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## $2024-2025$ SCHEDULING TIMELINE

## JANUARY

Family Course Selection Night Event

FEBRUARY
Students Course
Selection \&
Teacher
Recommendations

MARCH - APRIL
Course Verifications


MAY 1s $\dagger$
Last Day for Students to Make Course Change Requests

## RSD COLLEGE \& CAREER PATHWAYS

## Empowering Futures, Charting Success

In today's emerging economy and workforce, all students must be successfully prepared for college, careers, and life. Today's youth need a mix of academic skills, problem-solving skills, workplace skills, career navigation skills, and other competencies like financial literacy and civic engagement to become fully participating and contributing members of their communities, their place of employment, and fulfill civic and family responsibilities.

To foster this high level of readiness for college and careers, Reading School District adopted a College/Career Pathways model to help students and their parents be better prepared for postsecondary education and career success. Through the College/Career Pathways model, every student will participate in meaningful career development, participate in a pathway program of their choosing, and engage with employer-based and community-based learning opportunities. This pathways model has successfully raised student engagement and commitment, academic achievement, high school graduation, and successful transitions to postsecondary education, training, and apprenticeship in the many communities that have adopted the approach.

Using the College/Career Pathways model, students gain greater awareness of today's high-demand careers and the education and training these jobs require. In addition, students explore their strengths and possible career interests and then enroll in classes that align with these. Students learn about real-world career options and can participate in workplace learning experiences in some cases. As a result, students are much better positioned to make meaningful decisions about the education and careers they should pursue after high school graduation.

Reading School District's College/Career Pathways are organized into four broad career clusters, or Academies, that address national and Berks County workforce demands and trends. Each of these academies offers one or more pathways, some of which are offered fully inside Reading High School, and which may connect to programs offered through the Career Technology Center (RMCTC).

| STEM |  | Arts and Humanities |  |
| :---: | :---: | :---: | :---: |
|  <br> Technology | Health \& Human Services | Arts \& Communication | Business |
| Career Pathways |  |  |  |
| STEM | Public Service | Digital Media/Graphic Arts <br> Design | Business \& Personal <br> Finance |
| Engineering, Automation <br> \& Construction <br> Technology | Health Science | Fine/Visual Arts | Clobal Leadership |
| Logistics \& Transportation |  <br> Government |  <br> Production | Political Science |

The benefits of College and Career Pathways are significant and include the following:

- Increased engagement and interest in learning. Students identify their strengths and career interests and enroll in a related Pathway. Taking courses that align with their interests makes learning more relevant and interesting.
- Postsecondary readiness. Courses are rigorous, preparing students for success in college or training programs. In some cases, students may earn early college credit.
- Flexibility. Students are not expected to lock into a Pathway. They may explore courses outside of their Pathway or change Academics.


## How Do Students Use College/Career Pathways?

A system of counseling and management is in place to help all students make appropriate academic and career decisions. However, students should review all Academies as well as the programs offered at the Reading Muhlenberg Career and Technology Center to determine the one that most closely aligns with their strengths and general career interests. Within each Academy, students will select one Pathway. Each Pathway includes many elective courses relating to a variety of career possibilities. All students must select a Pathway entering their 10th grade year.

## RSD COLLEGE \& CAREER PATHWAYS

## Empowering Futures, Charting Success

## COLLEGE \& CAREER READINESS

Students at Reading High School will spend time learning about their strengths and career interests at each grade level. Local postsecondary colleges, universities, and businesses have agreed to partner with a pathway. Students will have an opportunity to experience the expectations at the post-secondary level and the demands of today's workforce in their specific pathway.

## Career Inventory

All students in the Reading School District, by the time they reach high school, will have identified career interests to help them select which academy to join. For students new to RSD, they will use the web-based Naviance System, which provides students with several career surveys to identify their interest levels. Once completed, students will identify their top three career clusters and record that information on the career cluster student sheets. Counselors will view students' results and meet with students to discuss possible employment opportunities and educational requirements based on the inventory results.

## Students in the Workforce

In cooperation with the Berks Business Education Coalition, ninth-grade students will learn about the culture of business and those soft factors that businesses assess in evaluating a prospective candidate for employment. All ninth-grade students will tour various local college campuses and businesses partnering with the Berks Business Education Coalition. Prior to the trips, teachers will share a PowerPoint presentation from BBEC with students highlighting the expectations and upcoming experience. Teachers will follow up for two days after students complete both visitations.

## Career Preparation

Non-curriculum career services are embedded throughout the high school experience. These opportunities assist students in the transition from high school to a career. Partnerships with community businesses afford students the opportunity to participate in career and reality fairs, career workshops, and networking to aid in the development of workforce skills.

## POST-SECONDARY PATHWAY PARTNERSHIPS

## College Mentorship

The purpose of the college mentoring partnership is to provide guidance, support, and direction to the academy students. This mentorship will allow our students exposure to life as post-secondary students. Colleges and universities will select students from their program of studies who match the pathways within each academy. Those students will visit Reading High School three times within the school year to provide the academy students an inside look at college selection, career choices, high school preparedness, and characteristics needed to not only get into college but to graduate from college.

## College Student for a Day Program

All 11th-grade students will get an opportunity to be college students for a day. Students will attend classes and labs, meet with professors and current students, tour the campus, meet the college president, meet with RHS alumni, eat in the college cafeteria, and discuss the financial aid and the admission process. Approximately fifty students from each academy will be scheduled to visit the college. These trips will occur four times over the year with a different group of students for each visit.

## College Support Programs

All local colleges will offer during the day and/or after school partnerships with students who are enrolled in their selected pathway. These students will receive an opportunity for additional tutoring, college visits, SAT prep, and career counseling. The Alvernia Collegiate Scholars, Penn State Upward Bound, Reading Area Community College Upward Bound, and Kutztown GAP programs are geared toward supporting students in the selected pathways.

## Workforce Mentoring Partnership

The purpose of the workforce mentoring partnership is to expose academy students to the rigors of the workforce and develop the skills necessary to succeed in the workplace. Businesses will select employees who match the pathways within each academy. Those employees will visit Reading High School three times within the school year to provide the academy students an inside look at the characteristics of marketable applicants.

## Job Shadowing for a Day Program

All eleventh-grade students will get an opportunity to participate in job shadowing. Job shadowing is a work experience option where students learn about a job by walking through the workday as a shadow to a competent worker. The job shadowing work experience is a temporary, unpaid exposure to the workplace in an occupational area of interest to the student.

## RSD COLLEGE \& CAREER PATHWAYS

## Empowering Futures, Charting Success

## DUAL ENROLLMENT

Students enrolled at RHS may be dually enrolled at one of the local colleges or universities. If a student passes their college classes, they will receive credit toward their high school diploma and a college degree or certificate. Dual enrollment allows a student to get a head start on their college career. Participation in dual enrollment may ease the transition from high school to college by giving students a sense of the rigor for college academics. In addition, dual enrollment may be a cost-effective way for students to accumulate college credits because courses are often paid through the school and/or college or university.

What is Dual Enrollment?

- Dual Enrollment gives students the opportunity to earn college credit and experience the workload of a college class while in high school. Credits earned may be considered for transfer to any college or university.

Who is eligible to take Dual Enrollment courses?

- Students who have completed their junior year or are currently in their senior year of high school are eligible for dual enrollment courses on the college campus. Students in grades 9 and 10 are eligible for on campus dual enrollment courses.

How many credits can you take?

- Earned credits vary among the different colleges.
- Students may take one or two courses per semester in addition or in place of high school coursework.

Where do I go to find out more information?
If you are interested in pursuing dual enrollment courses, please reach out to your school counselor or visit the Career Center for more information. The Career Center is located at Reading High School in room 359.

