

**Reading High School  
Course of Studies  
2009-2010  
NINTH GRADE**

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# Reading High School Administration

Wynton S. Butler, *Principal*

Geraldine Sepulveda, *Associate Principal*

## Vice Principals

Debra Cammarano  
Thomas Persing  
Rodney Hill  
William Jimenez  
Cheryl Davis

Rosemary Mowery  
Jacqueline Guscot  
Lutricia Knotts  
Sorangel Rucker

## Instructional Supervisors

Adria Davies-Harwell-Grade 9  
Wilber Towson-Grade 11

Preston McKnight-Grade 10  
Scott Winkleman-Grade 12

## Special Education Supervisor

Mary Kay Williamson

## Counseling Department

### 9<sup>th</sup> GRADE

A-GON	Mrs. Hubbell	Room 365	610-371-5975
GOO-PG	Ms. Spignesi	Room 372	610-371-5723
PH-Z	Ms. Seiders	Room 366	610-371-5722
9th Grade Advisory	Ms. Toner	Room 369	610-371-5697

### 10<sup>th</sup> Grade

A-GK	Mrs. Johnson	Room 367	610-371-5720
GL-PEQ	Mr. Alvarado	Room 373	610-371-5716
PER-Z	Mrs. Frantz	Room 371	610-371-5620

### 11<sup>th</sup> Grade

A-MAR	Ms. Flores	Room 368	610-371-5687
MAS-Z	Mrs. Moser	Room 374	610-371-5718
Juniors to Graduate	Ms. Oakes	Room 354	610-371-5783

### 12<sup>th</sup> Grade

A-H	Mr. Duggan	Room 376	610-371-5719
I-O	Mrs. Lacey	Room 370	610-371-5912
P-Z	Ms. McLendon	Room 375	610-371-5717

*It is the policy of the Reading School District not to discriminate on the basis of sex, handicap, race, color, or national origin in its educational and vocational programs, activities or employment as required by Title IX, Section 504, and Title VI. The Reading School District will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. Inquiries regarding your rights and grievance procedures should be directed to Dr. Rose Merrell-James, Director of Student Services, Reading School District Administration Building, 800 Washington Street, Reading, PA 19601, Telephone 610-371-5640.*

## **A Message from the Principal**

Our goal at Reading High School is to provide the highest quality education possible. The Reading High School Administration has dedicated itself to enable all students to reach their academic potential. The 2009-10 Course of Studies Guide is one more step in our transformation into the 21<sup>st</sup> Century learning institution. The wide variety of course offerings and opportunities allows our students to explore and seek out a niche in the world.

It is indeed an exciting time to be a Red Knight! The new and expanded course offerings, such as Dual Enrollment, Head Start to College, Career and Technology Center and virtual courses, coupled with new technology implemented from the “Classrooms of the Future” project and software enhancements in Career Awareness, Reading, Science and Mathematics have transformed our classrooms into vibrant laboratories of discovery.

In our effort to offer the highest quality education to students, parents and community, we have consciously made the effort to create a Course of Studies Guide that is both informative and user-friendly. Students, the information contained in the pages of the guide are the tools that will help you build your future!

Educating our future leaders,

Wynton S. Butler,  
Principal, Reading High School

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## Scheduling Guidelines

The graduation requirements for Reading High School are in compliance with the Pennsylvania State Board of Education regulations and include credits earned in grades 9 through 12.

### I. Graduation Requirements include minimums in the following areas:

Social Studies	3.00 credits
English	4.00 credits
Mathematics	4.00 credits
Science	3.00 credits
Physical Education	1.33 credits
Wellness	.50 credits
Safety/First Aid	.17 credits
Computer/Career Awareness	.50 credits
Electives	6.50 credits
TOTAL	23.00 credits

### II. Promotion and Graduation Requirements

To Grade 10	5.00 credits
To Grade 11	11.00 credits
To Grade 12	17.00 credits
For Graduation	23.00 credits

### III. Schedule Changes

Schedule changes will be permitted as follows:

1. With written parental/guardian permission until April 28
2. From May 1 to July 31 for Career Goal changes
3. After July 31 **only** the following changes will be given consideration:
  - a. Request by student's teacher for change in the level of difficulty of a course
  - b. Scheduling error - Example: Student completed English course in summer school but the student's schedule was not adjusted
  - c. Changes recommended by school psychologist
  - d. Administrative directed changes due to unusual circumstances

### IV. Special Note - No schedule changes will be made at the end of the first semester for any students who failed any courses. Seniors will need to make up failures at Night School, Summer School, or in Virtual School. Only two courses may be taken at Night School.

### V. Course Levels

1. **Core** - Courses designated core will cover the eligible content of the subject area with the goal of enabling students to achieve their highest potential. Each class will give students the requisite skills and information for acceptable performance in the subject area. Instruction will be differentiated so that each student will be taught with materials appropriate to his or her level of expertise, encompassing all eligible content. Upon completion of the core curricula, students will be prepared to pursue a variety of paths including but not limited to college, technical schools, the military, the workplace, and apprenticeships. Students can move into honors courses by demonstrating academic skills that will enable them to be successful at that level. Students moving into honors courses must receive teacher approval during the scheduling process. Various tutoring opportunities are available for students desiring to improve their academic skills.
2. **Honors** - Courses designated honors will exceed the eligible content of the subject area. These classes will require projects and summer work beyond the scope of ordinary homework. Students who elect honors classes are those who plan to begin their college careers while still in high school through Advanced Placement or Dual Enrollment classes. The pace of these classes will be accelerated so that content over and above the eligible content for the state assessment program can be covered.

3. **AP/Dual Enrollment** - Courses designated AP/Dual Enrollment are college-level classes taught in a high school setting. The classes must cover the same skills and content that could be found in an introductory college class. Outside projects and research are an integral part of these courses. Students enrolled in AP courses MUST take AP exams for those courses and may receive college credit. Students who wish to embark upon a challenging and intense academic program should enroll in AP/Dual Enrollment classes. Students also may elect to take classes at a college campus through our Head Start to College Program. Registration for AP/Dual Enrollment courses or the Head Start to College Program will be approved through an application process initiated through the School Counseling Department.

