities, and state conferences. The four goals of the DCA are leadership development, citizenship, social awareness, and career preparation.

The JDG Specialist is available to assist JDG students in finding jobs in the career of their choice during the school year, in the summer, and for 12 months following graduation.

JOBS FOR DE GRADUATES	Grade 9	<i>CIP: 97.010011</i>	1 Credit
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The JDG Grade 9 course includes: Study skills, goal plan, personal grooming, decision making, career path, positive attitude, coping with change, values clarification, image assessment, workplace success, life skills math, conflict resolution, and group dynamics.

JOBS FOR DE GRADUATES	Grade 10	<i>CIP: 97.010012</i>	1 Credit
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The 10th grade JDG course includes: Problem solving, goal setting, career interests, workplace math, teamwork, courtesy and respect, leadership skills, money management, completing job applications, customer service, workplace diversity, entrepreneurship, and learning insurances.

JOBS FOR DE GRADUATES	Grade 11	<i>CIP: 97.010013</i>	1 Credit
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The 11th grade JDG course includes: Career vocabulary, resume writing, sources of jobs, telephone skills, critical thinking and listening skills, personal budgeting, occupational preferences, career manual, verbal presentations, constructive criticism, stress management, and professional ethics.

JOBS FOR DE GRADUATES	Grade 12	<i>CIP: 97.010014</i>	1 Credit
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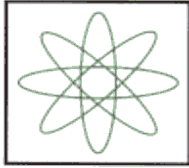
The 12th grade JDG course includes: Organization and time management, choosing career attire, cover letters, resumes, and references, employment interviews, job survival, performance evaluations, business etiquette, employee rights, pay and benefits, financial planning, writing a letter of resignation, and career portfolio. Each senior will develop a Career Portfolio that includes a resume, references, a sample job application, and commendations.

If approved by the school counselor, JDG may be the student's co-op class ONLY if JDG is the student's pathway. (JDG Co-op CIP: 97.010015)

In order to schedule the JDG class, students must meet enrollment criteria approved by the JDG Specialist and school counselor.

CAREER AND TECHNICAL EDUCATION

The Brandywine School District has approved the following “career pathways” for Career & Technical Education (CTE) classes at Mount Pleasant High School.



If you are intrigued with the possibility of getting ahead on your college credits while still in high school, Tech Prep is for you. You are eligible to receive **credit at the college level** provided you have completed all classes in a CTE Pathway with a grade of 86% or higher.

Marketing Pathway

Business, Finance & Marketing (C.I.P. 52.010111)

Marketing II (CIP 52.140112)

Marketing III (C.I.P. 52.040113)



Delaware Tech Prep Program

Processes of Design & Engineering Pathway

Processes of Design & Engineering 1 (C.I.P. 21.040311)

Processes of Design & Engineering 2 (C.I.P. 21.040312)

Processes of Design & Engineering 3 (C.I.P. 21.040313)



Delaware Tech Prep Program

Audio, Radio, Video Engineering Pathway

Audio, Radio, Video Engineering and Design I (CIP: 21.030711)

Audio, Radio, Video Engineering and Design II (CIP: 21.030712)

Audio, Radio, Video Engineering and Design III (CIP: 21.030713)



Delaware Tech Prep Program

Culinary and Hospitality Management Pathway

Fundamentals and Culinary Arts and Hospitality (C.I.P. 19.050111)

Advanced Food Production and Hospitality II (C.I.P. 19.050112)

The Culinary and Hospitality Professional (C.I.P. 19.050113)



Tech Prep Delaware Program. You would receive credit for **Food Prep 1** at the college level provided you have completed the Foods & Culinary Arts Pathway.

Early Childhood Education Pathway

Early Childhood Education I (C.I.P. 19. 070111)

Early Childhood Education II (C.I.P. 19.070612)

Early Childhood Education III (C.I.P. 19.070613)



Tech Prep Delaware Program. You would receive credit for **Childhood Nutrition & Safety** at the college level provided you have completed the Early Childhood Education Pathway.

Tech Prep at Mount Pleasant High School

Tech Prep is a college-preparatory program designed to encourage and prepare students to pursue post-secondary studies in a technical area. With the integrating of upper-level academic courses and sequential technical courses, Tech Prep prepares students for the advanced courses required by two- and four-year colleges.

Students who successfully meet the designated Tech Prep requirements and competencies in these specific courses can earn college credits at Delaware State University, Delaware Technical & Community College or any other college articulated with “Delaware Tech Prep” while still in high school **at no additional cost and with no additional test-out examinations required.**

7102	BUSINESS, FINANCE AND MARKETING	(CIP 52.010111)	1 Credit
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This is the core class component for the Administrative Services and Marketing Pathways. This course will introduce students to the world of business and help prepare them for their economic role of consumer, wage earner and citizen. Students will develop an understanding of how business affects everyone’s personal life. Topics will include business ethics and social responsibility, customer relations, marketing, operations, economics, personal finance, career development, communication skills, human resources, forms of business ownership, etc. This class combines concepts with practical applications to real-world situations. Students are strongly encouraged to participate in the activities of the BPA and/or DECA student organizations. **This course is required for all business pathways.**

7301	MARKETING II	(CIP 52.140112)	1 Credit
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In this sophomore level course, students will be introduced to functions and principles of marketing and the free enterprise system. Students will gain competencies in the functions of marketing, career exploration, interviewing, economics, human relations, promotion, communications, and selling. **Recommendation:** C or better in Algebra I and a B in Business, Finance, & Marketing Essentials or Teacher Recommendation

7904	MARKETING III	(CIP 52.040113)	1 Credit
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Marketing III– This course is mandatory for students who completed Marketing II as this is the culminating class for the Marketing pathway. The focus will include laws/regulations, financial considerations (cost-benefit analysis, law of diminishing returns, relationship between output and revenue), global culture, risk management, human resources planning and management, development and assessment of qualitative research studies, and survey instruments, interpretation and assessment of data, optimization of global channel management, brand positioning and auditing, creation of a market plan, use of external vendors/consultants (contract negotiations, evaluation), adjustment of price structure, and development of promotional and public relations objectives and plans. An A or B will earn credit for BMK 305 at Wilmington University and GELMMT at Goldey-Beacom College.
[CIP:52.140113 Pathway Code 16.01]

Culinary and Hospitality Management Pathway

This is a three-course Career and Technical Education (CTE) pathway that engages students in technical skill development related to food production and operations as well as preparation for managerial positions in the hospitality industry.

8090 FUNDAMENTALS OF CULINARY ARTS AND HOSPITALITY (CIP 19.050111)	1 Credit
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This year-long course is the first step toward completion of the Culinary and Hospitality Management pathway. Students learn about nutrition and culinary arts in a kitchen environment. The focus is food safety training covering five areas: basic food safety, personal hygiene, cross-contamination and allergens, time and temperature, cleaning and sanitation. After food safety training, students have the option to take an online assessment to receive the National Restaurant Association's designation of ServSafe Food Handler. In addition, students learn about resource management. Students are expected to plan and organize activities related to kitchen work. Career skills are a daily part of the course, and students are encouraged to participate in FCCLA, the leadership development student organization for Family and Consumer Sciences. Opportunities exist for participation in competitions through FCCLA. In the past, Brandywine School District students have excelled at FCCLA competitions with perfect scores and numerous first-place finishes. **Recommendations:** Passing grades in middle school science, math, and language arts; cooperative attitude (career readiness); Business, Finance and Marketing pathway courses recommended. (CIP 19.050111)

8091 ADVANCED FOOD PRODUCTION AND HOSPITALITY 2 (CIP 19.050112)	1 Credit
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The National Restaurant Association's ProStart curriculum is the foundation of this year-long second level course in the Culinary and Hospitality Management pathway. This industry-driven curriculum builds practical skills and provides real-life experiences. Students study the restaurant industry, food safety, workplace safety, kitchen essentials related to recipes, equipment and preparation techniques, management essentials including costing, customer service, and careers related to food science and food service. Students complete the course with employability skills such as leadership, accountability, teamwork, and responsibility. Food preparation focuses on stocks, soups and sauces; fruits and vegetables; potatoes and grains; pasta and legumes. Students may take the National Restaurant Association's Year 1 Exam. Passing this exam is the first step toward earning The ProStart National Certificate of Achievement. This certificate signifies a strong foundation in basic management and culinary skills considered critical to success by industry leaders. Participation in FCCLA activities and preparation for ProStart competitions is encouraged. **Recommendations:** B or higher in Fundamentals of Culinary Arts and Hospitality; Biology; Algebra I; and Business, Finance and Marketing pathway courses recommended. (CIP 19.050112)

8014 THE CULINARY AND HOSPITALITY PROFESSIONAL (CIP 19.050113)	1 Credit
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This year-long course is the final course in the Culinary and Hospitality Management pathway. Students learn the role of accurate menu creation and design. Critical thinking and problem-solving skills are used to address real-life case studies as students hone their culinary and management skills in mentored experiences. Nutrition, cost control, purchasing and inventory, marketing, and sustainability are studied. The importance of arriving on time prepared for work, teamwork, and accountability are stressed. Food preparation focuses on breakfast food and sandwiches; salads and garnishing; meat, poultry and seafood; desserts and baked goods; and global cuisine.