| Dual Enrollment Program | Eligible Students | Courses | Number of College Credits | Number of RHS Credits | Location | Times | Cost |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Albright College Science Research Institute Total Experience Learning Programs (ECA) | Students who attend RKAA City Line or the RKAA Glenside Campus. Must be 18 years old. | MathematicsEnglish | 6.0 college credits. | 3.0 RHS Credits | Albright for courses.Internship placement TBD | Mon -FriAlbright 3 days per weekInternship 2 days per week | No cost to the student. RSD covers all costs and fees.Transportation arrangements will be made. |
| Accelerated Career Experience (ACE)RACC Dual Enrollment and Internship experience. | Students who attend RKAA <br> Thomas Ford Campus. Must be 18 years old. | TBD | 6.0 college credits | 3.0 RHS Credits | RACC for courses. <br> Internship placement TBD | Mon-FridayRACC 3 days per weekInternship 2 days per week. | No cost to the student. RSD covers all costs and fees.Transportation arrangements will be made |
| Penn State Berks | Student must have a 3.0 GPA | PSU provides the list of courses for students to select from. Course opportunities may vary per semester | 3.0 credits per course. Up to 6.0 college credits. | 2.0 RHS Credits | Penn State Berks Campus | TBD | No cost to the student. Transportation is provided. |
| Reading High <br> School Dual <br> Enrollment <br> Classes with <br> RACC | Students enrolled in Public Speaking, Microsoft Office, Computer Programming I \& II, Art Major I courses at RHS | COM- 151 <br> Fundamentals of SpeechDSC-140 RACC Web Development and DesignIFT- 110 Microcomputer Applications PRG-100 Intro to Computer Programming ART 113 -Two- Dimensional Design | 3.0 | Semester class- .50 RHS Credits Year long class- 1.0 RHS Credits | Reading High School | During the regular RHS school day. | No cost to the student. The class cost $\$ 99.00$ per credit; RSD covers all costs and fees. No transportation needed. |
| College Knights <br> Concurrent <br> Enrollment <br> Campus <br> Program with RACC | Students must have a 2.8 RHS GPA Required ortake and pass the RACC Placement Test. | Students may select up to (2) 100 level courses from the RACC Course Manual. | $\begin{aligned} & \text { Up to (6.0) } \\ & \text { College Credits } \end{aligned}$ | 2.0 RHS Credits | Reading Area <br> Community <br> College | TBD | No cost to the student. RSD pays $\$ 202.00$ per credit. Plus fees. Transportation opportunity available. |
| Thaddeus Stevens Techincal College Early Enrollment Program*New this year for the 2024-2025 school year. | Students in 11th grade need to submit an application prior to the March 1st deadline. Students must have a 2.5 GPA. | Students take 4-6 major-specific courses \& 2-3 academic courses a semester. | TBD based on selected major | TBD based on students' credit needs. | Thaddeus Stevens College of Technology | Monday thru Friday. The student takes all of their classes at Thaddeus Stevens and is a fulltime college student. The student does not report to RHS. | No cost to the student. RSD covers the cost and provides transportation. |

## RSD COLLEGE \& CAREER PATHWAYS

## Empowering Futures, Charting Success

## CAREER READY READING INITIATIVE (INTERNSHIPS AND WORK STUDY)

The Career Ready Reading Initiative is a comprehensive program designed to equip Reading High School students with the knowledge, skills, and resources they need to successfully navigate the transition from secondary education to the workforce. This initiative recognizes the importance of preparing students for a rapidly evolving and competitive job market while ensuring they are well-informed and empowered to make informed career choices

## PROGRAM DESCRIPTIONS AND TERMINOLOGY

## DISTRICT WIDE INTERNSHIPS

- Read Alliance is a teen leadership program developed by the United Way and supported by PA CareerLink and Reading School District. Student participants from Reading High School will be trained to use the Reading for All Learners Program (RALP) curriculum and conduct 1:1 literacy tutoring to K-2 learners within the Reading School District
- Red Knight Intern Program: Equus Workforce Solutions, in cooperation with the Reading School District offers internships across the District including Tutoring, IT Support, Food Services Support, Clerical Support, Athletics Support, and Library Support.



## COMMUNITY INTERNSHIPS

Internships are work-based learning experiences in a particular occupation. They are intended to provide students with the opportunity to explore potential careers to gain a better understanding and appreciation of the field in which they may be interested. Students will gain experiences to make informed decisions regarding careers while networking with community businesses, organizations, and professionals. Internships are highly structured with specific learning objectives and student performance assessments. Students are permitted to work during the school day for a semester, academic school year, or over the summer. Students' internship schedules are developed collaboratively by the business, the student, and Reading School District staff. Internships are recorded on the student's high school transcript. One-quarter credit is granted by Reading High School for every 30 hours spent at the internship site. Students can earn up to 3 internship credits. Reading High School grades internships on a Pass/Fail basis in consultation with the internship host.

## WORK STUDY

The Reading High School Work-Study Program is designed to help eligible seniors explore a career interest in a hands-on manner. By working at an off-campus location, students are provided with the opportunity to make a more informed decision on their future career choice. The program utilizes supervision by both the Reading High School College and Career Center and the employer. Students receive high school credit for their participation in the program. Students must provide their own transportation. Other responsibilities the students will have include: completing bi-weekly time sheets and preparing a written essay each quarter. Students must complete a Training Plan that includes a list of responsibilities and duties the student will complete on his/her work study.


# READING VIRTUAL ACADEMY 

## Empowering Futures, Charting Success

Reading Virtual Academy [RVA] is an extension of the Reading School District. RVA is a tuition-free program that provides online education for students who excel in a non-traditional setting. This dynamic online program provides flexible pacing and an individualized learning plan for all students in grades K-12. Students in grades K-6 will be provided teacher-led blended-learning whereas students in grades 7-12 will be prescribed content using the computerized program, Edgenuity. RVA students will receive letter grades and can attain credits on their academic transcript toward a Reading School District diploma.

The Reading Virtual Academy offers numerous online courses to satisfy a variety of student needs. Students may choose to take all of their courses online or may choose to take a blending of online courses and traditional brick-and-mortar courses in our schools.

RVA will utilize Edgenuity's curriculum which is aligned to Common Core academic standards. This curriculum is developed by Pennsylvania certified and highly qualified teachers to meet our district's expectations. The program is easy to navigate and is student-centered.

The courses include web-based curriculum with materials, highly qualified teachers, and a proprietary technology platform specifically designed for each grade level education (Grades K-12).

Everything is online:

- It works like a traditional school except curriculum is online
- Log-in and access your courses from home, on-site with a teacher, the public library, or anywhere you have internet connectivity
- Live state-certified instructors are available for on-demand student support!
- Materials \& equipment are provided



## RSD CREDIT RECOVERY

In Credit Recovery, content is delivered using the computerized program, Edgenuity. The curriculum utilizes pre-post testing procedures and student responses to diagnose a learner's strengths and weaknesses. All Edgenuity courses are based on both State and National standards. A wide range of PA State-aligned core courses is available as well as customizable elective courses. All credit recovery
 grades will be PASS or FAIL only. No credit recovery course will receive a letter grade and/or count toward GPA.

## READING MUHLENBERG CAREER AND TECHNOLOGY CENTER

Students may wish to spend one-half of the educational day at the Reading Muhlenberg Career and Technology Center (RMCTC) where they will receive education for a specialized career. It is important to know that students attending RMCTC are also preparing to attend two-year trade schools or colleges by taking rigorous technical courses. Transportation is provided and there is no cost for students to attend.

The benefits of College and Career Pathways are significant and include the following:

- Increased engagement and interest in learning. Students identify their strengths and career interests and enroll in a related Pathway. Taking courses that align with their interests makes learning more relevant and interesting.
- Postsecondary readiness. Courses are rigorous, preparing students for success in college or training programs. In some cases, students may earn early college credit.
- Flexibility. Students are not expected to lock into a Pathway. They may explore courses outside of their Pathway or change Academics.
- Career exploration and guidance. A system of counseling and management is in place to help all students make appropriate academic and career decisions.

RMCTC offers 29 different high school programs for students in 10th, 11th and 12th grades. At RMCTC, occupational, professional, and academic skills are integrated throughout each program. Courses are designed to provide students with the skills and confidence they need to create and maintain an atmosphere which contributes to their entire process of learning and succeeding. Students can take advantage of what RMCTC has to offer and enjoy the challenges that will make learning rewarding. Including RMCTC in their schedule will provide students the opportunity to earn college credit for the course work completed, recognized certifications, gain marketable skills and leave prepared to enter college or the workforce.


## Reading Muhlenberg CAREER \& TECHNOLOGY CENTER

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## NCAA APPROVED COURSES

The NCAA strongly suggests that prospective student-athletes who plan to participate in intercollegiate athletics at an NCAA Division I or II institution use the new online registration rather than complete the paper form.
To register, prospective student-athletes should access the registration materials by visiting the new NCAA Eligibility Center web site at www.eligibilitycenter.org. Students should register online no sooner than August before their senior year. Students must request transcripts from the counseling office. SAT and ACT scores must be sent directly from the testing center to the NCAA. The NCAA does not accept these scores from the high school transcript.

## NCAA DIVISION I ACADEMIC ELIGIBILITY

## 1.Graduate from high school.

2. Successfully complete a core curriculum of at least 16 academic courses in the following areas:
a.at least four years in English
b.three years in math (Algebra I or higher)
c.two years in Social Science
d.two years in a Science
e.one additional course in English, Math, or Science
f.four additional academic courses
g.courses completed through credit-by-exam may not be used to satisfy core-course requirements.
3.Have a GPA and combined scores on the SAT verbal and math sections or a sum score on the ACT. (Currently Suspended)
3. Complete the amateurism questionnaire and request final amateurism certification. ACT based on the qualifier index scale, as seen on the www.eligibilitycenter.org website.


## NCAA DIVISION II ACADEMIC ELIGIBILTTY

In order to be considered a "qualifier" of a Division II college, a student must graduate from high school and have a GPA of 2.0 on a 4.0 scale in a successfully completed core curriculum of at least 16 academic courses. In addition, a student must have a combined score on the SAT math and verbal sections of 820 or a 68 sum score on the ACT. In order to be considered a "partial qualifier," a student must graduate from high school and meet one of the two requirements listed above, complete the amateurism questionnaire and request final amateurism certification. (Currently Suspended) If you have specific questions involving your student, or would like more detailed information, please contact your counselor or the College and Career Center.



## PROGRAM SELECTION

## COURSE SELECTION

In Grades 9, 10, 11 and 12, students are encouraged to build a program of studies consistent with their chosen pathway and their personal post-high school career plans. For students who plan to attend college after graduation it is key to choose courses that will meet the admission requirements of the school the student plans to attend. Counselors are available to assist students in their planning.