## VI. Valedictorian Policy of Reading High School

The senior class valedictorian at Reading High School is determined by the graduating senior who has the highest rank in the senior class and/or a graduating senior who has earned all A's in each quarter in the highest level courses offered during their grades 10-12. If more than one person has met the criteria, they shall be considered co-valedictorians of the graduating senior class.

**Questions concerning the graduating senior valedictorian should be directed to Mr. Butler, Principal of Reading High School.**

## VII. Diploma Statement

A diploma from Reading High School signifies that the student has successfully fulfilled all graduation requirements. It does not in itself ensure admission to college or other institutions of advanced study. A high school transcript is an official statement of academic achievements.

## PROGRAM OF STUDIES

Our curriculum is designed to offer course choices that permit students to obtain the most comprehensive program available. It is to the student's advantage to schedule a variety of courses in order to be prepared to enter a four-year college, a trade/technical school, or a community college.

All students are encouraged to select courses that match their abilities and aptitudes. **Note: Every student in Grade 9 must maintain a full schedule.**

## POST-SECONDARY PREPARATION

Students should consult with their counselors to receive information on college entrance requirements and appropriate course selections. Please refer to the post high school guide in the back of this book for additional information on college planning.

## SAMPLE SCHEDULE

English  
Social Studies  
Mathematics  
Science  
Physical Education  
Wellness  
Computer/Career Awareness  
Electives (2)\*

\*Based on their academic needs, some ninth grade students will receive additional classes to further their enrichment which will reduce the number of electives in their schedules. All students taking honors classes must take a World Language. Courses designated M are for Bilingual students.

## WEIGHTING SYSTEM

LEVEL %	GRADE	CORE	HONORS	AP/DUAL ENROLLMENT
97-100	A+	5.33	6.33	7.33
93-96	A	5.00	6.00	7.00
90-92	A-	4.67	5.67	6.67
87-89	B+	4.33	5.33	6.33
83-86	B	4.00	5.00	6.00
80-82	B-	3.67	4.67	5.67
77-79	C+	3.33	4.33	5.33
73-76	C	3.00	4.00	5.00
70-72	C-	2.67	3.67	4.67
67-69	D+	2.33	3.33	4.33
63-66	D	2.00	3.00	4.00
60-62	D-	1.67	2.67	3.67
0-59	F	0	0	0

## READING HIGH SCHOOL GRADING SYSTEM

### Class Rank

Major subject courses, English, Social Studies, Mathematics, Science, and World Language, are included in the class rank. When computing class rank, courses are “weighted” based on levels in an effort to provide a more accurate record of a student’s scholastic achievement.

### Grades

A letter grade system is used. The letter grades (A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, I, F, P) represent certain characteristics described on the following page. Grades are a compilation of student effort. Quarterly grades reflect how well the student has mastered the material. The final grade evaluates the student’s overall mastery of the subject. Teachers evaluate students on expected goals in each discipline. They use evaluation methods outlined in each respective planned course.

### Honor/Merit Roll

Students will be awarded honor roll recognition if they achieve at least a 3.5 quality point average with no grade below a C. Students with a 3.0 to 3.4 quality point average will be awarded Merit Roll recognition. All subjects are included in Honor/Merit Roll. Quality point average is based on the following:

A+	-	4.33 Quality Points	C	-	2.00 Quality Points
A	-	4.00 Quality Points	C-	-	1.67 Quality Points
A-	-	3.67 Quality Points	D+	-	1.33 Quality Points
B+	-	3.33 Quality Points	D	-	1.00 Quality Points
B	-	3.00 Quality Points	D-	-	.67 Quality Points

B-	-	2.67 Quality Points	F	-	.00 Quality Points
C+	-	2.33 Quality Points			

**A+/A/A- = Excellent**

- a. This grade represents superior work and is distinctly an honor grade for each course level.
- b. The excellent student has exhibited superior achievement with respect to almost all objectives.
- c. The excellent student displays exceptional effort and works willingly, effectively, and independently.

**B+/B/B- = Very Good**

- a. This grade represents above average quality achievements.
- b. The good student has exhibited proficiency with respect to course objectives.
- c. The good student is industrious and cooperative.

**C+/C/C- = Average**

- a. This grade represents acceptable quality achievements.
- b. The average student has exhibited acceptable performance with respect to course objectives.
- c. The average student is cooperative and follows directions, yet extra effort and improvement is needed for a more complete mastery of the objectives.

**D+/D/D- = Below Average**

- a. This grade represents minimum passing achievements.
- b. The below-average student has not exhibited acceptable performance with respect to course objectives.
- c. This achievement level indicates that there is a great need for improvement in areas such as daily preparation, dedication, cooperation, and attendance.

**F = Failure**

- a. The failing student has not achieved mastery with respect to essential course objectives.
- b. Failure to complete assignments, frequent lateness or absence, and demonstrated indifference are major contributors to student failure. This provision may apply to quarter, semester or final course grades. Blatant refusals to attempt or complete a significant number of course requirements may, in itself, justify a final course grade of F. Such failures may occur despite the Quality Point Average attained for completed work. Failures assigned for this reason must have the approval of the Building Principal.
- c. **It may be noted that generally the student does not fail because of lack of ability, but rather because of the unwillingness to attend school and to fulfill the minimum requirements for attaining a passing grade.**

**Grading Procedure**

“Weighting” for Establishing Quarter Grades:

Class Work, Class Participation, Independent Practice	20%
Major Tests/Quizzes	30%
Alternative Assessments	40%
Homework Notebook	10%

**Appeals Procedure**

Should any concerns arise about grades derived in compliance with the grading policy, the following appeals procedures are referenced:

- a. Staff                      School Board Policies 326, 426, and 526
- b. Parents                    School Board Policy 906
- c. Students                  In accordance with School Board Policy 219, a student will use his/her respective school counselor to mediate the student’s concern at the immediate level. If the concern is not resolved satisfactorily, the school counselor will help the student pursue the concern at each subsequent level.