Students may take the National Restaurant Association's Year 2 Exam. Passing this exam is the second step toward earning The ProStart National Certificate of Achievement. This certificate signifies a strong foundation in basic management and culinary skills considered critical to success by industry leaders. The third and final step toward earning The ProStart National Certificate of Achievement is the completion of 400 hours of mentored work in the food service industry. Participation in ProStart management skills or culinary techniques competition is encouraged. Any student who earns a B or higher in each of the three Culinary and Hospitality Management pathway courses is eligible for college credit for HTM 331 through Delaware State University.

Recommendations: B or higher in Advanced Food Production and Hospitality Management; Chemistry; Algebra II; Business, Finance and Marketing pathway courses. (CIP 19.050113)

8019	SERVESAFE CERTIFICATION	(CIP 19.050117)	1 Credit
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This is the year-long capstone course in the Culinary and Hospitality Management pathway. Students become food service managers in a restaurant-style environment. Students are responsible for preparing and hosting special meals at the request of administrators. This course prepares students to earn the ServSafe Food Protection Manager Certification. Training covers the FDA Food Code, food safety research, and food sanitation. Managers learn to implement essential food safety practices and create a culture of food safety. Content is based on actual job tasks identified by food service industry professionals. Any student who earns a B or higher in each of the four Culinary and Hospitality Management pathway courses and passes the ServSafe Food Protection Manager Certification exam is eligible for college credit for ANFS 102 through University of Delaware or FSY 100 through Delaware Tech. **Recommendations:** Completion of the first three Culinary and Hospitality Management pathway courses. (CIP 19.050114)

Early Childhood Education Pathway

8103	EARLY CHILDHOOD EDUCATION I	(CIP 19.070111)	1 Credit
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This is the first course in the Early Childhood Education Pathway. This course is designed to explore the four main areas of development over the course of a lifetime. The physical, intellectual, emotional, and social domains of development from prenatal through mature adulthood will be discussed. Emphasis will be placed on the role of the family and community in meeting the needs of its members as they progress through various stages of development. FCCLA (Family, Career, and Community Leaders of America) activities provide activities for applying classroom learning in real life situations.

8106	EARLY CHILDHOOD EDUCATION II	(CIP 19.070612)	1 Credit
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This is the second course in the Early Childhood Education Pathway. In this course students will have the opportunity to learn different aspects of young children as they mature. The prenatal period will be discussed, as well as young children, including newborns, infants, and preschoolers. Methods for caring and guiding children in a variety of settings, as well as different parenting styles to be used when caring for small children will be discussed. **Prerequisite: Early Childhood Education I**

8105	EARLY CHILDHOOD EDUCATION III	(CIP 19.070613)	1 Credit
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This is the third course in the Early Childhood Education Pathway. This course will examine the physical, social, emotional, and intellectual needs of school age children. The background knowledge that was learned in the Child Development course will serve as a foundation for the development of these children as they progress through this stage of life. Using background knowledge, students will plan and implement projects for use in a variety of childcare settings. Careers related to working with children will be explored, as well as post-secondary educational opportunities. Students will have the opportunity to participate in the FCCLA student organization. **Prerequisite: Early Childhood Education I & II**

Process of Design and Engineering Pathway

The Process of Design and Engineering pathway is for students who wish to prepare for futures in Engineering and Engineering Technology. Students will focus on the design, simulation, analysis, and proto-typing of products and systems and develop solutions to open-ended design problems. A minimum of three years is required to complete the pathway, and students are strongly encouraged to complete four years as part of the STEM Program of Study that includes higher levels of mathematics and science.

8501 PROCESSES OF DESIGN & ENGINEERING 1	(CIP 21.040311)	1 Credit
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This freshman level course provides the necessary foundations of the High School Design and Engineering pathway. Using computer-centric technologies and team-oriented tasks, students will apply and document the engineering process to design, build, and test physical prototypes. Students in this course will be exposed to various software and strategies for designing, identifying problems, prototyping and solving real-world ethical and philosophical design dilemmas. **Recommended: C or better in Algebra 1, or a B or better in Pre-Algebra.**

8502 PROCESSES OF DESIGN & ENGINEERING 2	(CIP 21.040312)	1 Credit
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This sophomore level course is for students committed to completing the Processes of Design and Engineering Pathway by taking Design and Engineering 3 the following year. Major emphasis will be placed on CAD (Computer Aided Design) and CAM (Computer Aided Manufacturing) to solve engineering problems and develop innovative products. Students will also deepen their understanding of materials, energy, and structures and apply these concepts to green design, sustainable development, and advanced manufacturing techniques. **Prerequisite: Processes of Design & Engineering I.**

8503 PROCESSES OF DESIGN & ENGINEERING 3	(CIP 21.040313)	1 Credit
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This course is mandatory for students who completed Processes of Design and Engineering II as this is the culminating class of the Processes of Design & Engineering pathway. This junior level class will focus on EPD (Electronic Product Design) beginning with basic electronics and building up to digital logic, operational amplifiers, programmable interface controllers, and communication systems. Student projects will incorporate global standards for digital electronic products, the smart home, and the disposal of electronic products. **Prerequisite: Successful completion of Processes of Design & Engineering II.**

8504 ENGINEERING DESIGN LAB (CIP 21.040914- Physical Technology Research and Development IV)	1 Credit
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This course serves as the capstone course to the Design & Engineering pathway and as the central course for the STEM Programs of Study. The course will focus on engineering projects that emphasize team design while making cross-curricular connections to advanced topics in the physical sciences and mathematics. Skills in CAD/CAM and EPD will be advanced in a lab environment throughout the development of engineering projects. **Prerequisites: Successful completion of Processes of Design & Engineering Pathway OR participation in the STEM Program of Study. Students in the STEM Program of Study must have taken or currently be enrolled in Honors, IB or AP Chemistry; Honors, IB or AP Physics; and Honors, IB or AP Calculus.**

8911 COMMUNICATIONS INDEPENDENT STUDY	(CIP 21.030814)	1 Credit
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Directed Independent Study In Technology Ed. This course provides advanced students in technology education the opportunity to participate in a culminating, directed, independent study program developed specifically for their “Career Pathway”. Within the first two weeks of the course, the student and instructor will develop a written proposal (including topic, specific goals, and strategies) for a directed study in the technology education area supporting the student’s career choice. The student will meet regularly with a primary teacher to discuss the progress of the study, and to make revisions as necessary. For course credit to be awarded, the student must complete the proposed plan and give a comprehensive presentation of his/her activities, and career orientation and opportunities. **Prerequisite: Pathway completion & instructor approval**

Audio, Radio, Video Engineering Pathway

8713a AUDIO VIDEO ENGINEERING & DESIGN I	(CIP 21.030711)	1 Credit
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This course provides an opportunity to explore, develop, and understand the foundations of audio design and engineering as a platform from which students may continue into the advanced levels of the Audio, Radio and Video Engineering Pathway. Students in this course will be exposed to engineering strategies for designing, prototyping and solving physical, ethical and philosophical design dilemmas as they pertain to sound, recording and mixing. In addition to understanding basic sound principles (Frequency, decibels, mono, stereo), the students will be exposed and learn (by using) the equipment used to amplify, produce and record sound. Being a musician is not required, but may prove helpful as the students will be recording, engineering and mixing multiple recordings over the year – some that they produce themselves. Students enrolled in this class will participate in appropriate grade level cross-curricular learning opportunities. They will also play an introductory role in their high school’s chapter of the Technology Student Association. Students will be encouraged to intern and or be involved in the District Radio Station housed at MPHS – 91.7