Starting with the class of 2025, all students enrolled in a Pathway, will be required to take 23.5 credits to earn a Reading High School diploma.

CORE REQUIREMENIS FOR GRADUAIION

| 4 CREDITS OF MATH |
| :---: |
| 4 CREDITS OF ENGLISH |
| 3 CREDITS OF SCIENCE |
| 3 CREDITS OF SOCIAL STUDIES |

## .5 CREDIT OF HEALTH \& 1.0 CREDIT OF PHYSICAL EDUCATION

8 CREDITS OF PATHWAY ELECTIVES

### 23.5 TOTAL CREDIIS TO GRADUATE

PROMOTION REQUIREMENTS

| For Promotion To | Credits Needed |
| :---: | :---: |
| Grade 10 | 5.00 |
| Grade 11 | 11.00 |
| Grade 12 | 17.00 |

## COURSE LEVELS

## 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 appropriateness to their 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.

## Honors

Courses designated honors will exceed the eligible content of the subject area. These classes may require projects and additional work beyond the scope of ordinary homework. Students who elect honors classes are those who would like to challenge themselves and prepare for post-secondary education. 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. Honors courses carry more weight in GPA calculations than Core courses.

## Advanced/Advanced Placement

Courses designated AP 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 those courses and may receive college credit. Students who wish to embark upon a challenging and intense academic program should enroll in AP classes. AP classes carry more weight in GPA calculations that Honors courses.

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## COURSE SWWBOL KEY

Not all courses at Reading High School are created the same. Some courses have specific criteria, meet a certain requirement, and, in some cases, offer credits or certifications which may be useful in your future career. Keep an eye out for the icons which will appear to the right of the course name and check the top of the pages for a quick description for what they mean!

For your convenience, all symbols used in our Course of Studies are outlined below for your reference. If you have any questions about these symbols, please speak with your school counselor.

indicates a weighted course

INDICATES A COURSE WHICH INCLUDES A SUMMER REOUIREMENT


INDICATES A DUAL ENROLLMENT COURSE


INDICATES A COURSE ASSOCIATED WITH THE KEYSTONE EXAM/ACT 158 REQUIREMENTS


INDICATES A COURSE IS ONLY AVAILABLE ONLINE

INDICATES A COURSE WHICH IS NEW FOR THE UPCOMING SCHOOL YEAR

IndICATES A COURSE WHICH REOUIRES PRACTICES/TIME COMMITMENTS OUTSIDE OF THE SCHOOL DAY

INDICATES AN ADVANCED PLACEMENT COURSE

## ENGLISH

## Ninth Grade English Language Arts: Grade 9 -1 Credit (103)

In this course, students will develop reading and writing skills to achieve at a level of proficiency on the Keystone Exam. Reading a variety of texts to increase comprehension and interpretation will be stressed. All students will practice higherlevel 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.

## Honors Ninth Grade English Language Arts: Grade 9-1 Credit (105) Prerequisite: Teacher recommendation

In this course, students will engage in all the activities described for the Ninth Grade Language Arts 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, with the expectation that students who qualify for this level of class will have the ability to produce high-quality writing pieces.

## Tenth Grade English Language Arts: Grade 10-1 Credit (123)



In this course, students will focus on the pivotal power of words. Students will evaluate their power through reading, writing, and vocabulary activities. They will be exposed to a variety of literary genres to expand their mastery of comprehension and analysis skills of literature. A great emphasis will be placed on reading strategies to increase reading comprehension by closely analyzing texts and citing textual evidence to support answers to discussion questions. During analysis context clues, in addition to other vocabulary-building techniques, will be used to increase their understanding and personal vocabulary. Students will also compose different types of writing for different purposes and audiences based on the reading selections. By using a variety of writing techniques, students will work on polishing their grammar skills, developing and defending their opinions, as well as organizational structures to fit the purpose of their writing. Upon completion of this course, students will take the Literature Keystone Exam.

## Honors Tenth Grade English Language Arts: Grade 10-1 Credit (125) Prerequisite: Teacher recommendation or Honors 9th Grade English

In this course, students will engage in all the activities described for the Tenth Grade Language Arts class. Additionally, students will be expected to complete projects beyond the scope of regular homework. Research skills will focus on producing a traditional academic paper in order to introduce students to college literary writing. Students will be challenged at their level of competence by texts which reflect both the classic and emerging literary canon. Upon completion of this course, students will take the Literature Keystone Exam.

## Advanced Tenth Grade English Language Arts: Grade 10-1 Credit (129) Prerequisite: Teacher Recommendation and Honors 9th Grade English <br> 

In this course, students will engage in all the activities described for the Tenth Grade Language Arts class. 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. Students enrolled in this class will be expected to produce quality, high-level work to demonstrate mastery. Students will complete a formal research paper, developing the expertise necessary for college writing. Completion of summer reading assignments, coupled with analysis of the text, and practice of annotation through a double entry journal is a course requirement for Advanced Tenth Grade Language Arts. Upon completion of this course, students will take the Literature Keystone Exam.


## ENCLISH

## American Literature: Grade 11-1 Credit (133)

In this course, students will develop reading and writing skills. Students will read a variety of texts to increase comprehension and interpretation of the literature will be stressed. All students will practice higher-level thinking skills as they construct meaning from text, focusing on inferencing, thinking, comparison, analysis, and evaluation. 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. The texts for the eleventh grade course are drawn from a variety of American literary movements and authors, using both traditional and diverse sources, and including both fiction and non-fiction texts. Understanding the vision and development of America and its literature from many perspectives and genres is the focus of literary studies during this academic year.

## Honors American Literature: Grade 11 - 1 Credit (135)

## Prerequisite: Teacher Recommendation or Honors 10th Grade English



In this course, students will engage in all the activities described for the American Literature course. Students who elect this class will most certainly be considering college, therefore special emphasis will be given to preparation for college admissions tests, such as the SAT and the ACT. Students will continue developing their skills, writing critical papers on a variety of texts. Their reading will include works from the American literary canon as well as works by emerging American authors.

## World Literature: Grade 12 - 1 Credit (143)

In this course, students will read a variety of texts to increase comprehension and interpretation. 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 language. Research skills using traditional and emerging methods will be taught. Emphasis will be placed on classic and modern world literature, so students develop insights into other cultures of the world and perspectives on the society in which they live. The course will focus on the skills students need to achieve success in the world after graduation.

## Honors World Literature: Grade 12-1 Credit (145) $\triangle \perp \Delta$

## Prerequisite: Teacher Recommendation or Honors American Literature

In this course, students will study all genres of literature, featuring ancient and contemporary works from around the globe, from short stories and novels (fiction) to plays, nonfiction, and poetry. Students will write MLA-formatted essays (primary and secondary sources), complete timed essays, give oral presentations, and complete extensive research projects, along with reading assigned texts (both full-length and excerpts). Extra emphasis on research methods is employed within this class to prepare students for college study and beyond. Writing, reading, and class discussions will be the primary methods of response to the literature. The writing assignments will be both critical and creative, in preparation for the critical, analytical writing required in college preparatory classes; vocabulary building will also be addressed in this course. In addition, homework will be a reinforcement and extension of classroom instruction and used to prepare students for the many hours that will be spent outside of class to prepare for college classes. Technology-infused lessons will prepare students in the process of becoming lifelong learners, ready for the 21stcentury requirements.

## ENGLISH

## AP Language and Composition: Grade 11-12 - 1 Credit (139) Prerequisite: Teacher Recommendation or Advanced 10th Grade English

In this course, students will cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situation, claims and evidence, reasoning and organization, and style. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. This course incorporates American Literature into the framework of the curricular requirements established and approved by the College Board for AP English Language and Composition and the local Board of Directors and is organized as a chronological study of American literature, for which varied historical documents will provide a framework for our curriculum. Additionally, throughout this course, writing will be taught using a process approach. Students will demonstrate their writing skills through journals, timed writings, and multi-draft essays. Revision and editing will be taught via modeling and grammar instruction. Formal essays will undergo multiple drafts; structure, thesis, use of transitions, and proper Modern Language Association methods of citation will be taught and practiced. Students will prepare for the AP English Language and Composition Exam and may be granted advanced placement, college credit, or both as a result of satisfactory performance. Completion of summer reading assignments is a course requirement for AP Language and Composition. All students electing to take AP Language and Composition are required to take the AP Exam in May.

## AP Literature and Composition: Grade 12-1 Credit (149) Prerequisite: Teacher Recommendation or AP Language



In this course, students will build on the knowledge gained in the Language and Composition course, shifting focus from analyzing the rhetorical strategies in nonfiction to an emphasis on the careful reading and critical analysis of imaginative literature. Through a study of diverse texts, students will employ various critical lenses, paying close attention to structure, craft, and authorial choices. According to the College Board's AP English Literature and Composition course description, students are taught how to "read actively" and make "careful observations of textual detail, establish connections among their observations, and draw from those connections a series of inferences leading to an interpretive conclusion about the meaning and value of a piece of writing." Completion of summer reading assignments is a course requirement for AP Literature and Composition. All students electing to take AP Language and Composition are required to take the AP Exam in May.