# ENGLISH AND READING

## Introduction

The English curriculum at Reading High School emphasizes literature and writing, literary concepts, American literature, and world literature. Four credits of English are needed for graduation.

**102 Literature and Writing Double Period**      **12pd/cyl**      **Yr**      **2 credits**  
**102C**

This course is designed to reinforce reading, writing, and thinking skills by providing a double period program with a variety of instructional strategies. Students read texts of all types; write in response to literature and for a particular function; and learn to use specific strategies to support their understanding of a range of texts. They acquire additional knowledge to support what language looks and sounds like. As strategic readers, students will be able to study a text, understand how it is written, and understand how to construct meaning from the text.

**103 Literature and Writing**      **6pd/cyl**      **Yr**      **1 credit**

Students will develop reading and writing skills to achieve at a level of proficiency on the Pennsylvania State Assessment test. Reading a variety of texts to increase comprehension and interpretation will be stressed. All students will practice higher level thinking skills as they construct meaning from text. Inferential thinking, comparison, analysis, and evaluation will be stressed. A variety of strategies will be used to help students increase their vocabulary. Speaking and listening skills will be taught through formal and informal discussion including group work and pairing. Students will write narrative, informational, and persuasive pieces with attention to style, focus, content, organization, and the conventions of the language. Research skills using traditional and emerging methods will be taught. The texts used in ninth grade will be selected for their appropriateness and will come from a wide variety of sources, emphasizing different genres.

**105 Honors Literature and Writing**      **6pd/cyl**      **Yr**      **1 credit**

Students will engage in all the activities described for the Literature and Writing course. Additionally, students will be expected to complete summer assignments and projects beyond the scope of regular homework. The class will move at an accelerated pace, reflecting the desire of these students to be participating in college-level work during their senior year.

## ENGLISH ELECTIVES

**194 Introduction to Publications/Desktop Publishing**  
**6pd/cyl**      **Yr**      **1 credit**

Students will learn the fundamentals necessary for participating in the Arxalma or journalism/media electives in grades 10-12. Students will be introduced to journalistic writing, photojournalism, and basic reporting skills. Students also will become familiar with the desktop publishing programs used to produce Reading High's yearbook, newspaper, and literary magazine.

**193 Introduction to Theater I**      **6pd/cyl**      **Sem**      **.5 credit**

Beginning theater students will study basic acting, voice, movement, play production, and theater history. Daily performance is required for this class. Theater students will learn about character development, acting theory, improvisation, theater history, and the process of theater production.

## READING

**109 Reading**      **6pd/cyl**      **Sem**      **.5 credit**

This course is designed to increase the student's reading level by using a variety of books, periodicals and other literary materials. The emphasis is on reading comprehension, vocabulary, and study skills. In addition to the skills work, a reading workshop approach is used. Reading and writing skills are integrated as students read and write biographies, interviews, autobiographies, and keep a reading log.

# SOCIAL STUDIES

## Introduction

The Social Studies curriculum at Reading High School emphasizes the study of world cultures, history and government. Three credits of Social Studies are needed for graduation.

<b>203 Citizenship 203M</b>	<b>6pd/cyl</b>	<b>Yr</b>	<b>1 credit</b>
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This is a study of the basic structure of government. Local, state, federal and even global citizenship skills will be stressed. Furthermore, this course will be a foundation for the study of economic, legal, and constitutional issues. The concepts of career awareness and volunteerism will be introduced as part of this course. Classroom reading assigned in English is a requirement for this course.

<b>205 Honors Citizenship</b>	<b>6pd/cyl</b>	<b>Yr</b>	<b>1 credit</b>
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This is a comprehensive study of the basic structure of government. Local, state, federal and even global citizenship skills will be stressed. Furthermore, this course will be a foundation for the study of economic, legal, and constitutional issues at a higher level. The concepts of career awareness and volunteerism will be introduced as part of this course. Research and problem-solving projects are course requirements.

<b>209 Honors World Studies</b>	<b>6pd/cyl</b>	<b>Yr</b>	<b>1 credit</b>
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This course is designed for those students planning to take AP World Studies in 10th grade. This course studies world history and world culture from ancient civilizations to the 15th century. Geographical concepts are infused throughout the course. This course will require student research on selected topics.





# MATHEMATICS

## Introduction

Four credits of mathematics are needed for graduation. Students who pass Algebra I in grade 8 with a "C" or better course grade and a "C" or better on the final exam will receive one credit toward the mathematics requirement. This credit will not be included in a student's GPA.

The Reading High School Mathematics Department has a wide range of courses to help students meet the requirements set forth by the Pennsylvania Department of Education.

<b>400 Problem Solving</b>	<b>6pd/cyl</b>	<b>Yr</b>	<b>1 credit</b>
<b>400C Algebra I</b>	<b>6pd/cyl</b>	<b>Yr</b>	<b>1 credit</b>
<b>400M</b>			
<b>400CM</b>			

Students in this course have two consecutive periods of mathematics. Problem solving is designed for enrichment. NovaNet provided on mobile computer laptops will be used to guide the enrichment. The Algebra I course stresses basic algebra skills and problem solving techniques. Topics include: integers, exponents, formulas, properties of real numbers, and solving and graphing linear equations and inequalities.

<b>401 Algebra I</b>	<b>6pd/cyl</b>	<b>Yr</b>	<b>1 credit</b>
<b>401M</b>			

This course stresses basic algebra skills and problem solving techniques. Topics include: integers, exponents, formulas, properties of real numbers, and solving and graphing linear equations and inequalities.

<b>404 Algebra II</b>	<b>6pd/cyl</b>	<b>Yr</b>	<b>1 credit</b>
<b>404M</b>			

This course provides the needed background for the study of geometry, trigonometry, and calculus. Topics include: properties of real numbers, relations and functions, systems of equations and inequalities, the quadratic function, radicals, polynomials, and rational expressions.

<b>406 Honors Algebra II</b>	<b>6pd/cyl</b>	<b>Yr</b>	<b>1 credit</b>
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This course provides the needed background for the study of geometry, trigonometry, and calculus. Topics include: properties of real numbers, relations and functions, systems of equations and inequalities, the quadratic function, complex numbers, radicals, polynomials, and rational expressions. Students in this course should take Honors Geometry next year.