8714a AUDIO VIDEO ENGINEERING & DESIGN II	(CIP 21.030712)	1 Credit
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This course provides an opportunity to explore, develop, and understand the foundations of audio design and engineering as a platform from which students may continue into the advanced levels of the Audio, Radio and Video Engineering Pathway. Students in this course will be exposed to engineering strategies for designing, prototyping and solving physical, ethical and philosophical design dilemmas. Students enrolled in this class will participate in appropriate grade level cross-curricular learning opportunities. These students will begin to specialize in the various recording techniques as they pertain to specific instruments. They will use and understand the differences in microphones and will be begin to use advanced engineering processes incorporating gates, delays, types of reverbs, and various automations. They will see at least one project from the imagination stage, through production and into the final mix where they will work collaboratively with a level 3 student in the final mastering stage. They will also play role in their high school’s chapter of the Technology Student Association. Students will be encouraged to intern or be involved at the District Radio Station housed at MPHS – 91.7

8715a AUDIO VIDEO ENGINEERING & DESIGN III	(CIP 21.030713)	1 Credit
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Students will apply and transfer skills necessary to work as the production manager for a complete project as well as work along with colleagues/musicians as a complete studio crew. Having already worked through levels I & II, the student will use their extensive knowledge to refine and hone theirs and others recordings, implementing the final mastering stage and producing final works for live audio, radio and the various formats used in audio both today and up and coming formats. The student will learn how to deal with disasters both in a live situation and in the studio

situation and how to overcome them. The student will not only be able to sketch out the signal path, but they will be able to apply that knowledge and rewire a compete studio. There will be a look at old analog recording processes and the student will experiment with these. The student will learn to work comfortably with a number of different consoles and controllers and be able to set them up. Students will be encouraged to intern or be involved at the District Radio Station housed at MPHS – 91.7The students will be highly involved in the school's chapter of the Technology Student Association.

8713r RADIO BROADCASTING AND TECHNOLOGY I (CIP 21.030711)	1 Credit
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Students in this course will be given an opportunity to explore, develop, and understand the foundations of audio design and engineering as they relate to broadcast radio. A broad foundation in radio history and mass communications fundamental concepts such as audience, markets, community service, and the basics of sound and broadcast are provided before transitioning to operation of the district's 100-watt radio station and webstream. Students begin writing copy and recording and editing voice and other audio for radio broadcast, and are introduced to specialized software and other tools with which they may continue into the advanced levels of the Audio, Radio and Video Engineering pathway. Students enrolled in this class will participate in appropriate grade level cross-curricular learning opportunities, and will take part in the day-to-day operation of the Brandywine School District's radio station, 91.7 WMPH.

8714r RADIO BROADCASTING AND TECHNOLOGY II (CIP 21.030712)	1 Credit
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This is an intermediate level course broadening the skills and knowledge of Audio Radio Visual Engineering students in the broadcast and web stream audio environment. Students are expected to show competence in sound recording, booth announcing, copy writing, live show hosting, music selection, designing and hosting specialized radio programs, writing and creating informational features, and executing sports, concerts and other live and pre-recorded special programming. Expertise in writing, programming and industry-standard audio software is developed, with an emphasis on cross-curricular learning opportunities including but not limited to broadcast journalism, radio theatre, personal podcasting, IB honors public service projects, public relations, persuasive writing, marketing, sports announcing and management of district-directed programming. Students will participate in programming the school district's radio station, 91.7 WMPH. **Prerequisite: Radio Broadcasting and Technology I and instructor approval**

8715r RADIO BROADCASTING AND TECHNOLOGY III (CIP 21.030713)	1 Credit
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This is an advanced course for students already possessing an in-depth knowledge of the principles and practice of radio broadcasting. Participants in this class will receive individualized, culminating, directed instruction and develop advanced skills in audio production, field and studio recording, sound gathering & editing, interviewing, show development and programming. This course emphasizes careers in radio via transition to college radio, with continued higher emphasis on cross-curricular learning opportunities including but not limited to broadcast journalism, radio theatre, personal podcasting, IB honors public service projects, public relations, persuasive writing, marketing, sports announcing and management of district-directed programming. Students can participate in programming the school district's radio station, 91.7 WMPH and web streaming at www.wmph.net, or may develop self-directed special project(s) with approval/oversight of the instructor. Both programming and special projects will be of an advanced nature and will require extra hours outside of class for completion. **Prerequisite: Radio Broadcasting and Technology I & II and instructor approval.**

COMMUNITY BASED PROGRAM

SITE PROGRAM (Skills for Independence, Transition and Employment) 18-21 YEAR OLD VOCATIONAL PROGRAM

This course is geared toward students with severe to moderate disabilities who will be receiving a Certificate of Performance. Its primary goal is to provide students with employability skills, such as work habits, character and behavior habits, values as well as interpersonal skills.

14-18 YEAR OLD COMMUNITY BASED PROGRAM

The Community Based Program is a functional life skills curriculum for students with moderate to severe disabilities in grades 9-12. CB students participate in the Delaware Alternative Portfolio Assessment (DAPA) and receive a Certificate of Performance. The curriculum provides functional life skills through vocational training and exploration; functional academics; and community training.

Community Based classes include:

0910 English Language Arts: This course emphasizes practical/vocational developmental reading skills and decoding/comprehension strategies.

0920 Math:

0930 Social Studies:

0940 Science:

0950 Life Skills: This course emphasizes following directions, both oral and written; listening skills; and vocational reading skills.

0960 Vocational Education: This course emphasizes vocational exploration, career awareness, and job skills.

0970 Independent Management: This course emphasizes management of individual schedule/time at school and work.

0980 Adaptive PE: Adaptive Physical Education is a diversified program of developmental activities, games, and sports suited to the interest, capabilities, and limitations of students with disabilities.

ART DEPARTMENT

The Art Department of Mount Pleasant High School takes the position that our Visual Arts Program will provide the opportunity for the art student to become actively involved in the diverse experiences of the visual arts. It is imperative that the student be made to experience three roles: that of a *participant*, *observer/listener*, and a *critic*. The students' education will be limited if they are made to master only one role.

Students become *participants* when they are involved with studio hands-on learning activities producing their own art forms. Students are *observers/listeners* when they actively learn and respond to a work of art. Students take a *critic* role whenever they make an informed judgment about a work of art.

However, an art-instruction sequence (*pathway*) must be taken into account if a student is to be successful in a secondary level art program. An introductory art course is a prerequisite before a student is allowed to enroll in the other art levels.

COURSE OFFERINGS

Mount Pleasant High School's Art Department offers the following courses:

ART I	PHOTOGRAPHY I
ART II	PHOTOGRAPHY II
GRAPHICS	
AP STUDIO ART	
IB ART**	

GENERAL COMMENTS

All art courses are offered full-year courses for 1 credit with the exception of IB Visual Art, which may be taken as a 2-year course for 2 credits.

**Admission for non-IB students to IB Art is at the approval of both the IB Coordinator and the instructor. See the IB Course Descriptions for course summary.

Regular class attendance and daily class participation is essential for successful completion of all art courses. Some studio experiences, including but not limited to demonstrations and critiques, simply cannot be duplicated outside of class time.

9010	ART I	(Grade 9- 12)	1 Credit
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This is an introductory course for students who are considering further study in the fine arts and desire to develop foundation-level technical skills. It will provide an introduction to visual expression, with a focus on developing drawing skills by working from observation and from the mind's eye. Additionally, this course will introduce basic color theory, brush control & painting techniques, as well as sculptural thinking & methods. Through historical investigations, class discussions and written reflections in their investigatory workbooks students will come to recognize the elements and principles in other artists' work and creatively implement them in their own work.

9011ART II	(Grade 10-12)	1 Credit
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This is an intermediary level art course for students who are considering an Art Career Path, AP Studio or IB Visual Arts. Using a variety of materials and processes, students will develop a better understanding of color theory and spatial relationships in art with a focus on the importance of idea development and preliminary studies in composition of visual art. Students will expand upon their skills with graphite, charcoal, and pastel as well as explore more deeply a variety of paint media including acrylic, watercolor, and ink. Additionally, students will move from basic collage to mixed media works, and develop a better understanding of 3-D work through the introduction of subtractive methods. Through historical investigations, class discussions and written reflections in their investigatory workbooks students will come to recognize the elements and principles in other artists' work and creatively implement them in their own work. **Prerequisite: Satisfactory completion of Art I or by permission of instructor upon satisfactory portfolio review for transfer students.**

9002 GRAPHICS	(Grades 9- 12)	1 Credit
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This is an introductory course for students who have interest in either further study in graphic design or in creating a pathway in visual arts. Students should have the desire to develop foundation-level computer graphic technical skills. In this course, students will be introduced to basic concepts used in graphic production. In addition to graphic production, students will receive reading, writing and response assignments pertaining to design criticism and aesthetics. These assignments will focus on period styles and personal opinion. Students will experience several avenues within the graphics world and they will be exposed to several traditional and digital mediums. A passing grade in Graphics 1 is a prerequisite for higher level courses. NOTE: Students are required to have a binder and a Flash drive (at least 2 gigabytes) for this course.