## ENGLISH ELECTIVES

## Reading: Grade 9-12-1 Credit (108)

In this course students receive an intensive reading intervention program designed to meet the needs of students who are reading below grade level. The program directly addresses individual needs through adaptive instructional software, high-interest fiction, and nonfiction, and direct instruction in reading and writing skills. This class does not award an
English credit. Students are registered for this course based on administrative criteria.

## Yearbook: Grade 10-12 - 1 Credit (195)

In this course, students will be provided numerous opportunities to gain valuable writing, interviewing, and reporting skills, as well as instruction in photojournalism. Additionally, students gain experience in advertising, graphic design, and business skills. This class does not award an English credit.

## Drama I: Grade 9-12 - 0.5 Credit (197)

In this course, students will study the elements of onstage, onscreen, and ensemble acting. Students will perform improvisation, original monologues, and memorized monologues. The students will write short pieces for performance, choreographing scenes and one dance, and direct and act in multiple scenes throughout the course. Daily performance is required. Daily participation is required. This class does not award an English credit.

# ENGLISH ELECTIVES 

## Drama II: Grade 9-12 - 0.5 Credit (197A)

## Prerequisite: Drama I

In this course, students will delve deeper into the advanced elements of onstage, onscreen, and ensemble acting and the basic elements of scene/play production. Students will be expected to perform improvisation; perform both original and published, memorized monologues; write original pieces for performance; and create, direct, choreograph, and act in scenes and productions throughout the course. Daily performance is required. Daily participation is required. This class does not award an English credit.

## Public Speaking: Grade 10-12 - 0.5 Credit (198)



In this course, students will be offered instruction and practice in addressing an audience-both live and virtual. Students will learn to listen to speakers and know the role an audience plays in public speaking. Students will investigate three major types of speech: informative, persuasive, and entertainment-based. Students will learn the basics of verbal and nonverbal communication, how to organize their thoughts and material in a logical and interesting outline, how to prepare a slideshow and visual supports, how to deliver an effective speech, how to effectively project stage presence, and how to create a video which could potentially reach millions via the Internet.

## This class does not award an English credit.

## Introduction to Poetry: Grade 9-12-0.5 Credit (184)

In this course, students will be able to enhance their ability to appreciate and interpret poetry. The course will introduce students to poetry from the past to the present with an emphasis on the fundamental elements of poetry. Students will learn to analyze various types of poetry, make connections with poems, and write their own verse both in traditional and non-traditional ways. Students will consider how elements of poetry permeate our everyday lives.

## This class does not award an English credit.

## Hispanic American Literature: Grade 10-12 - 0.5 Credit (186)

In this course, students will examine both seminal and contemporary texts by key Hispanic American authors thematically, using a critical lens through class discourse and writing tasks. These texts include experiential nonfiction accounts, short stories, poems, and full novels. This course will complement the history course offered at the high school, Hispanic American History I; and this literature will expand upon the material that is presented in the aforementioned course by allowing students to explore the historical and cultural contributions of Hispanic Americans. Students will explore the writings of authors such as Junot Diaz, Angie Cruz, Julia Alvarez, Erika L. Sánchez, Cesar Chavez, and Gary Soto. This class does not award an English credit.

## African American Literature: Grade 10-12-0.5 Credit (185)

In this course, students will examine both seminal and contemporary texts by key African American authors thematically, using a critical lens through class discourse and writing tasks. These texts include experiential nonfiction accounts, short stories,poems, and full novels. This course will complement the history courses offered at the high school, African American History I and II; and this literature will expand upon the material that is presented in the aforementioned course by allowing students to explore the historical and cultural contributions of African Americans. Students will explore texts from authors such as Nikki Giovanni, Toni Morrison, Booker T Washington, Maya Angelou, Langston Hughes, and Richard Wright. This class does not award an English credit.

## Online and Multimedia Publications: Grade 10-12-1 Credit (126)

## Prerequisite: Teacher Recommendation

In this year-long course, students will learn traditional writing, journalism, and photojournalism skills in order to publish pieces for the Reading Education Foundation website (Just a Kid From Reading), the RHS website, and the RHS Facebook and Instagram pages. They'll also learn to work with the Library Media Specialist and Knight Life to publish pieces to be used on Knight News. They'll learn how to distinguish between these different kinds of writing for publication, work on multiple drafts for traditional publications, and be assigned to various school functions (sports, clubs, academics, events, student life) and report on these in real time as news/events develop and break. This class does not award an English credit.

## ENGLISH AS A SECOND LANGUAGE

Reading High School's language development approach provides English learners (ELs) with highquality, rigorous, standards-based instruction. The instruction is aligned to the teaching and learning expectations reflected in the PA Core Academic Standards and the WIDA English Language Development Standards, 2020 Edition.

The district's language development approach integrates core content area knowledge and discipline-specific academic language. The approach combines high expectations with appropriate scaffolding as well as intentionally planned opportunities for quality interactions. Students' cultural and linguistic assets are used to connect prior knowledge to new learning.

## For English as a Second Language Courses, each student must be recommended for these courses by the ESL Department.

The RHS ESL Program offers a continuum of English Language Development classes and supports. International Academy for Newcomers: Students who are within their first year of enrollment in US schools.

Sheltered Core Classes: Students who are in their second year of enrollment in US schools. Integrated ELD within all courses.

## Language \& Literacy

Students in the International Academy for Newcomers participate in a period of ELD that draws heavily on grade level ELA standards. Through their active participation in dynamic thematic units, students in Language \& Literacy are apprenticed into standards-based English Language Arts disciplinary practices and analytical practices while simultaneously developing English language proficiency in listening, speaking, reading, and writing.

## Language \& Literacy Foundations

Students who have emergent literacy skills participate in a double block period of ELD that draws on grade level ELA standards while also developing students' emergent literacy skills. Through active participation in dynamic thematic units, students are apprenticed into standards-based English Language Arts disciplinary practices and analytical practices while simultaneously developing English language proficiency in listening, speaking, reading, and writing.
**Language \& Literacy Foundations awards 1 English credit and 1 elective credit.


## Algebra I: Grade 9-1 Credit (426)



In this course students will learn basic algebra skills and problem-solving techniques. Topics include integers, exponents and polynomials, formulas, properties of real numbers, and solving and graphing linear equations and inequalities, systems of equations, systems of inequalities, data analysis, and probability. Upon completion of this course, students will take the Algebra Keystone exam.

## Honors Algebra I: Grade 9-1 Credit (406)

## Prerequisite: Teacher recommendation and grade of $C$ or higher in Math 8



In this course students will learn basic algebra skills and problem-solving techniques. Topics include integers, exponents, formulas, properties of real numbers, and solving and graphing linear equations and inequalities. At the conclusion of this course, students will be expected to take the Keystone Algebra Exam

## Geometry: Grade 9-12 - 1 Credit (428)

## Prerequisite: Teacher recommendation or grade of C- or higher in Algebra I or IM1

In this course, students will study inductive and deductive reasoning, angle relationships, perpendicular and parallel lines, and planes, congruent triangles, similar polygons, right triangles, circles, coordinate geometry, areas of polygons and circles, areas and volumes of solids and transformations.

## Honors Geometry: Grade 9-12-1 Credit (429) $\Delta \Delta$

## Prerequisite: Teacher recommendation or grade of C+ or higher in Honors Algebra I or 8th Grade Algebra I

In this course, students will study inductive and deductive reasoning, angle relationships, perpendicular and parallel lines, and planes, congruent triangles, right triangles, similar polygons, circles, coordinate geometry, areas of polygons and circles, areas and volumes of solids and transformations.

## Algebra II: Grade 10-12 - 1 Credit (461)

## Prerequisite: Geometry

In this course, students will study relations and functions including quadratic functions, complex numbers, radicals, polynomials, rational expressions, properties of real numbers and systems of equations and inequalities, exponential function, and logarithmic function and provides the needed background for the study of geometry, trigonometry, and calculus.

## Honors Algebra II: Grade 10-12 - 1 Credit (462)

## Prerequisite: Teacher recommendation or grade of C+ or higher in Honors Geometry



In this course, students will study relations and functions including quadratic functions, complex numbers, radicals, polynomials, rational expressions, properties of real numbers and systems of equations and inequalities. provides the needed background for the study of geometry, trigonometry, and calculus.

## Integrated Math I: Grade 10-12-1 Credit (470)

Prerequisite: Attempted full-year Algebra 1 course with earned grade of D or F
In this course students will build upon their Algebra I skills. Topics include solving linear equations and inequalities, graphing linear equations and inequalities, and a basic statistics unit. This course will also integrate Geometry skills such as the foundational terminology of Geometry, angle relationships, triangles and congruence and transformations and symmetry.

## Integrated Math II: Grade 11-12 - 1 Credit (471)

Prerequisite: Passing grade of D or higher in IM1
In this course students will continue their learnings from Integrated Math I. Students will continue to explore concepts such as exponents and roots, polynomials, quadratics, angles of polygons, quadrilaterals (Parallelograms, Rectangles, Rhombi \& Squares, Trapezoids \& Kites), right triangles and trigonometry, measurement including surface area, and volume.