# BUSINESS AND TECHNOLOGY EDUCATION

## Introduction

Our Business and Technology Department offers career and technical and academic students opportunities to study in a diversified, open-elective, competency-based program to prepare them with skills upon graduation for careers that will bring financial rewards. Academic students will be prepared for higher education by gaining abilities to apply computer techniques and to use knowledge of additional business skill areas such as Accounting in their completion of higher education. Students have the opportunity to obtain a Microsoft Office Certificate.

## CAREER AND TECHNOLOGY STUDENTS

Each freshman, sophomore, junior, and senior, regardless of his/her career objective, is given the opportunity to:

1. Pursue a completed program of studies to prepare him/her for today's employment market. Our Office Seminar is specially designed to provide career and technology students with comprehensive training that enables them to enter the job market with up-to-date skills.
2. Attain skills in bookkeeping and/or accounting, the language of business, from fundamental through advanced levels. Upon completion of the recommended course of studies involving bookkeeping and/or accounting, graduates will be able to perform in positions ranging from clerk through para-professional.
3. Learn keyboarding, word processing, database, and spreadsheet applications on the latest up-to-date equipment with "hands on" training. Through the use of state-of-the-art equipment and software, students become proficient in current office technology and practices providing local business and industry with well-trained employees.
4. Receive job placement assistance through the Cooperative Work Experience Program, which is available to all senior seminar participants. Students accepting employment as part of the co-op program often retain those positions after graduation, thus, beginning their careers.

## ACADEMIC STUDENTS

Each freshman, sophomore, junior, and senior regardless of his/her career objective is given the opportunity to:

1. Embark upon a track of learning geared toward helping him/her master the skills necessary for successful college learning.
2. Learn keyboarding, word processing, database, and/or spreadsheet applications on the latest up-to-date personal computers and electronic equipment.
3. Begin the study of accounting, which is the basis for all business. Our accounting courses provide a solid foundation upon which to build an executive future beginning with higher education. All students, whether career and technology or academic, are afforded the opportunity to pass all competency-based courses with individualized instruction and with the aid of an educational assistant.

We strongly recommend that all high school students learn keyboarding for maximum computer capabilities. Basic instruction in accounting and/or bookkeeping also is recommended for all students. The business vocabulary students learn is invaluable. Career and technology students are then recommended to pursue career goals with enrollment in the choice of business courses such as, business law, bookkeeping, and/or accounting and business communications and correspondence. Some of these electives are available only for upperclassmen. These students will then complete their career and technology training by enrolling in our seminar. Academic students are strongly encouraged to pursue word processing and/or database/spreadsheet applications along with accounting.

Ninth grade students may opt out of Computer Awareness I by taking an exemption test. Students will receive credit for the course.

**600 Computer and Career Awareness I**                      **6pd/cyl**                      **Sem**                      **.5 credit**  
**Grade 9 - Required**

The student will learn and experience the basic functions of the computer, as applied to daily use. The purchase of a computer and software will be included. Hands-on classroom activities will include: proper keyboarding techniques and word processing. Telecommunications and computer technology also are discussed. Career education information, academic, and vocational choices available to the students to be successful in the 21<sup>st</sup> century will be discussed and also facilitated by use of the Internet

**600A Honors Computer and Career Awareness I** **6pd/cyl**                      **Sem**                      **.5 credit**  
**Grade 9 - Required**

The student will learn and experience computer software programs necessary to navigate through today's academic and working world. Hands-on independent activities will include proper keyboarding techniques, word processing, spreadsheet software, and professional presentation software. Career education information, academic, and vocational choices available to the students to be successful in the 21<sup>st</sup> century will be discussed and also facilitated by the use of the Internet. Students will explore an in-depth analysis of their educational and career choices. Finally, they will complete a project utilizing the technological skills acquired in this course tied directly to their educational and/or career choices.

**601 Computer and Career Awareness II**                      **6pd/cyl**                      **Sem**                      **.5 credit**  
**Grade 9 - Required for students who test out of Computer and Career Awareness I**  
*\*Prerequisite 600 or 600A*

Students will utilize their keyboarding and word processing skills to develop an understanding of spreadsheets and databases using Microsoft, Excel, and Access Software.

**601A Honors Computer and Career Awareness II** **6pd/cyl**                      **Sem**                      **.5 credit**  
**Grade 9 - Required for students who test out of Computer and Career Awareness I**  
*\*Prerequisite 600A*

Students will continue their computer education with Access database software. Students' training will turn to surfing skills on the Internet with do's and don'ts for cyberspace.

**602 Computer Technology I**                      **6pd/cyl**                      **Sem**                      **.5 credit**  
**Grade 9**  
*\*Prerequisite: 600 or 600A or may be taken concurrently*

This is for any students with room on their schedules to enhance their computer education with in-depth computer presentations and publishing.

**603 Computer Technology II**                      **6pd/cyl**                      **Sem**                      **.5 credit**  
**Grade 9**  
*\*Prerequisite: 601 or 601A or may be taken concurrently*

Students continue with advanced topics of computer education, which will include some web page design.

**625 Business Law I**                      **6pd/cyl**                      **Sem**                      **.5 credit**  
**Grades 9-12**

Videotapes of various televised legal proceedings are frequently used to enhance this course. Practical applications of the law as it relates to the Constitution, ethics, constitutional rights, crimes, torts, classes of property, bailment, and real property will be emphasized. Performance in topic-related skits and mock trials may be used.

**626 Business Law II**                      **6pd/cyl**                      **Sem**                      **.5 credit**  
**Grades 9-12**

Students will be introduced to legal terms and concepts such as "offer and acceptance. " Practical applications of the law as it relates to offer and acceptance, genuine agreement, mutual consideration, capacity, legality of contracts, contractual duties, and how courts enforce contracts will be emphasized. Also covered, will be the legal considerations of marriage and divorce as well as wills, estates, and trusts. Performance in topic-related skits and mock trials may be used. Business Law I is not a prerequisite for this course.