9101PHOTOGRAPHY I	(Grades 9-12)	1 Credit
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This course will introduce students to the basic concepts, processes and techniques of black and white film photography, and digital photography. Topics covered are manual camera operation, proper exposure, darkroom procedures needed to create hand printed photographs, and Photoshop. Through historical investigations, class discussions and written reflections in their investigatory workbooks students will come to recognize the elements and principles in other artists' work and creatively implement them in their own work.

9102PHOTOGRAPHY II	(Grades 10-12)	1 Credit
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Students will expand upon their basis skills, in both film and digital photography, allowing them to explore subject studies in greater depth. They will be introduced to additional techniques, such as zone process, burning and dodging, hand coloring of photos, and the application of artificial light and use of medium format cameras and alternative processes. Through historical investigations, class discussions and written reflections in their investigatory workbooks students will come to recognize the elements and principles in other artists' work and creatively implement them in their own work. Students must maintain an investigatory workbook that is to contain all research, reflective entries and preliminary studies necessary for their work. **Prerequisite: Photography I.**

9009AP STUDIO ART	(Grades 11-12)	1 Credit
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Students select Drawing, 2-D Design or 3-D Design and prepare portfolios containing quality concentration and breadth. The focus of concentration is an in-depth individual project. **Prerequisite: approval of instructor.**

MUSIC

The courses offered by the Music Department provide opportunities for students to gain skills and awareness and to develop a sensitivity of the aesthetic values of music. Membership in any vocal or instrumental organization gives students the opportunity to learn through performance. In musicology courses the students are provided with an in-depth study of the elements of music (harmony, form, ear training).

Specific Objectives

1. Develop basic knowledge, skills, and appreciation
2. Develop ability of musically talented students
3. Develop interest in music through performance
4. Stimulate musical creativity
5. Develop character and leadership

9500	MUSIC TECHNOLOGY AND COMPOSITION	(Grade 9-12)	1 Credit
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Music Technology and Composition will provide students with effective ways to utilize music technology to compose, arrange, remix, and edit their own music and the music of others. This course is a project-based class, exposing students to many “real world” scenarios of today’s audio engineers. Music Technology and Composition requires no prior formal musical training, but a desire to be detail oriented and creative is a must. The course is taught entirely using Apple’s GarageBand and Logic Pro software. Students will compile a portfolio of their projects to share with others.

9506	Music and Film	(Grade 9-12)	1 Credit
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8713a	AUDIO VIDEO ENGINEERING & DESIGN I	(CIP 21.030711)	1 Credit
	(Audio focus)		

This course provides an opportunity to explore, develop, and understand the foundations of audio design and engineering as a platform from which students may continue into the advanced levels of the Audio, Radio and Video Engineering Pathway. Students in this course will be exposed to engineering strategies for designing, prototyping and solving physical, ethical and philosophical design dilemmas as they pertain to sound, recording and mixing. In addition to understanding basic sound principles (Frequency, decibels, mono, stereo), the students will be exposed and learn (by using) the equipment used to amplify, produce and record sound. Being a musician is not required, but may prove helpful as the students will be recording, engineering and mixing multiple recordings over the year – some that they produce themselves. Students enrolled in this class will participate in appropriate grade level cross-curricular learning opportunities. They will also play an introductory role in their high school’s chapter of the Technology Student Association. Students will be encouraged to intern and or be involved in the District Radio Station housed at MPHS – 91.7

8714a	AUDIO VIDEO ENGINEERING & DESIGN II	(CIP 21.030712)	1 Credit
	(Audio focus)		

This course provides an opportunity to explore, develop, and understand the foundations of audio design and engineering as a platform from which students may continue into the advanced levels of the Audio, Radio and

Video Engineering Pathway. Students in this course will be exposed to engineering strategies for designing, prototyping and solving physical, ethical and philosophical design dilemmas. Students enrolled in this class will participate in appropriate grade level cross-curricular learning opportunities. These students will begin to specialize in the various recording techniques as they pertain to specific instruments. They will use and understand the differences in microphones and will begin to use advanced engineering processes incorporating gates, delays, types of reverbs, and various automations. They will see at least one project from the imagination stage, through production and into the final mix where they will work collaboratively with a level 3 student in the final mastering stage. They will also play role in their high school's chapter of the Technology Student Association. Students will be encouraged to intern or be involved at the District Radio Station housed at MPHS – 91.7

8715a	AUDIO VIDEO ENGINEERING & DESIGN III (CIP 21.030713)	1 Credit
	(Audio focus)	

Students will apply and transfer skills necessary to work as the production manager for a complete project as well as work along with colleagues/musicians as a complete studio crew. Having already worked through levels I & II, the student will use their extensive knowledge to refine and hone theirs and others recordings, implementing the final mastering stage and producing final works for live audio, radio and the various formats used in audio both today and up and coming formats. The student will learn how to deal with disasters both in a live situation and in the studio situation and how to overcome them. The student will not only be able to sketch out the signal path, but they will be able to apply that knowledge and rewire a complete studio. There will be a look at old analog recording processes and the student will experiment with these. The student will learn to work comfortably with a number of different consoles and controllers and be able to set them up. Students will be encouraged to intern or be involved at the District Radio Station housed at MPHS – 91.7. The students will be highly involved in the school's chapter of the Technology Student Association.

9601	CONCERT CHOIR	(Grade 9-12)	1 Credit
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The Concert Choir is the largest performing choral ensemble at Mount Pleasant and is comprised of students in grades 9 – 12 who have scored a minimum of 150 points on the combined written singing audition test. In addition, the student should have a serious interest in learning to sing in a choir as emphasis is placed on good vocal/choral techniques, interpretation, breathing, vowel formation, tone quality, sight-reading and musicianship. This course will emphasize music reading skills through a variety of music and musical styles ranging from Classical, Renaissance, Contemporary, Jazz, Spirituals and Show. **The Concert Choir has REQUIRED performances in the fall, winter, early spring and late spring. In addition, the Concert Choir members may participate in Music Festivals both in Delaware and in other states. The Women's Choir, Men's Choir and any other auxiliary choirs will be chosen from the membership of the Concert Choir based on whether the student will be traveling with the group and audition scores. This is a performing organization with required performances during the year. BY AUDITION ONLY.**

9603	CHORALE	(Grade 10-12)	1 Credit
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Chorale is the smallest, but also the top performing choral, group at Mount Pleasant High School. Students earn the right to be in this organization by scoring the highest in their respective section on the annual chorus audition. Each member of Chorale is required to perform with the Concert Choir at each of their performances, regardless if they can schedule Concert Choir or not. Greater emphasis is placed on choral/vocal techniques, blend, balance, interpretation, breathing vowel formation, timbre, and tone quality. Various styles of music will be performed throughout the year, but this choral ensemble is primarily an acappella choir that concentrates on chamber/madrigal music and music written specifically for small acapella vocal groups – so much of that music will be emphasized. Students who are selected for the Chorale are **REQUIRED** to travel with the group to adjudications/music festivals as the opportunity arises. The Chorale has **REQUIRED** performances in the fall, winter, early spring and late spring. **BY AUDITION ONLY.**

9607	GUITAR I	(Grades 9-12)	1 Credit
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Guitar Class is offered to anyone with an interest in playing guitar—no prior knowledge of music is necessary. Tuning, playing single-line melodies, counterpoint, and chords will be taught as will a variety of techniques including altered tunings, using a slide, using a capo, and finger picking. Styles examined consist of rock, jazz, blues, classical, and flamenco. **There are required materials for class participation including a lesson book, strings, and a pick.** There is no charge for the use of the acoustic guitar. **Class is limited to 24 students (22 right handed; 2 left handed)**