## MATH

## Integrated Math III: Grade 12-1 Credit (472)

In this course students will continue their learnings from Integrated Math II. Students will explore concepts such as matrices, complex numbers, probability and inferential statistics, and continue working with relations and functions.

## Statistics: Grade 11-12 - 1 Credit (466) <br> Prerequisite: grade of C or better in Algebra II or IM2

In this course students will study basic statistical topics including summarizing and graphing data, probability, distributions, interpretation of data, analysis of data, and correlation of data.

## AP Statistics: Grade 11-12-1 Credit (468) <br> Prerequisite: grade of C or better in Honors Algebra II $\triangle \perp \Delta$

In this course students will study statistics and probability in depth. Topics covered may include summarizing and graphing data, probability, distributions, interpretations, analysis, and correlation of single and multiple variable data. This course follows the curriculum for College Board-approved Statistics courses and requires students to take the mandatory AP Statistics Exam at the end of the course.

## Honors Pre-Calculus: Grade 11-12-1 Credit (482) <br> Prerequisite: Teacher recommendation or grade of C+ or better in Honors Algebra 2 <br> 

This course is designed to help students master critical skills and learn new skills that are essential for success in future math courses. The course curriculum includes linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions. It also covers systems of equations, conic sections, trigonometric ratios and functions, inverse trigonometric functions, and applications of trigonometry such as the laws of cosine and sine. Additionally, students will learn about the arithmetic of complex numbers and receive an introduction to the concepts of calculus.

## Calculus: Grade 11-12-1 Credit (465)

## Prerequisite: Teacher recommendation or grade of C or better in Honors Pre-Calculus

In this course students will study applications of algebra, geometry, trigonometry and apply the concept of limits of functions to the study of differentiation and integration. Topics include limits, continuity, derivatives, and integrals of algebraic, trigonometric, and logarithmic functions, and applications. Calculus lays the foundation for further study in mathematics and the sciences at the college level.

## AP Calculus A/B: Grade 11-12-1 Credit (483)

## Prerequisite: Teacher recommendation or grade of B- in Honors Pre-Calculus



In this course, students will learn about various topics including functions, differentiation of different types of functions such as polynomials, trigonometric, implicit, exponential, and logarithmic functions. They will also learn about integration techniques, applications of derivatives and integrals, finding the area between two curves, calculating volumes of solids of revolution, working with polar coordinates and parametric equations, solving differential equations, and understanding infinite series. Students enrolled in this course are required to take the AP Exam.

AP Calculus B/C: Grade 12-1 Credit (484)

## Prerequisite: AP Calculus A/B



This course builds upon the knowledge gained in AP Calculus A/B, following the College Board curriculum. It focuses on topics such as partial differential equations, spherical coordinates, and fundamental vector calculus. Students taking this course must also take the AP Exam.

## Pre-Algebra: Grade 9-12-1 Credit (423SF)

In this course, students will learn basic algebra skills and problem-solving techniques to promote success in the Algebra I course. Topics include integers, exponents, formulas, properties of real numbers, and solving and graphing linear equations.
Additionally, this course will provide EL accommodations. These accommodations may include verbal translation, translated text, word banks, scaffolded notes, chunking on practice. Special criteria required for this course.

## Math of Personal Finance: Grade 12-1 Credit (485)

In this course students study topics necessary for adults to make informed and intelligent choices with their personal finances. Topics included are payroll, checking and savings accounts, credit accounts, credit cards, car loans, mortgages, stock market, life and auto insurance, income taxes, and budgets.

## SCIENCE

## Ecology: Grade 9-1 Credit (500)

In this course students will examine the basic biological and ecological principles through study and investigation while providing a foundation in Keystone Biology concepts. The course is designed with a laboratory component to allow students to explore the characteristics of life in the biosphere. Topics include interactions of an ecosystem, cell study, evolution. This course, in conjunction with Biology, is designed to prepare students for the Keystone Biology exam.

## Biology: Grade 10-12 - 1 Credit (510)

In this course students will further enhance their studies of life science introduced in Ecology with a more detailed study of the characteristics of living things and the environment in which they live. It advances to the study of the chemical basis of life, cell transport, protein synthesis, DNA, genetics. Students are required to take the Keystone Biology Exam in May.

## Honors Biology: Grade 9-10-1 Credit (506) Prerequisite: Teacher recommendation

In this course students will examine the fundamental themes of biology: classification of organisms, cell biology, energy metabolism, homeostasis, cell transport, genetics, and biotechnology. The themes are supported with laboratory exercises to practice scientific writing, collect and analyze scientific data, and draw conclusions based on critical thinking. Honors Biology is a first-year biology course designed specifically to meet the needs of the motivated student. Students are required to take the Keystone Biology Exam in May.

## Conceptual Chemistry: Grade 10-12-1 Credit (580)

## Prerequisite: Biology or Honors Biology

In this course students will understand and apply basic chemical principles and gain appropriate lab and measurement skills. Students will develop an understanding of how those concepts and skills are relevant to other courses and their daily lives. Conceptual Chemistry is a first-year chemistry program with less emphasis on theory and mathematical aspects than Honors Chemistry. Topics include laboratory training, measurement, properties of matter and its changes, atomic theory, Periodic Table, chemical bonding, solutions, acid-base theory, and nuclear phenomenon.

Honors Chemistry: Grade 10-12-1.17 Credit (582) Prerequisite: Teacher recommendation or Honors Biology


In this course students will learn and apply the chemical principles, laboratory techniques, data collecting, and quantitative reasoning of Chemistry. This is an experimental science course that combines academic study with the acquisition of practical and investigational skills. Honors Chemistry is a first-year chemistry course designed specifically to meet the needs of motivated students. This course is recommended for students planning to take advanced science courses in high school or enter a science-related field in college. Topics presented include matter and its classification, properties and changes of matter, atomic structure, periodicity, bonding concepts, stoichiometry, Kinetic Molecular Theory, states of matter, solutions and solubility, gas laws, acid-base theory, and nuclear phenomenon.

Honors Anatomy and Physiology: Grade 11-12-1.17 Credit (591) Prerequisite: Teacher recommendation or Honors Biology


In this course students will study the anatomy and physiology of the human systems. Students will work collaboratively and often play the role of both the experimenter and the experimental subject. The course will also include the study of preserved animal specimens, primarily the fetal pig, to model concepts that cannot be measured or demonstrated using humans. In addition, current health events will be discussed. This course is designed for students interested in pursuing a career in the health professions or biological sciences field by presenting an introduction to anatomy and physiology.

## Conceptual Physics: Grade 11-12-1 Credit (551) <br> Prerequisites: Conceptual Chemistry

In this course, students will conceptually explore Newtonian Mechanics, from vectors to Universal Gravitation as well as Electromagnetics and Relativity. This course focuses on how physics applies to our lives. Although there is some mathematics-based work, the course relies more on concepts than on mathematical applications.

## SCIENCE

Honors Physics: Grade 11-12-1.17 Credit (552)

## Prerequisite: Honors Chemistry and Honors Geometry or higher



In this course students will experience through experimentation a conceptual and mathematical exploration of Newtonian Mechanics, from vectors to Universal Gravitation as well as Electromagnetics and Relativity. This course focuses on how physics applies to our lives and how these phenomena can be mathematically represented. Although there is a considerable amount of mathematics-based work, the course relies more on concepts than on applications.

## AP Biology: Grade 11-12-1.17 Credit (512) <br> Prerequisite: Teacher Recommendation and Biology and Chemistry <br>  <br> 

In this course students will meet the requirements of a first-year, college-level biology course. The content as outlined in the AP Biology Curriculum Framework is organized around a few key concepts called the Four Big Ideas: the evolution of life, the utilization of free energy and molecular building blocks by biological molecules, the ability of living systems to store, retrieve, transmit and respond to information and the complex properties that emerge when biological systems interact. A deepening level of conceptual understanding and the development of advanced inquiry and reasoning are emphasized. All students electing to take AP Biology are required to take the AP Biology Exam in May.

## AP Chemistry: Grade 11-12-1.17 Credit (584)

## Prerequisite:Teacher Recommendation or a grade of B or better in Algebra II and Honors Chemistry

In this course students will advance their knowledge of chemistry with an emphasis on equilibrium, kinetics, thermodynamics, and electrochemistry. AP Chemistry is a second-year chemistry course. This course is comparable to most first-year college-chemistry classes. All topics included in the AP Chemistry exam will be covered. AP recommended labs are a large component in this course. A summer assignment is required. All students are required to take the AP Chemistry exam in May.

## AP Physics I: Grade 11-12-1.17 Credit (556)

Prerequisite: Honors Geometry, Teacher Recommendation or be concurrently enrolled in Precalculus


In this course students will experience an in-depth exploration of Newtonian Mechanics, from vectors to Universal Gravitation as well as Electromagnetics. This is preparation for the Advanced Placement Physics I exam. All students who achieve a course grade of "C" or better are expected to continue with Advanced Placement Physics II, next school year.