**627 Consumer Buying**  
**Grades 9-12**

**6pd/cyl**

**Sem**

**.5 credit**

This is an elective course designed to train the buyer to use his/her money, his/her time, and his/her energy wisely. Students are taught how to get the most for their money. Supplemental teaching materials, such as consumer publications and student taste tests, are integral parts of this course. Products such as automobiles, clothing, and food are discussed to help each student become an informed consumer.

**628 Consumer Finance Management**  
**Grades 9-12**

**6pd/cyl**

**Sem**

**.5 credit**

This is an elective course designed to help students manage and get the most from their personal resources—time, talents, and money. The costs involved in purchasing a house and leasing an apartment are compared. The wise purchase of other consumer products such as auto insurance, furniture, and appliances is also an integral part of this consumer-oriented course. Other aspects are various methods of investing students' savings. Students also will be instructed in completing their own personal income tax forms.

# INDUSTRIAL ARTS/TECHNOLOGY

## Introduction

Industrial Arts/Technology experiences assist students in selecting careers and becoming intelligent consumers in a technical world. If students plan to enter college, pursue a vocational program, or are undecided as to their futures, Industrial Arts/Technology classes will provide practical applications for them to explore career opportunities and develop problem solving abilities. They will experience the satisfaction of seeing results from their efforts through planning, modeling, and development of real objects in any of the following Industrial Arts/Technology courses available to them. All Industrial Arts/Technology classes "using power tools" will have safety instruction and testing. An 85% or better on safety exams must be attained. A student is given three attempts to achieve proficiency.

Although Intro to Engineering Design is the only course available for ninth grade students, in grades ten through twelve students will be able to select from a variety of courses such as: Graphic Arts, Power Technology, and Photography. Intro to Engineering Design is the first step in the Project Lead the Way sequence. Students may take Principles of Engineering in the tenth grade year and then follow-up with Digital Electronics in the eleventh grade year. Project Lead the Way courses will prepare students for any engineering technology program requiring a two or four year college degree. These courses provide leadership and support that will produce continuous improvement and innovation in problem solving processes to benefit people.

<b>734 Intro to Engineering Design</b> <b>Grades 9-12</b> <i>Special Application</i> <i>*Prerequisite: Must be passing or have passed Algebra I with a grade of "B" or better</i>	<b>6pd/cyl</b>	<b>Yr</b>	<b>1 credit</b>
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The intention of this drawing course is to recreate the actual workflow experienced by professionals as they use the Inventor software. The course is a process-based approach to Inventor tools, options and techniques. Each topic is presented in a logical sequence where it naturally fits in the design process of the real-world products. The students will have the keen understanding of methods used to produce a viable solid model part assembly in Inventor.

# FAMILY AND CONSUMER SCIENCES

## Introduction

Family and Consumer Sciences Education prepares students for living in the 21st century. The curriculum assists both males and females in developing basic life skills for the combined role as wage earner and family member. Applied laboratory experiences, critical thinking skills, and cooperative learning are integral components of each Family and Consumer Science course.

**801 Young Living** 6pd/cyl Sem .5 credit  
**Grade 9**

In this course, students will build a foundation of life management skills by studying units in personal development, relationships, consumer skills, and foods and nutrition.

**802 Building Life Skills** 6pd/cyl Yr 1 credit  
**Grade 9**

This course is designed to introduce the students to life management skills and prepare them for changes and decisions as they become adults. Units will include learning about yourself, managing your life, understanding children and your health, and nutrition.

**808 Family Care Giving** 6pd/cyl Sem .5 credit  
**Grades 9-12**

This course is designed to give the student skills to assist the family caregiver. The student will be able to provide assistance with the physical, emotional, cognitive, and social needs of loved ones in the home. The student will be able to use these skills when volunteering at care-giving facilities in the community.

**812 Nutrition and Food I** 6pd/cyl Sem .5 credit  
**Grades 9-12**

This is an introductory course for young men and women in basic nutrition. Students will become familiar with the Food Guide Pyramid and Dietary Guidelines. Kitchen safety and sanitation will be emphasized. Several lab experiences will be provided.

**813 Nutrition and Food II** 6pd/cyl Sem .5 credit  
**Grades 9-12**

*Prerequisite: Nutrition and Food I with a minimum grade of "C"*

This course will build upon the Nutrition and Foods I course. Individual food groups will be explored. Additional time will be allotted for preparation of food from the food groups. A variety of cooking methods will be utilized. Students must be able to work independently and efficiently.

**823 Needle Arts and Crafts** 6pd/cyl Sem .5 credit  
**Grades 9-12**

Needlecrafts and leisure arts activities will be offered to students wishing to learn skills that can be used during leisure time. Students work at their own level from beginner to advanced and learn new skills or improve the old ones. Materials will be provided to develop basic skills. The students will assume additional costs. Student projects may include needlepoint, embroidery, knitting, and cross-stitching.

**828 Pregnant & Parenting Teens** 6pd/cyl Yr 1 credit  
**Grades 9-12**

This course provides support and information for pregnant students, fathers-to-be and those students already parenting. Topics covered include, but are not limited to, practical applications of child development, parenting skills, discipline, nutrition, personal teen development, career planning, budgeting, and developing a support network.

## **SPECIAL EDUCATION SUPPORT**

All students receiving special education may select from the courses described in the Course of Studies book. Eighth grade Individualized Planning Teams should consider the least restrictive environment course wherever possible. Students will receive additional instructional support as needed. The Reading School District offers a continuum of instructional settings and services through the development of an Individualized Education Plan.

## ENGLISH LANGUAGE ACQUISITION PROGRAM

Reading High School provides an English as a Second Language (ESL) program for students whose native language is one other than English. The main goal of the program is to develop English proficiency in listening/understanding, speaking, reading, and writing while allowing the students to achieve grade level standards to succeed in mainstream classes, higher education, the workplace, and society in general. The ELA program provides integrated, standards-based instruction based on student levels of English proficiency. Student progress is assessed annually to determine English proficiency level and appropriate placement for the following school year. In addition to the courses listed in this section, English language learners will participate in all content area courses that are required for graduation. Some course sections are offered in English with native language support or sheltered English instruction for non-English proficient students. The courses follow the same outline and requirements as the English-only sections. These course sections are identified by a number code followed by the letter M. In science, for example, 501M provides native language support or sheltered English instruction. To ensure equal access to courses given at other levels in other departments, every effort will be made to accommodate speakers of other languages within the general course offerings on an individual basis.