9607B GUITAR II	(Grades 9-12)	1 Credit
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Guitar II is offered to anyone with a continued interest in playing guitar. Guitar II will continue the student’s experience with the guitar including units on single-note reading, chords and strumming style, and finger-style playing. Continued use of rock, jazz, blues, and classical is included. Guitar II will also include an increased focus on guitar ensembles and ensemble playing, both in small and in large groups. **There are required materials for class participation including a lesson book, strings, and a pick.** There is no charge for the use of the acoustic guitar. **Class is limited to 24 students (22 right handed; 2 left handed).** *Prerequisite: Successful completion of Guitar 1 (9607).*

9701 CONCERT BAND	(Grade 9-12)	1 Credit
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The Concert Band functions as the foundation of the instrumental music program at Mount Pleasant High School. Anyone with proficiency in playing a concert band instrument is welcome to audition. The audition will consist of a written test of musical notation and a brief performance section played on the student’s Concert Band instrument. The Concert Band performs three concerts per school year. Additional performances such as music festivals or other adjudications may be added throughout the school year. The concert band gives instrumental music students an opportunity to increase their skills while performing a varied repertory of music. **PLAYERS ARE SELECTED BY AUDITION ONLY.**

9703 MARCHING BAND	(Grade 9-12)	.5 Credit
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This course is for members of the **MARCHING BAND/BAND FRONT ONLY.** All students who are interested in marching band must seek permission and register for this class **by June 1** prior to the next fall season. The marching band begins rehearsals in July, has band camp in August, and rehearses a minimum of two evenings per week during the school year. The marching band performs its field show at all varsity football games as well as performing weekends in a competitive circle.

9705 SYMPHONIC BAND	(Grade 9-12)	1 Credit
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The Symphonic Band is a more advanced performing ensemble drawn from the students whose audition scores for Concert Band are the highest. The audition must be taken each year by all students—membership in Symphonic Band in one school year does not guarantee membership in the next school year. The Symphonic Band performs a wide variety of music, including the standards of the modern concert band literature in three concerts per school year. Students who are selected for the Symphonic Band are **REQUIRED** to travel with the group to adjudications/music festivals as the opportunity arises. **PLAYERS ARE SELECTED BY AUDITION ONLY.**

9709 SHOW CHOIR	(Grade 10-12)	.5 Credit
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The Show Choir is a performing choral ensemble at Mount Pleasant that rehearses and performs choreographed vocal numbers and is composed of students in grades 10 – 12 who have successfully auditioned (both dance and vocally) for the group. This group is part of the larger choral program, but a student does not need to be in the Concert Choir or Chorale to participate. The music used will vary across genre and time periods, but will be limited to the type of music that is conducive to this type of choir. Rehearsals take place outside of the school day in the evening. **The Show Choir has REQUIRED performances in the fall, winter, early spring and late spring.** Students who are selected for the Show Choir are **required** to travel with the group to adjudications/music festivals as the opportunity arises. **This is a performing organization with REQUIRED**

performances during the year. **BY AUDITION ONLY.**

9801	JAZZ BAND	(Grade 9-12)	.5 Credit
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The jazz band is made up of a select number of performers selected by audition only. The band will concentrate on jazz literature ranging from big band and swing to fusion. There are many performance opportunities with this ensemble including, but not limited to, community and school performances as well as festivals and competitions. The jazz band will meet one evening per week **in the second semester only** to be decided by the director.

Students who are selected for the Jazz Band are **REQUIRED** to travel with the group to adjudications/music festivals as the opportunity arises. **PLAYERS ARE SELECTED BY AUDITION ONLY.**

9803	EARLY MUSIC ENSEMBLE	(Grade 9-12)	.5 Credit
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This course is dedicated to the study and performance of Renaissance and early Baroque music on period instruments. Students interested in not only learning but also performing early music should consider this course. The early music ensemble meets one day per week after school to be decided by the teacher. **PLAYERS ARE SELECTED BY AUDITION ONLY.**

9802	ORCHESTRA	(Grade 9-12)	1 Credit
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The *Orchestra/Concert Band* functions as the foundation of the string music program at Mount Pleasant High School. Anyone with some proficiency in playing violin, viola, cello or bass is welcome. The students in this program will rehearse and perform with the *Orchestra/Concert Band and as a string ensemble*. The *Orchestra/Concert Band* performs three concerts per school year. Additional performances such as music festivals or other adjudications may be added throughout the school year. The Orchestra/concert band gives instrumental music students an opportunity to increase their skills while performing a varied repertory of music. ***Prerequisites: Must be able to read music, notes and rhythms at a 9th grade level.***

9802	DISTRICT ORCHESTRA	(Grade 9-12)	.5 Credit
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District Symphony Orchestra, Chamber Orchestra District Symphony Orchestra

A performance group comprised of 9th-12th grade students with approval of the Director. This is a full-orchestra that will utilize students from strings, woodwinds, brass, and percussion at times. The District Symphony Orchestra will rehearse once a week in the evenings. The course will cover the mechanics of string instruments, note reading, rhythm, pitch discrimination, expression, and music literacy at a higher level.

Chamber Orchestra

A selected ensemble where students are selected based on talent, skills, and achievement, with the understanding that there will be out-of-school performances and rehearsals required of all members during the school year. The course will cover the mechanics of string instruments, note reading, rhythm, pitch discrimination, expression, and music literacy at a higher level. **Prerequisites: Must be able to read music, notes and rhythms at a 9th grade level.**

ARMY JUNIOR ROTC

The purpose of the JROTC Program at Mount Pleasant High School is to provide instruction in courses not normally provided elsewhere in the school curriculum. JROTC is an elective course that is taught by retired Army Officers and Noncommissioned Officers, and the goal or mission is “To motivate Young People To Be Better Citizens.” To accomplish this goal, the instructors combine classroom instruction and extracurricular activities emphasizing decision-making, problem solving, teamwork, community service, responsibility, communications and values. Uniforms and materials are provided. A student’s enrollment in the JROTC Program does not obligate the student for future military service.

One (1) academic credit awarded toward graduation, for each successful year of JROTC Leadership Education and Training curriculum. The courses presented are developed around the following broad class headings in each of the four years as follows:

First Year	Introduction to <u>Leadership Education and Training</u>	(LET 1)
Second Year	Intermediate <u>Leadership Education and Training</u>	(LET 2)
Third Year	Applied <u>Leadership Education and Training</u>	(LET 3)
Fourth Year	Advanced <u>Leadership Education and Training</u>	(LET 4)

9991	LEADERSHIP EDUCATION & TRAINING I (Grades 9-11)	1 Credit
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This is a full-year course that provides the student cadet with classroom instruction focused on leadership and citizenship as well as the opportunity to serve the school and the community. The curriculum includes U.S. military history, techniques of oral communication, leadership, counseling, first aid, map reading, drill and ceremonies, substance abuse and prevention, physical fitness, and a study of the U.S. government and its agencies.

9992	LEADERSHIP EDUCATION & TRAINING II (Grades 10-11)	1 Credit
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This is a continuation of the JROTC Level I program, with a curriculum that requires the student cadet to identify ethical values and principles, display leadership skills, use effective communication, be physically fit, identify the structure and purpose of the U.S. Army, demonstrate basic skills in drill and ceremonies, first aid, physical fitness, and map reading. **Prerequisite: LET I.**

9993	LEADERSHIP EDUCATION & TRAINING III (Grades 11-12)	1 Credit
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This is the third phase of a four-year program. The curriculum encourages student cadets to seek increased levels of responsibilities by filling cadet leadership and staff positions within the battalion. The curriculum increases emphasis on oral and written communication, methods of instruction, resource management, problem solving, and decision making as well as continuing studies of U.S. Government, military history, land navigation, first-aid, and substance abuse and prevention. **Prerequisite: LET II.**

9994	LEADERSHIP EDUCATION & TRAINING IV (Grade 12)	1 Credit
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This is a fourth and final phase of the four-year program. The curriculum encourages students to seek increased levels of responsibility by filling senior cadet leadership and staff positions within the battalion. Emphasis is on self-direction, personal initiative, independent study, and the application of knowledge skills and abilities gained during the previous three years of instruction.

Prerequisite: LET III.