AP Physics II: Grade 12-1.17 Credit (556)

## Prerequisite: AP Physics I or Teacher recommendation from Honors Physics



In this course students will advance their knowledge of physics. Topics include Fluids, Waves, Heat, Light, Optics, and Quantum theory. This course, when combined with \#554, is equal to the first two semesters of college physics. Students are expected to take the AP Physics II Exam at the end of this course.

## AP Environmental Science: Grade 11-12-1 Credit (548) Prerequisite: Biology and Chemistry



In this course students will examine and apply the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. All students are required to take the AP Environmental exam in May.

# SCIENCE ELECTIVES 

## Field Biology: Grade 9-12 - 0.5 Credit (542)

In this course students will gain an understanding of the natural history of arthropods, fish, amphibians, reptiles, birds, and mammals of Pennsylvania. Identification, taxonomy, ecology, and human impacts will be covered.

## Botany: Grade 9-12 - 0.5 Credit (543)

In this course students will gain an understanding and appreciation of the plant and fungi kingdoms. Emphasis on lab and microscope work, including diagrams. Detailed examination of general plant and fungi anatomy and physiology. Identification of important common plants. Some planting included.

## Forensics: Grade 9-12 - 0.5 Credit (586)

In this course students will study the application of scientific knowledge in the investigation of crime. It is a onesemester science course that will introduce the study of contemporary issues involving forensics. Topics to be covered include history of forensic science, fingerprints, examination of crime scene evidence, blood spatter analysis, and toxicology.

## Environmental Science: Grade 9-12 - 0.5 Credit (544)

In this course students will investigate the problems that develop because of human interactions with their surroundings. This course will focus on three main categories of all environmental problems: Pollution, extinction, and resource depletion. Each topic is concisely overviewed, problems are discussed, and solutions are determined for each problem.

## Earth Systems: Grade 10-12 - 1 Credit (515)

In this course students will learn to understand the global earth systems (the lithosphere, hydrosphere, and atmosphere) and investigate the dynamic nature within each. Students will explore the structure of the Earth, the processes that affect the surface, and the actions within the atmosphere and oceans. Topics include geology, meteorology, hydrology, and astronomy and will include real-world data and online resources.

## Human Systems: Grade 10-12-1 Credit (547) Prerequisite: Biology or Honors Biology

In this course students will understand the workings of the human body in order to become better advocates for themselves in the healthcare system, improve their quality of life through lifestyle changes, and understand how lifestyle choices impact their health throughout their lifespan. The curriculum will focus on human systems, stressing how environmental and personal choices impact health throughout life. Students will often play the role of both the experimenter and the experimental subject. Also, a portion of the course will use preserved animal specimens, primarily the fetal pig, to model concepts that cannot be measured or demonstrated using humans. For each system covered, there will be an outline of notes on the chapter, color-coded diagram sheets, current event articles, interactive websites, and models to facilitate the students' learning of the topic. In addition, students will work in small groups to complete each chapter's laboratory assignment.


## American History: Grade 9-1 Credit (233)

In this course students will explore the rise of America to the status of post-20th-century world power. Emphasis is placed upon World Wars I and II, Roaring Twenties, Growth of Labor Unions, Urbanization, the Great Depression,"hot" and "cold" conflicts of the Cold War, the 1950's-1990's and early 2000s. Additional sub-topics will include the American Economy, Presidential Administrations, and American Foreign Policy.

## Honors American History: Grade 9-1 Credit (235) Prerequisite: Teacher recommendation



In this course students will explore the rise of America to the status of post-20th-century world power. Emphasis is placed upon World Wars I and II; Roaring Twenties; Growth of Labor Unions, Urbanization, the Great Depression, World War II, "hot" and "cold" conflicts of the Cold War, The 1950's-1990's and early 2000s. There will be some emphasis given to the American Economy, Presidential Administrations, and American Foreign Policy. This course requires a research project.

## World Studies: Grade 10 - 1 Credit (213)

In this course students will investigate change and continuity in human societies. The course focuses on the development of selected cultures and civilizations from the Renaissance to the present. This panoramic study of world history and world cultures features people and institutions with a special emphasis on those cultures making up our diverse student population. Geographical concepts are infused throughout the course.

## Honors World History: Grade 10-1 Credit Prerequisite: Teacher recommendation or Honors American History <br> 

In this course students will investigate change and continuity in human societies. The course focuses on the development of selected cultures and civilizations from the Renaissance to the present. This panoramic study of world history and world cultures features people and institutions with a special emphasis on those cultures making up our diverse student population. Geographical concepts are infused throughout the course. Honors World Studies requires student research on selected topics and events in critical times and on the people, who influenced the course of history for better or for worse.

## AP World Studies: Grade 10-1 Credit Prerequisite: Teacher recommendation and Honors American History



In AP World History students will be given the opportunity to experience a college-level curriculum of world history that incorporates the elevated academic rigor that would be considered within post-secondary education. The content discovered within this course will cover the broad history of humanity focusing on various themes and time periods from 1200 CE to the current day. Historical content will be equally diverse representing various regions across the globe interconnecting political, social, cultural, intellectual, and economic characteristics of groups and civilizations. Students will develop their historical thinking skills by engaging in a variety of higher-order thinking activities ranging from student voice discussion, collaborative learning, project-based learning, essay practice and development, primary source analysis, geographical map analysis, and student prepared presentations. The overall goal of this course is to heavily prepare students for success in a post-secondary academic setting and develop the skills and knowledge needed to participate in the AP World History Exam in May.

## Citizenship: Grade 11-12-1 Credit (203)

In this course students will study 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.

## Honors Citizenship: Grade 11-12-1 Credit (205) <br> Prerequisite: Teacher recommendation or Honors World Studies <br> 

In this course students will study 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. This is a comprehensive study of government.

AP Government and Politics: Grade 11-12 - 1 Credit (239) Prerequisite: Teacher recommendation or AP World History


In AP Government and Politics students will be introduced to an analytical perspective on government and politics in the United States. This course includes both the general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students will
become acquainted with a variety of theoretical perspectives and explanations for various behaviors and outcomes. Students will be well versed in essential historical documents and major Supreme Court decisions and how they are applied to modern-day government, politics, and law. The goal of this course is to prepare students for postsecondary education and to develop the skills and knowledge necessary to complete the AP Government \& Politics exam in the spring.

## Honors American Economics and Government: Grade 12-1 Credit (253) Prerequisite: Teacher recommendation or Honors Citizenship

In this course the student will examine the U.S. Constitution and separation of power among the three branches of government. Emphasis also is placed on the state and local government and the citizen's role in a representative democracy. The second half of the course deals with consumer problems, business, labor, competition, and monetary and fiscal policy in the American economy. Includes aspects of both macroeconomics and microeconomics.

AP American History: Grade 11-12-1 Credit (249) Prerequisite: Teacher recommendation or AP Government or Politics


In AP American History, students will investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. All students will be required to take the College Board AP American History exam in May. The AP American History course is an introductory college-level U.S. history course.

## SOCIAL STUDIES ELECTIVES

## Black American History I: Grade 9-12 - 0.5 Credit (292)

In this course, students will understand the roles Black Americans have had in building this country up to 1865. Students will explore the cultural, scientific, and historical contributions of the peoples of the African continent. Students will learn about the participation of Black Americans in important historical events and movements up to the end of the Civil War. The development of enslavement in the Americas, resistance to enslavement, and Black cultural contributions will also be major topics of discussion. Students will learn about how enslavement split the country leading to the Civil War and the end of enslavement with the 13th Amendment. Throughout the course, students will be introduced to important Black American figures who have advanced this country culturally, politically, scientifically, and economically. By taking this class, students will be able to connect the past and the present to gain a greater understanding of our country.

## Black American History II: Grade 9-12-0.5 Credit (292II)

Prerequisite: Black American History I
In this course students will understand the roles Black Americans have played in building this country from 1865 to the present. Students will explore the success and failure of Reconstruction, the rise of Jim Crow and Black resistance to it, the modern Civil Rights movement, and the rise of Black nationalism. More contemporary issues such as institutional and systemic racism, police brutality, and the Black Lives Matter movement will also be discussed. Throughout the course, students will be introduced to important Black American figures who have advanced this country culturally, politically, scientifically, and economically. By taking this class, students will be able to connect the past and the present to gain a greater understanding of our country.

## SOCIAL STUDIES ELECTIVES

## Hispanic American History: Grade 9-12 - 0.5 Credit (293)

Most US history courses are Anglo-centric, leaving out the perspectives of Hispanic Americans on major events in this nation's history. This class allows students to gain a greater understanding of US history by looking at the impacts and contributions Hispanic Americans have given to this country. By taking this course, each student will be able to make connections with concepts learned in class to current events as they happen. Finally, this class will give Hispanic American students a greater knowledge of their ancestors' places in US history.

## Law and Society: Grade 9-12-1 Credit (295)

In this course students will be presented with a basic introduction to the U.S. legal system consisting of the history of U.S. law, Constitutional law, torts, property law, family and juvenile law, judicial procedures, civil procedures, and criminal procedures. This course will also allow students to participate in a mock trial process.