**8800 ESL I** **12pd/cyl** **Yr** **2 credits**

This two period block provides ESL instruction for students who are at the ENTERING level of English language proficiency. This level of ESL is provided for second language learners who initially have limited or no understanding of English. They rarely use English for communication. They respond nonverbally to simple commands, statements, and questions. At the earliest stage, these learners construct meaning from text primarily through illustrations, graphs, maps, and tables. The instructional emphasis of the class is on building the Basic Interpersonal Communication Skills (BICS) of the learner. English language learners acquire oral English survival skills as well as the rudiments of reading, writing, and the cultural aspects of the English language. One of the periods is dedicated to reading and writing, while the second period is focused instruction on listening and speaking.

**8810 ESL II** **12pd/cyl** **Yr** **2 credits**

This two period block provides ESL instruction for students who are at the BEGINNING level of English language proficiency. This level is provided for second language learners who can understand phrases and short sentences. They can communicate limited information in simple everyday and routine situations by using memorized phrases, groups of words, and formulae. They can use selected simple structures correctly but still systematically produce basic errors. Students begin to use general academic vocabulary and familiar everyday expressions. Errors in writing are present that often hinder communication. This course provides English language learners the opportunity to increase the Basic Interpersonal Communication Skills and to introduce them to the basic stages of Cognitive Academic Language Proficiency (CALP). One of the periods is dedicated to reading and writing, while the second period is focused instruction on listening and speaking.

**8820 ESL III** **12pd/cyl** **Yr** **2 credits**

This two period block provides ESL instruction for students who are at the DEVELOPING level of English language proficiency. This level of ESL is designed for students who understand more complex speech but still may require some repetition. They use English spontaneously but may have difficulty expressing all their thoughts due to a restricted vocabulary and a limited command of language structure. Students at this level speak in simple sentences, which are comprehensible and appropriate, but which are frequently marked by grammatical errors. Proficiency in reading may vary considerably. Students are most successful constructing meaning from texts for which they have background knowledge upon which to build. This course provides English language learners the opportunity to refine the Basic Interpersonal Communication Skills (BICS) and to further develop Cognitive Academic Language Proficiency (CALP). One of the periods is dedicated to reading and writing, while the second period is focused instruction on listening and speaking.

**8830 ESL IV** **12pd/cyl** **Yr** **2 credits**

This two period block provides ESL instruction for students who are at the EXPANDING level of English language proficiency. This level of ESL is designed for students whose language skills are adequate for most day-to-day communication needs. They communicate in English in new or unfamiliar settings but have occasional difficulty with complex structures and abstract academic concepts. Students at this level may read with considerable fluency and are able to locate and identify the specific facts within the text. However, they may not understand texts in which the concepts are presented in a decontextualized manner, the sentence structure is complex, or the vocabulary is abstract or has multiple meanings. They can read independently but may have occasional comprehension problems, especially when processing grade-level information. This course challenges English language learners to further increase Cognitive Academic Language Proficiency (CALP). One period is for focused instruction on reading and writing, while the other period focuses on speaking and listening.

8840 ESL V

6pd/cyl

Yr

1 credit

This one period block provides ESL instruction for students who are at the BRIDGING level of English language proficiency. This level of ESL is designed for students who can express themselves fluently and spontaneously on a wide range of personal, general, academic, or social topics in a variety of contexts. They are poised to function in an environment with native speaking peers with minimal language support or guidance. Students have a good command of technical and academic vocabulary as well as idiomatic expressions and colloquialisms. They can produce clear, smoothly flowing, well-structured texts of differing lengths and degrees of linguistic complexity. Errors are minimal, difficult to spot, and generally corrected when they occur. Emphasis is given to mastering reading and writing skills that are applicable to all academic and career situations. Grade level curriculum materials supplement the ESL curriculum and the second language learners are able to facilitate their transition into the mainstream English class, which they should be taking simultaneously with this ESL course, which counts as an elective.



**921 Intro to Computer Art Technology I**      **6pd/cyl**      **Sem**      **.5 credit**  
**Grades 9-12**

*\*Previous art experience is highly recommended*

This is an introductory computer art class designed to incorporate digital media experience with art design and expression. Application and knowledge of the visual language of design as well as art making skills are required. Classes are taught on Apple computers and may use software programs such as Painter, Photoshop, and Illustrator. Digital photography, Bitmap, and vector images will be explored.

**922 Intro to Computer Art Technology II**      **6pd/cyl**      **Sem**      **.5 credit**  
**Grades 9-12**

*\*Prerequisite: Intro to Computer Art Technology I*

This course is a continuation and expansion of the themes and technology presented in Intro to Computer Art Technology I. Intro to Art or Art I is highly recommended before taking this class. This course utilizes Painter and Adobe Photoshop.





**Jazz Band (Audition)****After School Co-Curricular Activity**

*\*Prerequisites:*

- *Bass and Guitar - Member of Band and/or Orchestra*
- *Wind and Percussion - Member of Band*
- *Keyboard - Member of Band, Chorus, or Orchestra*

This course involves preparation and performance of big band jazz.

**Select Choir (Audition)****After School Co-Curricular Activity**

This is an auditioned choir of singers from 938, 939, and 942. All rehearsals are after school. First semester, the choir sings madrigals and other music composed for small choirs. Second semester, the choir performs jazz and popular music.

**String Ensemble (Audition)****After School Co-Curricular Activity**

This is an audition chamber strings group of string players enrolled in 938, 948 and 949. All rehearsals are held after school. Students perform a variety of musical styles ranging from classical to more contemporary works. String ensemble performs actively both at school and in community events throughout the year.