International Baccalaureate Programme

The International Baccalaureate (IB) Diploma Programme at Mount Pleasant High School and the IB Middle Years Programme at Talley Middle School and Mount Pleasant High School are Brandywine School District Magnet Programs. The curriculum is unique in that it provides liberal arts interdisciplinary education leading to a diploma that is recognized worldwide. The curriculum is based on Delaware Content Standards and the topics and goals identified by the curriculum board of the IB Office in Cardiff, Wales. Mount Pleasant and Talley are the only public schools in Delaware approved to teach the IB Programme.

Founded in 1965, the IB Diploma Programme provides a rigorous, well-rounded education to prepare students worldwide for university study. The broad-based curriculum is consistent in all IB schools, and student achievement is assessed by internationally developed and graded examinations. At Mount Pleasant High School, the International Baccalaureate is comprised of the Middle Years Programme (MYP) in Grades 9 and 10 and the Diploma Programme in Grades 11 and 12. The purpose of the MYP classes is to prepare the students for the courses and examinations required to earn the IB Diploma.

Only students who have been accepted into the Middle Years and Diploma Programmes may register for these courses. Students enrolled in the Diploma Programme must select three higher level (HL) and three standard level (SL) courses during 11th and 12th grades. Higher-level courses must be completed over a period of two years. In some cases, standard level courses may be completed in one year. In others, they are taught over a two-year period. All students are required to select one course from each of the six IB academic groups and both semesters of Theory of Knowledge. Students are required to pay all examination fees at the time of the September registration with the IBO. Once registered, fees are non-refundable. Changes in registration incur additional fees.

Group 1 – Language A

0001	IB-FRESHMAN SEMINAR	(Grade 9)	1 Credit
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1095	IB-MYP HONORS ENGLISH I	(Grade 9)	1 Credit
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This course is designed to prepare students for the IB Diploma Programme curriculum. Students will engage in close readings of world literature through the perspective of global contexts. Composition and oral presentation assignments focus on literary, non-literary, and contemporary issues. Emphasis is placed on higher order thinking, discussion, and critical analysis.

1105	IB-MYP HONORS ENGLISH II	(Grade 10)	1 Credit
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This course is designed to prepare students for the IB Diploma Programme curriculum. It is a rigorous course that requires intensive writing and in-depth critical reading. Oral presentations are assigned frequently to strengthen communication and speaking skills. Along with the study of World Literature, students must be able to demonstrate a mastery of English skills and a willingness to work independently. Writing will include exposition, argument, compare/contrast, and narrative. Emphasis is placed on enhancing autonomous learning skills.

1115	IB ENGLISH III	(Grade 11)	(HIGHER LEVEL)	1
Credit				

This course is the first of a required higher-level two-year sequence. Study includes a detailed analysis of a Shakespearean tragedy and an in-depth analysis of selected works of fiction, non-fiction, drama, and poetry. A rigorous course of study, the IB English 1 curriculum will emphasize oral communication and written expression through independent and cross-curricular studies. All areas of focus are designed to prepare students for both the oral and written components of the Higher Level IB English exam, the orals being completed in 11th grade and the written portion in 12th grade. During the junior year, two oral assessments, an individual oral commentary, and an individual oral presentation are completed and will satisfy 30 percent of the final IB examination score.

1125	IB ENGLISH IV	(Grade 12)	(HIGHER LEVEL)	1
Credit				

This course completes the requirements of Higher Level IB English Diploma Programme. In-depth critical analysis and interpretation of selected texts, essay responses to detailed questions, and the writing of the compare/contrast and thesis-driven argument are refined. Selected works of fiction and poetry with an emphasis on world literature will be the focus of the course. Students will submit a works in translation literary analysis paper, 1,200-1,500 words in length, which is externally assessed by IB. In addition, students are required to conduct interactive orals that explore a work's historical and cultural context and write a culminating reflective statement and supervised analytical essay. These assignments will fulfill 25 percent of the final IB examination score. When students sit for IB exit exams, based on their written tasks, a timed commentary and a timed essay, comprise 45 percent of the final IB assessment component.

Group 2 –Language B

6410	IB-MYP HONORS SPANISH II	(Grade 9)	1 Credit
6012	IB-MYP HONORS FRENCH II	(Grade 9)	1 Credit

IB-MYP level II courses continue intensive training in the basic foundations of the language to enable students to become proficient in both oral and written expression at the appropriate level. In addition to mastering the Level II modern world language curriculum, the additional study of literature, culture and civilization is begun.
Pre-requisite: Level I, same language

6411	IB-MYP HONORS SPANISH III	(Grade 10)	1 Credit
6014	IB-MYP HONORS FRENCH III	(Grade 10)	1 Credit

IB-MYP level III courses develop the higher-level language skills needed for increased proficiency in both oral and written expression and listening and reading comprehension. In addition to mastering the level III modern world language curriculum, literary, cultural and historical topics are introduced. **Pre-requisite: Level II of the same language.**

6412	IB SPANISH IV	(Grade 11)	Standard Level	1 Credit
6015	IB FRENCH IV	(Grade 11)	Standard Level	1 Credit

The IB level IV courses are the first in a two-year sequence to prepare students for the standard level IB language exams. Students will strengthen their knowledge and fluency in oral and written language and broaden their understanding of culture and civilization. Composition objectives for specific writing assignments are correlated with literature, culture and civilization.

6413	IB SPANISH V	(Grade 12)	Standard Level	1 Credit
6016	IB FRENCH V	(Grade 12)	Standard Level	1 Credit

IB level V courses are the second year of a two-year sequence. Students will strengthen their knowledge and fluency in oral and written language and broaden their understanding of culture and civilization. Composition objectives for specific writing assignments are correlated with literature, culture and civilization. Students will take the IB standard level exam at the end of this year.

Group 3 – Individuals and Society

2095	IB-MYP CIVICS AND ECONOMICS	(Grade 9)		1 Credit
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This course focuses on the mastery of the Delaware State Standards and the applicable benchmarks for social studies with an emphasis on the international relationships between governments and their economies. Through the study of civics, students will examine the different forms of government around the world with particular emphasis on constitutional democracy and the principles and ideals underlying the American political system. In addition, students will begin to develop and employ the civic skills necessary for effective, participatory citizenship. Through the study of microeconomics, students will examine how markets operate and the impact of consumer choices on the economy. In macroeconomics, students will examine the function of a country's economy, as well as, the way government regulations and fiscal and monetary policies impact the economy. Students will examine the patterns, costs, and benefits of international trade and the methods nations use to organize economic systems. Through this study, students will learn problem solving strategies to help them make better choices as consumers, producers, employees, taxpayers, savers and investors in a rapidly changing global society. Emphasis will be placed on the development of oral and written skills that will allow students to gather, comprehend, apply, analyze, interpret and synthesize the information and concepts presented.

2105	IB-MYP HONORS WORLD HISTORY	(Grade 10)		1 Credit
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The course focus is mastery of the Delaware State Standards and the applicable benchmarks of the four social studies strands of economics, civics, geography, and history. The content of the course involves the study of World History from ancient times to the present. Beginning with a brief overview of the ancient world, the course will focus chronologically from 1000 A.D. to the present, with emphasis on the major people, events, trends, revolutionary movements, transatlantic linking of all major regions of the world, global conflict, changes, transformations and trends. The course work involves utilizing a differentiated instruction framework, whereby teachers will develop and adjust pace, level, or kind of instruction in response to student needs, styles, and interests. Emphasis will be placed on student ability to gather, comprehend, apply, analyze, interpret and synthesize information, concepts, and understandings. *All material will focus on the Areas of Interaction as prescribed by MYP.*

2124	AP MODERN EUROPEAN HISTORY	(Grade 10)		1 Credit
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The course is designed to focus on World History since 1450, introducing students to cultural, political, economic, and social developments that played a fundamental role in shaping the world. This course provides students the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and political, and the evolution of current forms of artistic expression and intellectual discourse. This course provides a basic narrative of events and movements, as well as an understanding of the principal themes in modern European history, an ability to analyze historical evidence and historical interpretation, and an ability to express historical understanding in writing. Emphasis will be placed on student ability to gather, comprehend, apply, analyze, interpret and synthesize the information, concepts, and understandings. **IB-MYP students enrolled in a College Board AP course are expected to sit for the College Board AP Test.**

2115	IB HISTORY OF THE AMERICAS I	(Grade 11)	Higher Level	1 Credit
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IB History of the Americas is a survey course of United States, Canadian, and Latin American history that explores the region's history from the first recorded European contacts with Native American Civilizations through the 20th Century. It includes the analysis of the Civil War, industrialization, expansion, and the Latin American dictatorships. This academically rigorous course focuses on the American region's historical experience as well as its development of political, economic, and social systems. Students will refine and apply their skills of historical interpretation and analysis as demonstrated by discussion, presentation and written work. This is the first year of a two-year higher-level course.