## Revolutions of Latin and South America: Grade 9-12: - 0.5 Credit (288)

In this course students will study revolutions, and take a look at the men and women who fought for freedom and change. Geographical concepts are infused throughout the course, specifically looking at political and topographical maps of regions to evaluate advantages and disadvantages faced by revolutionary and governmental forces. We will also look at specific primary writings and engage in meaningful discussions about them. We will start with the Haitian Revolution, a revolution that is often left out of world history curriculums however it does constitute the only successful revolution in which slaves succeeded in freeing themselves from slavery. We will then move through the revolutions of South and Central America, focusing on Colombia/Venezuela and Mexico.

## Sociology I: Grade 11-12 - 0.5 Credit (298)

In this course each student will gain a basic understanding of how this social science developed in order to understand why this science exists. Students will gain a greater appreciation for how sociologists gather information and do research. In addition, students will see how culture, norms, values, and social structure impact their daily lives.

## Sociology II: Grade 11-12 - 0.5 Credit (298II)

## Prerequisite: Sociology I

In this course students will delve deeper into the interactions of different groups within societies. In order to understand the conflicts between different groups within and without societies, students need to understand the intersectionality of class, race, ethnicity, gender, and age. By looking at how these different groups are treated in societies will provide students a deeper understanding of events like U.S. slavery or the Holocaust. Students will also gain a greater understanding of themselves as part of society as we look at adolescents in society.

## Introduction to Psychology I: Grade 11-12-0.5 Credit (296)

In this course students will focus on introducing the scientific field of psychology to the student by concentrating on the historic development, leading psychologists, various approaches within psychology, and careers in psychology. Students will also learn the development of psychological theories, research methods, biological bases and social bases of behavior, and psychology across the lifespan. Introduction to Psychology I will build the foundation of knowledge needed for studying the broad and scientific-based field of psychology.

## Introduction to Psychology II: Grade 11-12-0.5 Credit (297) Prerequisite: Introduction to Psychology I

In this course students will continue to build upon the foundation of learning gained from the Introduction to Psychology I course. The concentration on specific psychology topics includes consciousness versus altered states of consciousness, learning principles and applications to include classical conditioning, operant conditioning, and social learning, memory, theories of personality, abnormal psychology, and psychological therapies. Introduction to Psychology II will build the foundation of knowledge needed for studying the broad and scientific-based field of psychology at the collegiate level.

## SOCIAL STUDIES ELECTIVES

## AP Psychology: Grade 11-12 - 1 Credit (297II) Prerequisite: Introduction to Psychology II, Honors Biology, Honors English concurrently



The AP Psychology course is an introductory college-level psychology course. The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering psychologists and studies that have shaped the field, students will explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, memory, motivation and emotion, developmental psychology, theories of personality, psychological disorders, and psychological therapies. All students will be required to take the College Board AP Psychology Exam in May.

## Criminal Justice and Society: Grade 11-12-1 Credit (299)

The study of the Criminal Justice System gives students a unique glimpse into the many facets of this field. Students will learn about Criminal Justice and the Rule of Law, Police Operations, Policing: Issues and Trends, Punishment, Sentencing, Corrections, Probation, and Juvenile Justice. The students will also be provided with an overview of careers in the Criminal Justice field. Contacts with workers and professionals in these fields will be included. Speakers will share their experiences in a classroom environment.

## Issues of Contemporary Society: Grade 11-12-1 Credit (243M)

This course aims to elevate students' awareness of specific concerns affecting their present and future. Lessons prepare students to deal with contemporary issues of government and economics. Other topics included a focus on changes in the family, teaching tolerance, juvenile justice, and our legal system. The course also will examine controversial issues involving our community, our nation, and our world. Students are expected to make oral and written reports and to participate in cooperative learning.

Driver's Education: Grades 11-12-. 5 Credit


Driver Education will teach to the PA Driver Manual. Students will learn about licensing and license procedures. Class will explore the safety problems of residential, country, small town, interstate and metropolitan driving. We will cover signs, signals pavement markings, car care, insurance, and buying a car.


## SPECIAL EDUCATION

The goal of the Special Education program is to educate students with disabilities in the least restrictive environment by providing an appropriate amount of inclusion in the general education environment. The Individual Education Program (IEP) developed by parents/guardians and school personnel outlines the program for students in special education.

The school district provides a variety of special education supports and services for students based upon individual needs, including research-based interventions, small group instruction, social skills training, speech/language therapy, physical therapy, occupational therapy, hearing therapy, vision therapy, etc., as appropriate. A transition plan is also part of each student's IEP at and beyond the age of 14 . The purpose of this plan is to outline the steps being taken to assist in student preparation for life after graduation.
The Special Education Program includes, but is not limited to the following:

- Academic methods and instructional strategies
- Students who qualify can receive academic and social-emotional support from special education teachers. This program is designed to support students in their general education courses, remediate academic and social-emotional deficits, improve study skills, coping strategies, organizational, and executive functioning skills, as well as other areas identified in a student's IEP.
- Research-Based Interventions:
- Reading - students who qualify can receive explicit instruction in fluency, phonics, comprehension, and written expression. Participation in this course is determined by specific criteria that are based on each student's IEP.
- Math - students who qualify can receive explicit instruction in numbers and operations, measurement, geometry, algebraic concepts, data analysis \& probability, etc. Participation in this course is determined by specific criteria that are based on each student's IEP.
- Written expression
- Social skills training
- Executive functioning
- Related Services
- Transition Activities
- RSD Community Living Apartment program
- The functional skills apartment program addresses transition goals by providing hands-on, real-life experiences and training in the home and community. An authentic living environment provides a setting in which students can learn and maintain skills they will need post-graduation.
- RSD Community-Based Work Experience Program
- This program places students in community-based organizations and businesses with the support of a Job Coach, where they have the opportunity to learn and practice the skills needed for successful employment including social skills, problem-solving skills, work skills, and more.


## For Special Education Courses Each student must be recommended for these courses by the Special Education Department.

## Life Skills Instructional Support Lab: Grade 9-12+ -1 Credit

Students participate in an Instructional Support Lab for a prescribed number of class periods per day depending upon the program described within their IEPs. Individualized skill remediation is provided as per each student's IEP targeting a student's individual needs. Students receive direct instruction and additional support to ensure meaningful progress, maximize their achievement and assist the student in their transition to a variety of postsecondary opportunities, including attending college, technical or vocational schools, participating in career readiness programs, or volunteering in the community. Students will earn quarterly grades based on the appropriate work completed on their individualized goals. Participation in Life Skills Instructional Support Lab is provided to students who are eligible as determined by their IEP team.

# SPECIAL EDUCATION 

## Autistic Support Instructional Support Lab: Grade 9-12+ - 1 Credit

Students participate in an Autistic Support Instructional Support Lab for a prescribed number of class periods per day depending upon the program described within their IEPs. Individualized skill remediation is provided as per each student's IEP targeting a student's individual needs. Students receive direct instruction and additional support to ensure meaningful progress, maximize their achievement and assist the student in their transition to a variety of postsecondary opportunities, including attending college, technical or vocational schools, participating in career readiness programs, or volunteering in the community. Students will earn quarterly grades based on the appropriate work completed on their individualized goals. Participation in Autistic Support Instructional Support Lab is provided to students who are eligible as determined by their IEP team.

## Multiple Disabilities Instructional Support Lab: Grade 9-12+-1 Credit

Students participate in a Multiple Disabilities Instructional Support Lab for a prescribed number of class periods per day depending upon the program described within their IEPs. Individualized skill remediation is provided as per each student's IEP targeting a student's individual needs. Students receive direct instruction and additional support to ensure meaningful progress, maximize their achievement and assist the student in their transition to a variety of postsecondary opportunities, including attending college, technical or vocational schools, participating in career readiness programs or volunteering in the community. Students will earn quarterly grades based on the appropriate work completed on their individualized goals. Participation in Multiple Disabilities Instructional Support Lab is provided to students who are eligible as determined by their IEP team.

## Emotional Support Instructional Support Lab: Grade 9-12+-1 Credit

Students participate in an Emotional Support Instructional Support Lab for a prescribed number of class periods per day depending upon the program described within their IEPs. Individualized skill remediation is provided as per each student's IEP targeting a student's individual needs. Students receive direct instruction and additional support to ensure meaningful progress, maximize their achievement and assist the student in their transition to a variety of postsecondary opportunities, including attending college, technical or vocational schools, participating in career readiness programs, or volunteering in the community. Students will earn quarterly grades based on the appropriate work completed on their individualized goals. Participation in Emotional Support Instructional Support Lab is provided to students who are eligible as determined by their IEP team.

## Academic Literacy 1, 2, 3, 4: Grade 9-12+ - 1 Credit

This course is designed for students who require significant additional content-area instruction and support in the areas of vocabulary, comprehension, and higher-order critical reading skills to negotiate various texts, particularly grade-level content-area textbooks. Participation in this course is determined by a student's IEP team.

## Basic Reading 1, 2, 3, 4: Grade 9-12+ - 1 Credit

This functional reading course is designed to support further developing foundational reading skills and strategies. The course includes Individualized instruction on the fundamentals of reading: phonological and phonemic awareness, phonics and decoding, fluency, vocabulary, and comprehension. Participation in these courses is determined by a student's IEP team.

## Reading Intervention 1, 2, 3, 4: Grade 9-12+-1 Credit

Students are provided individualized research-based reading programs determined by each student's IEP team based on individual needs.