## MISCELLANEOUS

### LIBRARY

959 Library	6pd/cyl	Fall	.5 credits
960 Library	6pd/cyl	Spring	.5 credits
Grades 9-12			
<i>*Special Application Required</i>			

Although volunteers staff most school libraries, students may elect library as a regular course. The course includes basic library skills in filing, shelf reading, processing books, and working at the circulation desk and in the computer resource room. The student's grade will be based on attendance, class participation, and willingness to perform duties.

### SERVICE TO OUR COMMUNITY

#### Service-Learning/Volunteering Grades 9-12

The credit will be determined by your logbook entries, reflections, and the following minimum time spent volunteering/service-learning.

30 hours	.25 credit
60 hours	.50 credit
90 hours	.75 credit
120 hours	1.00 credit

Service to our community allows students in grades 9-12 to receive credit for volunteering their time and talents to a variety of community needs. The amount of credit is dependent upon the hours served as a volunteer both within the Reading High School time frame and on personal time. All students who participate in this program must keep a log of their service date, activity, time, reflection, and signature of the person in charge. Students must fill out appropriate registration materials with the faculty advisor prior to volunteering.

### JUNIOR RESERVE OFFICER TRAINING CORPS (JROTC)

970 JROTC-Leadership I	6pd/cyl	Yr	1 credit
Grades 9-12			

JROTC (Junior Reserve Officer Training) is a four-year course designed to prepare the students for their chosen careers after high school. Students may enter at any grade level. The course also teaches leadership and personal skills through drill and discipline. Wearing of a military uniform once a week, while following Marine Corps grooming standards, is required, i.e. length of hair/no facial hair, and shaving once a week is a requirement. It includes extensive physical training (twice a week). Students with medical problems such as asthma or heart conditions should not enroll in this course. Although the United States Marine Corps sponsors the program, there is no military obligation. The course offers extracurricular activities, such as Color Guard, Drill Team, and Marksmanship Team. *This will meet the student's physical education requirement.*

### PLATO LAB SKILLS

989 Plato Lab Skills Development	6pd/cyl	Sem	.5 credit
Grade 9			

This course is designed to meet the needs of students who are below 9<sup>th</sup> grade proficiency in Math and Language Arts. This course will utilize PLATO software, which incorporates powerful instructional strategies that target applications to help learners establish a solid foundation of skills.

## UPWARD BOUND

### UPWARD BOUND Grades 9-12

The elective credit will be determined by your logbook entries, reflections, and the following minimum time spent participating in an Upward Bound program.

30 hours	.25 credit
60 hours	.50 credit
90 hours	.75 credit
120 hours	1.00 credit

Upward Bound programs allow students in grades 9-12 to receive elective credit for participating in the program. The amount of credit is dependent upon the hours served as a participant both within the Reading High School time frame and outside in the community on personal time. All students who participate in an Upward Bound program are to keep a log of their participation date, activity, time, reflection, and signature of the person in charge. Prior to participation, students must register with the faculty advisor.

## VIRTUAL HIGH SCHOOL

Content is delivered using the computerized program, NovaNet. Curriculum utilizes pre-post testing procedures and student response to diagnose a learner's strengths and weaknesses. Based on the data, the appropriate pathway is prescribed through a scope and sequence of lessons. All curriculum is based on both state and National Standards.

Students may utilize the Virtual High School to recover credits or accelerate credits based on their educational needs. The Virtual High School can be accessed at Reading High School both before and after school as well as at several community outreach locations.

Students wishing to participate in the Virtual High School can select courses and locations by meeting with their school counselors and completing the enrollment application.

Students are graded on a Pass (P)/Fail (F) basis. Students who pass receive the appropriate high school credit.

## Mathematics

### General Math

This course relates mathematics with every day topics such as salary and wages, taxes and commission, measurements, and introduction to algebraic foundations.

### Transitional Math

This course reviews basic math skills involving whole numbers, fractions, decimals, percents, and formulas to solve measurement problems.

### Pre-Algebra

Pre-Algebra includes instruction in number operations and computation, prime numbers, ratios, proportions, and percents. Also included in this course is instruction in signed numbers, exponents, algebraic thinking, and data analysis.

### Algebra I

Algebra I includes instruction in signed numbers, prime numbers, algebraic thinking skills, algebraic expressions, ratios, proportions, probability, measures of central tendency, graphing, and linear equations.

### Algebra II

This course includes instruction in algebraic expressions, radicals, complex numbers, equations/inequalities, variation, word problems, polynomials, functions, and graphing.

## **Geometry**

This course includes instruction on basic skills in geometry including reasoning, constructing geometric figures, developing proofs, and identifying geometric figures.

## **Trigonometry**

Trigonometry lessons provide instruction in similar triangles, trigonometric functions, using functions to solve right triangles, oblique triangles, and arbitrary triangles, real life application problems, radian measure, and an introduction to vectors.

# **English**

## **English I**

English I provides instruction on reading comprehension, the parts of narrative and expository essays, and the characteristics of various genres of literature. The course also focuses on the five-step writing process to develop the learner's writing skills. English I also reviews fundamentals of grammar, punctuation, and sentence structure.

## **English II**

English II provides instruction on some general grammar concepts, punctuation rules, some spelling rules, and vocabulary.

## **English III**

English III instructs students on rules of sentence punctuation, basic sentence structure, correct verb use, and planning and developing a paragraph. One module on writing a research paper also is included.

## **English IV**

English IV provides instruction on basic sentence structure, grammar and vocabulary skills, main idea, and reasoning.

## **Inferential Reading**

This course includes lessons that focus on elements of reading, reading in the workplace, reading for main idea, supporting ideas, implied meanings, logical relationships, tone, and application of reading.

# **Science**

## **Science 9**

This course provides instruction on the following: Math for Physical Science, Introduction to Chemistry, Atoms, Chemical Reactions, Solutions, Batteries, Lab Simulations with Metals, and Gasses.

## **Biology 10**

Biology includes instruction in the following: Introduction to Biology, Scientific Method, Chemistry of Life, Cell Structure and Function, Nucleic Acids and Protein Synthesis, Genetics, Taxonomy, and Behavior.