2125	IB HISTORY OF THE AMERICAS II	(Grade 12)	Higher Level	1 Credit
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The second year of the higher level History of the Americas course will focus on the period of time between 1890-1990. Major themes of the course will be: causes, practices, and effects of wars; the rise and rule of Single Party States; and the Cold War. There will also be a source-based study that will focus on the Cold war, 1960-1979. In addition, the student will complete an Internal Assessment as mandated by the IBO.

Group 4 – Experimental Sciences

4095	IB-MYP HONORS PHYSICAL SCIENCE	(Grade 9)	1 Credit
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This is the first science course in the IB-MYP sequence. Students are introduced to atomic structure, electrochemistry, chemical bonding, matter, energy, force motion, mechanics and electricity. This is an inquiry-based, laboratory-oriented course that is designed to give students experiences in designing labs, collecting, analyzing, and interpreting data, and arriving at scientific principles. Goals of instruction include fulfilling state science standards and investigating the international applications of the scientific method.

4105	IB-MYP HONORS CHEMISTRY	(Grade 10)	1 Credit
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This is the second course in the IB-MYP sequence. Students explore principles of chemical reactions, chemical bonding, atomic structure and molecular architecture. Inquiry-based laboratory activities are incorporated to facilitate mastery of major concepts. Goals of instruction include fulfilling state science standards and continuing to focus on the global nature of science.

4115	IB BIOLOGY I	(Grade 11)	Higher Level	1 Credit
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This is the first year of a two-year higher-level course in biological science. Students will develop a detailed knowledge of the relationships between the structure and function of living organisms along with a global appreciation of science. They will study biodiversity, the interdependence between the living world and the environment, national policies as they pertain to the global environment, and the ethics surrounding biotechnological issues. Students will learn to solve problems using the scientific method of investigation as they recognize and integrate the five unifying themes in Biology that comprise the core curriculum—Cells, Biochemistry, Genetics, Ecology and Human Health and Physiology.

4126	IB BIOLOGY II	(Grade 12)	Higher Level	1 Credit
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This is the second year of the higher-level course in biological science. Students will complete 135 hours of core material and 45 hours in the study of Evolution and Neurobiology and behavior. Students will learn through inquiry based discussions, reading, laboratory investigations and field studies. Laboratory work will encourage the development of accuracy in observation, recording, experimental design, manipulation, data interpretation and analysis. Assessment of student performance will be directly through the IB Organization as well as by the individual teacher. Students will take the Higher Level Biology exam at the conclusion of this course.

4127	IB CHEMISTRY	(Grade 11 or 12)	Standard Level	1 Credit
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In this one-year course, students will study the principles of matter, the changes that occur in matter, the interactions of matter and energy and the applications of those changes in physical and biological systems. Through laboratory investigations, formulating modes, and experiential learning, students will study the impact of chemistry and chemical technology on the environment, the policies of nations, and the economic health of countries around the world. Eighty hours of instruction will be devoted to the core curriculum and 30 hours in the study of Higher Physical Organic Chemistry and Environmental Chemistry. Students will design and develop experimental investigations. Assessment of student performance will be through the IB Organization well as by the individual teacher. This course may be a Group 6 elective.

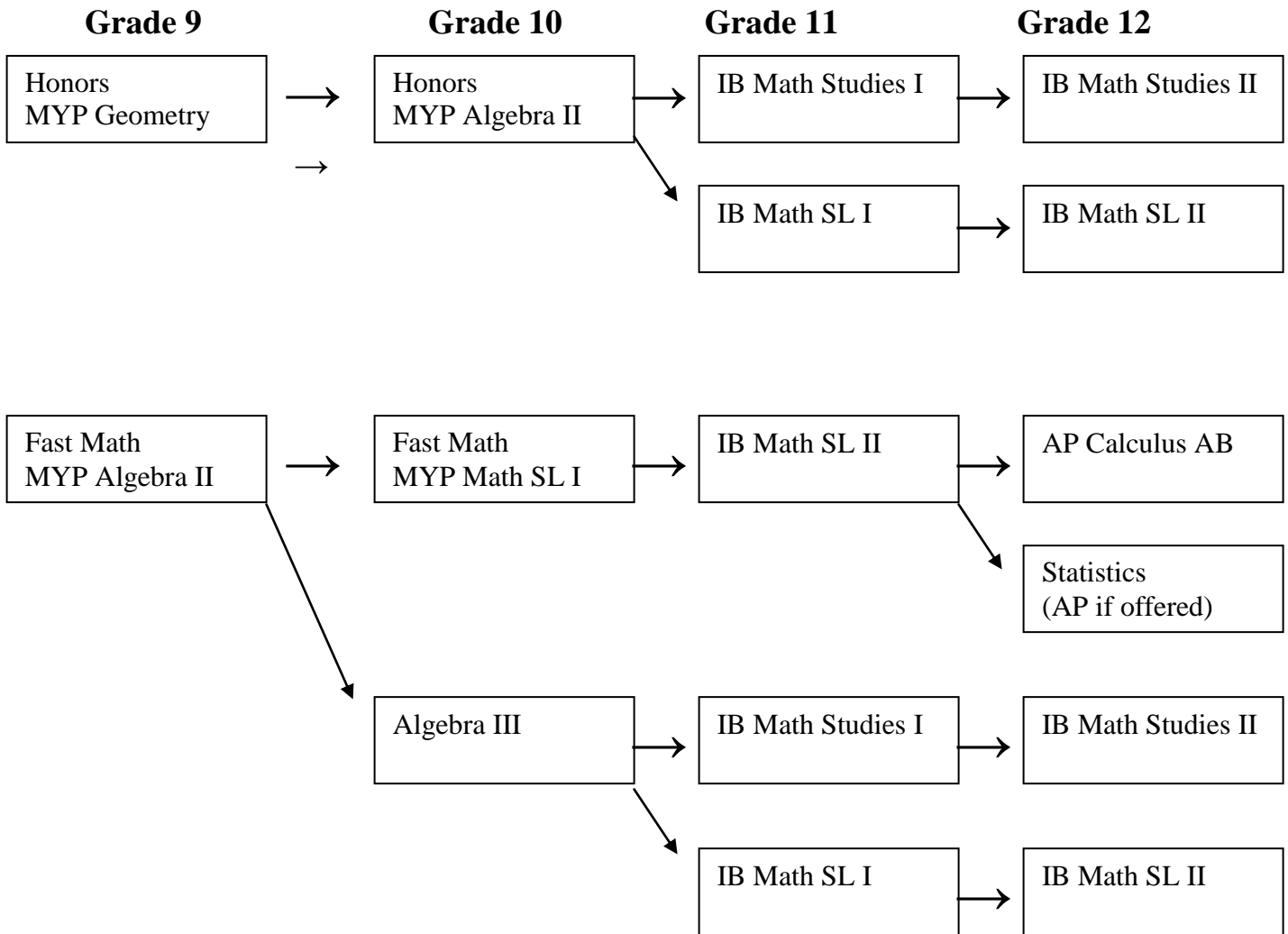
4128	IB PHYSICS	(Grade 11 or 12)	Standard Level	1 Credit
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The IB SL Physics one-year course provides a rigorous study of the basic principles that govern the material universe. Topics of study include motion and its causes, forces and their effects, energy, and the underlying nature of matter and the universe. Laboratory investigations will involve verification and application of some of the key principles of physics. Students will complete 80 hours of study in core topics outlined by the IBO as well as 30 hours in two optional topics. Assessment of student performance will be through the IB Organization as well as by the individual instructor.

Group 5 – Mathematics and Computer Science

MYP/IB Mathematics Course Sequence Chart

The following guide shows the MYP/IB mathematical course sequences. Four years of mathematics are mandatory for the class of 2011/2012, but all students are urged to continue the study of mathematics throughout their four years in high school.



3204	IB-MYP HONORS GEOMETRY	(Grade 9)	1 Credit
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Geometry is studied as a deductive system relating points, lines, planes, and space. The content includes congruence, inequalities, parallelism, similarity, areas of polygonal regions, and circles. This course emphasizes deriving theorems and constructing proofs. Students should have access to a basic scientific calculator. **Prerequisite: Successful completion of Algebra I.**

3205	IB-MYP FAST MATH ALGEBRA 2	(Grade 9)	1 Credit
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This course provides an integrated approach to Algebra II. It includes a study of the real number system, functions, matrices, factoring, complex numbers, rational expressions, exponents, logarithms, sequences and series, conics, geometry, trigonometry, statistics, and probability including permutations and combinations. Students will be able to take equations or create mathematical models to solve many different real-world situations using correct international mathematical symbols, terms, and processes. Students must have access to a graphics calculator. **Prerequisite: Successful completion of Fast Math Geometry in grade 8.**

3308	IB-MYP HONORS ALGEBRA 2	(Grade 10)	1 Credit
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This course provides an integrated approach to Algebra II. It includes a study of the real number system, functions, matrices, factoring, complex numbers, rational expressions, exponents, logarithms, sequences and series, conics, geometry, trigonometry, statistics, and probability including permutations and combinations. Students will be able to take equations or create mathematical models to solve many different real-world situations using correct international mathematical symbols, terms, and processes. Students must have access to a graphics calculator. **Prerequisite: Successful completion of Honors Geometry.**

3405	FAST MATH MYP MATHEMATICS SL I	(Grade 10)	1 Credit
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This course includes a study of coordinate geometry, polynomial, rational, exponential, logarithmic, and trigonometric functions, analytic trigonometry, applications of trigonometry, parametric equations, polar coordinates, probability and statistics. The topics in this course will be covered in depth so that students appreciate the international aspects of mathematics and its cultural and historical perspectives. One to three portfolio assignments will be required beginning mid-year. Students must have access to a graphics calculator. This course prepares Fast Math students to move directly into standard level IB Mathematical Methods II. **Prerequisite: Fast Math Algebra II.**

3601	IB MATHEMATICAL STUDIES I	(Grade 11)	Standard Level	1 Credit
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This is the first year of a two-year standard level course that includes the study of numbers and algebra, sets and logic, geometry and trigonometry, statistics and probability, functions, financial mathematics and further statistics and probability. Assessments include internal and non-IB assessments. The internal assessment is a project that is started in the 11th grade year and completed in the 12th grade year. **Prerequisite: Honors Algebra II**

3602	IB MATHEMATICAL STUDIES II	(Grade 12)	Standard Level	1 Credit
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This is the second year of a two-year standard level course that includes the study of numbers and algebra, sets and logic, geometry and trigonometry, statistics and probability, functions, financial mathematics and statistics and probability. Assessments include internal, external and non-IB assessments. The internal assessment is completion of the project. The external assessment is a three-hour written paper given in two parts at the end of the second year. **Prerequisite: Mathematical Studies I.**

3603	IB MATHEMATICS I	(Grade 11)	Standard level	1 Credit
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This is the first year of a two-year standard level course that includes a study of coordinate geometry, polynomial, rational, exponential, logarithmic, and trigonometric functions, analytic trigonometry, applications of trigonometry, parametric equations, polar coordinates, probability and statistics. The topics in this course will be covered in depth so that students appreciate the international aspects of mathematics and its cultural and historical perspectives. One to three portfolio assignments will be required beginning mid-year. Students must have access to a graphics calculator. ***Prerequisite:* Honors Algebra II.**

3604	IB MATHEMATICS II	(Grade 11 or 12)	Standard level	1 Credit
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This is the second year of a two-year standard level course that includes a study of sequences, series, vectors, matrices, binomial theorem numerical methods, differential calculus and integration. The topics will be covered in depth so that students appreciate the international aspects of mathematics and its cultural and historical perspectives. Required portfolio assignments and preparation for Paper 1 and paper 2 will be an integral part of the course. **Students must have access to a graphing calculator. *Prerequisite:* IB Math I.**

Group 6 – Arts and Electives

9109	IB VISUAL ARTS I	(Grade 11)	Standard Level	1 Credit
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Students selecting this course will choose one of the three IB options, all of which transition from a teacher-driven format to a teacher-guided format. **Visual Arts SLA** is designed for students who want a strong focus on studio work, with research workbook assignments used for support and documentation of the student’s artistic journey. **Visual Arts SLB** is designed for students who have an interest in art but do not desire extensive studio work. The primary focus is on the development of unique and individual research workbooks in which the student investigates art across a variety of cultures and time frames. Studio work for this course is viewed as an experiment or extension of the research and personal artistic investigations. **Visual arts HL** is designed for students who desire extensive involvement in studio work, as well as, a deeper study of art history, criticism, and aesthetics. IB Visual Arts I is the first year of a two-year course. Selected students may complete Visual Arts SLA in one year. They will register with the IBO in October and exhibit work for external assessment in April of 11th grade. This option requires special permission from the instructor and is only for students with strong and prolific studio skills. Students who choose this option are expected to continue with AP Art in 12th grade. ***Prerequisites:* Elements & Principles of Art and Drawing**

9111	IB VISUAL ARTS II	(Grade 12)	Standard or Higher Level	1 Credit
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This is the second year of the Visual Arts curriculum. Students will continue to develop both their studio work and their research workbooks. In October, they will register with the IBO for Visual Arts SLA, SLB, or Visual Arts HL examinations. In April, all students will exhibit work for external assessment by an examiner from the IBO. ***Prerequisite:* Successful completion of Visual Arts I.**

9804	IB MUSIC HISTORY	(Grade 11 or 12)	Standard Level	1 Credit
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IB Music History is a course designed to survey the major periods in the development of Western music: Medieval, Renaissance, Baroque, Classical, Romantic, and Twentieth-Century. Relationships between music and the other arts—painting, sculpture, architecture, and literature—will be explored. Music of other countries will be studied as will Native American, Colonial American, and Modern American music. Students will complete comparisons of two genres of music through written papers that are internally assessed and a musical investigation paper that is externally assessed. Students may complete this course in one year in either grade 11 or 12 and sit for the standard level music exam. Students who wish to sit for the higher-level music exam must schedule this course in grade 12.

4127	IB CHEMISTRY	(Grade 11 or 12) Standard Level	1 Credit
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This course is available as a Group 6 elective.

4128	IB PHYSICS	(Grade 11 or 12) Standard Level	1 Credit
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This course is available as a Group 6 elective.

2137	IB PSYCHOLOGY	(Grade 11 or 12)	1 Credit
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IB Psychology is the systematic study of the human condition through observation, clinical interviews, questionnaires, and the experimental method. Seen through three major perspectives, biological, cognitive, and learning, students will investigate the motivations underlying human behavior, social interaction, language and thinking, memory, and emotion. They will be engaged in a variety of practical activities including observations, experiments, and interviews. There is an emphasis on writing as a way of thinking.

2323	IB THEORY OF KNOWLEDGE I	(Grade 11)	½ Credit
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Theory of Knowledge I provides an introduction to the sources, varieties, and systems of knowledge. Major topics include the roles of language and thought in knowledge, the requirements of logical reasoning for knowledge, and the systems of knowledge applied by mathematicians and natural and human scientists.

2324	IB THEORY OF KNOWLEDGE II	(Grade 12)	½ Credit
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Students first investigate the system of knowledge applied by historians, and then turn to value judgments and knowledge, focusing on moral, political, and aesthetic judgments. The final topic investigates the differences among belief, opinion, faith, knowledge, and truth.

MYP Personal Project

At the end of 10th grade, students must complete an independent project that reflects their personal interests and experiences in the MYP. The project must focus on two of the five MYP Areas of Interaction. It is a significant piece of work that is produced over an extended period of time and includes three major components: a process journal, the project itself, and a personal statement. Students choose the topic and the design of the final presentation.

Extended Essay

Guided by a faculty member, candidates for the International Baccalaureate Diploma must submit a 4,000 word extended essay on a topic from one of the subjects in the IB curriculum. The essay is to be the authentic, personal work of the student, providing him/her with the opportunity to engage in independent research. Emphasis is placed on the development of organizational and expressive skills. **The extended essay is due the first semester of grade 12.**

Creativity, Action, Service

Candidates for the IB Diploma must participate in approximately 150 hours of activities that include creative, action-oriented, and service projects. They may select from extracurricular activities at MPHS or in the community. Following the IB guidelines, students write reflective summaries of the activities and complete three interviews with the IB coordinator. Approximately seventy-five hours of documented time is required in

11th grade and seventy-five hours in 12th grade. Prior approval by the CAS coordinator is suggested before beginning any activity.