## **Earth/Space Science**

Instruction in this course includes: Astronomy, The Earth in Space, Rocks and Minerals, The Atmosphere, The Hydrosphere, and Mapping.

## **Environmental Science**

This .5 credit course provides instruction on Scientific Math, Scientific Method, Ecology, Energy and Its Effects, and Environmental Problems.

## **Chemistry A**

This course includes instruction in Scientific Method, Atomic Structure, Properties and Behaviors of Matter, Periodic Table, Chemical Formulas, Reactions, and Bonding.

## **Health**

This .34 credit course includes instruction on Physical Health, Mental Health, Communication Skills, Life-Style Choices, Nutrition, Safe Living, and Human Sexuality. A Red Cross First Aid book is recommended when taking this course.

## **Field Biology**

This .5 credit course includes instruction and lab simulations in Plants, Plant Structures and Growth, Photosynthesis, and Taxonomy.

## **Social Studies**

### **American History B**

This 11th grade history course includes instruction on American History after the Civil War Period. Topics include Industrialization, Unions, Social Expansion, World War I, World War II, Cold War, and the impact of war on our society.

### **United States Government**

This 9th grade social studies course provides instruction on forms of governments, Capitalism, Communism, Socialism, Representative Democracy and Political Parties, Governmental Separation of Powers, Elections, Checks and Balances, and a review of U.S. Constitutional concepts.

### **World History B**

This 10th grade social studies course provides instruction on the Age of Revolution through Modern Times. Instruction also is provided on Scientific Revolution, Industrial Revolution, and Post World War Effects on Our Country.

### **Geography**

This .5 credit course focuses on Map Reading, Longitude and Latitude, Physical Geography, Climates, and Population Distribution.

### **Economics/Cultures**

This 12th grade social studies course provides instruction in Basic Principles of Economics, Production and Consumption, Cultures, Norms, and Social Systems.

### **Introduction to US History**

This social studies course provides instruction on the Arrival to the Americas, Early Colonization, Founding a Nation, the Constitution, and concludes at the Civil War.

### **\*\*NOTE**

**Additional courses may be offered with Reading School Board Approval.**

# POST HIGH SCHOOL GUIDE

## Suggested Guide for the Student who Plans Post High School Education

The following factors will greatly influence the success or failure of your acceptance by a school:

1. **High School Record** - The single most important factor in college admissions is your high school permanent record, beginning in ninth grade.
2. **College Board Scores** - Although your SAT or ACT scores never stand alone, they are used to support your academic record.
3. **Extra Curricular Activity Involvement** - What an applicant can contribute to the college is gaining more attention from admissions counselors. All other factors being equal, the student who becomes involved in the activities of his/her high school will have a definite advantage.

### 9th Grade

1. Talk with your parents, friends, relatives, and neighbors concerning various career fields.
2. Select courses that are challenging and demanding. Do not take the easy way out.
3. Make sure that you have a social security number.
4. Develop sound study habits early. For assistance, see your counselor.

### 10th Grade

1. Begin to think seriously about post high school education and consider your goals. Look through college catalogues and career information books to determine course requirements. This can be done at the Career Center (R359).
2. Ask your parents about their plans for helping you to meet post high school educational costs.
3. Look for after-school or summer employment. If possible, start a savings account and make regular deposits to help pay for your post high school educational expenses.

### 11th Grade

1. Begin to gather information about colleges and other educational institutions.
2. Review college catalogues in the Career Center for each school which interests you, or write to schools to obtain them.
3. Take the Preliminary Scholastic Aptitude Test (PSAT). This test is administered at Reading High School in October.
4. Attend College Fairs, visit with college representatives at RHS, and sign up for college visitations through the Career Center.
5. Take the Scholastic Aptitude Test (SAT) or the American College Test (ACT) in May or June. All juniors who are planning to further their education after high school should take these tests.
6. Attend college programs whenever possible.
7. Reduce possible post high school education choices to four or five.

### Summer Before 12th Grade

1. Look again for summer employment.
2. Visit schools of your choice and, if possible, send applications early.
3. Continue to build up your savings account.

### 12th Grade

1. At the Career Center, explore college catalogues, reference books, and the computer programs to find schools that interest you.
2. Request an application for admission and financial aid information at each institution you are interested in. Addresses can be found in the Career Center.
3. If you have not taken the SAT or ACT, register for one or both. Applications are available in the School Counseling Office.
4. Check catalogues to see if your schools require SAT II's. Applications are available in the School Counseling Office.
5. Each school has different procedures for admission, so please follow directions accurately and precisely.
6. Deliver appropriate materials to your school counselor as soon as possible. Transcripts will be mailed out as quickly as possible, in the order they are received.
7. Review the college bulletin board for scholarship information every week.
8. Don't forget that some colleges may have separate financial and application forms.
9. Get a Free Application for Federal Student Aid some time in December and apply for a PIN. On your FAFSA list all

- the schools to which you are applying.
10. Mail your FAFSA form as soon as possible after January 1.
  11. Ask your parents to find out if any financial aid programs or scholarships are available through their places of employment.
  12. If either of your parents is a veteran, contact the Veterans Administration or the American Legion for other financial aid possibilities.
  13. Some civic, social, and political organizations offer educational assistance. If you or your parents belong to any organizations, please check with them.
  14. In February, students will receive a local scholarship bulletin during a scholarship assembly. Eligibility and deadlines should be checked thoroughly.
  15. If students are in Advanced Placement (AP) courses, they must register in March to take the AP exams in May.
  16. Students should begin looking for summer employment in March or April.
  17. Review award letters you have received from various schools. Select the school you will attend, but make your decision based on educational considerations ahead of anything else.
  18. Send your acceptance letter to your chosen school in accordance with instructions.
  19. Notify the other schools to which you have applied, informing them that you will not be attending.
  20. Consider if you need to apply for a Guaranteed Student Loan.
  21. Review tuition payment applications.
  22. If necessary, as a last resort, inquire about commercial loans.
  23. Mail required deposit to the school you will be attending.
  24. In June, request to have your final transcripts forwarded to the college you will be attending.