# SPECIAL EDUCATION 

## Social Language Lab 1, 2, 3, 4: Grade 9-12+-1 Credit

This course is specifically designed with a hands-on curriculum to further develop linguistic, strategic, socio-relational, and sociolinguistic competencies. The curriculum will focus on social interactions with a variety of communication partners; pragmatic language skills; problem-solving in school, vocational, and community settings; theory of mind; and individual goals and objectives identified in each student's IEP. Students will utilize a variety of strategies that include (but are not limited to) role-playing, video modeling, self-evaluation, and writing analysis to complete practical application assignments and activities and reflect upon their performances on these tasks. Participation in this course is determined by a student's IEP team based on individual needs.

## Math Applications 1: Grade 9-12+-1 Credit

Math Applications 1 is a functional math course that is designed to provide students with an understanding and/or review of the essential mathematical concepts necessary for further advancement in mathematics. Instruction is based upon eligible content aligned to the PA Core Standards. Topics covered will include working with number systems, operations of whole numbers, decimals, fractions and percents, order of operations, factoring, variables, exponents, formulas, and algebraic expressions. Technology, including calculators and computer software programs, will be incorporated to appropriately supplement instruction. Participation in this course is determined by a student's IEP team based on individual needs

## Math Applications 2: Grade 10-12+ - 1 Credit

Math Applications 2 is a functional math course that is designed for those students who wish to continue their study of Algebraic concepts. Instruction is based upon eligible content aligned to the PA Core Standards. Topics to be covered include exploration of algebraic equations, proportions, graphing in the coordinate plane, and the use of variables. Technology, including calculators and computer software programs, will be incorporated to appropriately supplement instruction. Participation in this course is determined by a student's IEP team based on individual needs.

## Math Applications 3: Grade 11-12+-1 Credit

Math Applications 3 is a functional math course that is designed for those students who wish to explore the computational aspects of geometry. Instruction is based upon eligible content aligned to the PA Core Standards. Topics may include points, lines, planes, graphing, angles, polygons, parallel and perpendicular lines, congruency, and proofs. Technology, including calculators and computer software programs, will be incorporated to appropriately supplement instruction. Participation in this course is determined by a student's IEP team based on individual needs.

## Math Applications 4: Grade 12-12+-1 Credit

Math Applications 4 is a functional math course that provides an emphasis on real-world uses of mathematics such as money, credit/debit/loans, banking, housing, taxes, budgeting, and travel/vacation. Instruction is based upon eligible content aligned to the PA Core Standards. Technology, including calculators and computer software programs, will be incorporated to appropriately supplement instruction. Participation in this course is determined by a student's IEP team based on individual needs.

## Math Intervention 1, 2, 3, 4: Grade 9-12+-1 Credit

Students are provided individualized research-based reading programs determined by each student's IEP team based on individual needs.

## Fundamentals of History 1, 2, 3, 4: Grade 9-12+-1 Credit

This curriculum supports the transition to postsecondary education/training, employment, and independent living and focuses on developing functional vocabulary acquisition and reading comprehension skills. Instruction is based upon eligible content aligned to the PA Core Standards. The curriculum may be linked to community-based instructional experiences. Students may also learn the historical significance specific to each community-based experience. Participation in this course is determined by a student's IEP team based on individual needs.

# SPECIAL EDUCATION 

## Fundamentals of Science/Health 1, 2, 3, 4: Grade 9-12+-1 Credit

This functional, hands-on curriculum supports the transition to postsecondary education/training, employment, and independent living and may be linked to community-based instructional experiences. Instruction is based upon alternate eligible content aligned to the PA Core Standards. Course topics include basic hygiene practices, changes in the body, healthy eating behaviors, and when to seek medical attention. Vocabulary and reading comprehension instruction is embedded into instruction and classroom discussions. Participation in this course is determined by a student's IEP team based on individual needs.

## Adaptive Physical Education: Grade 9-12+-0.5 Credit

Participation in this course is determined by a student's IEP team based on individual needs.

## Social and Recreational Skills: Grade 9-12-0.5 Credit (Itinerant and Supplemental Learning Support students)

This course explores a variety of leisure activities in order to enhance a student's social and recreational skills. Students engage in developing socially appropriate ways of interacting with people around them, as they are presented with a multitude of recreational activities.

## Pre-Vocational Transition Skills: Grade 9-12-0.5 Credit

This course provides students with instruction on the necessary skills in order to obtain and sustain employment. Students will receive instruction on identifying vocational interests and careers within their area of interest. Job seeking skills, completion of employment paperwork and work place etiquette are areas that are highlighted within this course.

## Work Experiences

Students that choose to participate in work experiences have the opportunity to 1) develop job readiness behaviors, such as coping skills for working with fellow employees; 2) develop pre-vocational and vocational skills, such as problem-solving, decision-making, and following directions; and 3) participate in work experiences which include a variety of unpaid positions both inside Reading School District and at community sites.

## Introduction to Work Experience: Grade 10-12+-1 Credit

This course is specifically designed as a foundation course to introduce transition skills to students in the lowincidence special education programs (Life Skills Support, Autistic Support, Emotional Support, Multiple Disabilities Support). The curriculum will focus on four units: Self-Esteem and Social Skills, Problem-Solving in School, Job Awareness, and Work Attitudes. Students will begin to assemble a portfolio including values, interests, and aptitude surveys. Guest speakers and community-based instruction will supplement in-class work. Students will learn and practice transition skills in a supported environment within the high school community.

## Work Experience: Grade 11-12+ - 1 Credit

This course is a hands-on curriculum designed for students in the low-incidence special education programs (Life Skills Support, Autistic Support, Emotional Support, Multiple Disabilities Support). Various types of jobs and postsecondary training options will be explored. Students will have multiple opportunities to practice employability skills in the classroom and on the high school campus. Job shadowing opportunities will also be available. Work experience off-campus may be offered if deemed appropriate by the IEP team.

## BUSINESS

## Marketing and Sales: Grade 9-12 - 0.5 Credit (623)

In this course students will be introduced to diverse marketing techniques studying how, why, and to whom a company sells a product. In addition, various advertising strategies and media will be covered. Students will study the progress of marketing throughout the century. They will create a marketing plan promoting a product of their choice and then present the final product to the class using sales techniques.

## Entrepreneurship: Grade 9-12 - 0.5 Credit (627)

In this course students will identify the importance of a business opportunity. From the initial idea to operating and maintaining a business, this course explores every aspect of business ownership. Entrepreneurship is necessary not only for students who will become entrepreneurs but also for individuals working in the increasingly competitive corporate world. In the United States, small businesses make up close to $90 \%$ of all businesses. Entrepreneurship introduces all of the functional areas of business-accounting, finance, marketing, and management - and the legal and economic environments in which any new venture operates.

## Computer Applications: Grade 9-12 - 0.5 Credit

In this course students will become proficient using the Qwerty keyboard. Students will learn to key information quickly and accurately, using a home-row touch method. Students will also
be introduced to and become proficient at processing documents such as business letters, personal letters, memoranda, while learning how to center text both vertically and horizontally, inserting tables and correct documents using proofreader's marks. Students will also learn how to properly format documents through setting margins, alignment, size, style, and color of text, properly formatted graphics, and the use of rulers for placement. In addition, all documents will be spell-checked and proofread for accuracy. Students will learn one of the most widely used Office Applications; which is imperative for success in high school, university, and professionally.

## Business Applications: Grade 9-12-1 Credit

In this course students will complete activities that will help them identify how to save, invest and spend money wisely while learning about the aspects of small business management. Students will also learn an overview of how they fit into our economy as they explore how the Market Clearing Price is determined.

## Business Law - Court Proceedings: Grade 10-12 - 0.5 Credit (625)

In this course students will compare and contrast the steps in a criminal process with those of a civil lawsuit. Students will learn to distinguish between categories of crimes, felony, misdemeanor, assault, homicide. As well as areas of civil law; negligence, intentional tort, liability. Students will also learn about different types of defenses to criminal and civil acts. Real cases and mock trials will be used to enhance lessons.

## Business Law - Contracts: Grade 10-12 - 0.5 Credit (626)

In this course students will gain an understanding of the relationship that exists when a contract is created. Relatable topics, such as marriage, child support, child custody, and wills, will be used to demonstrate the various rules applied to the interpretation of contracts. Students will also learn about the legal ramifications and remedies available when a contract is breached.

## Multimedia Webpage Design: Grade 10-12 - 0.5 Credit (630)

In this course students will learn how digital media exists at the intersection of technology and creativity. It is an expansive field, crossing professional areas such as web design, multimedia, animation and motion graphics, visual language, film and video, and interactive media. The course blends study of foundational principles of design and media theory with technical instruction in digital technology. This combination teaches students to understand the shifting landscape of how audiences receive and interpret media messages. Armed with this knowledge, students can leverage their technical skills to reach audiences in new ways, through art, animation, computer technology, video, and more.

## BUSINESS

## Sports Entertainment and Marketing: Grade 9-12 - 0.5 Credit (632)

In this course students will take a step-by-step journey through the exciting world of sports and entertainment marketing. Students will learn about the key functions of marketing and how those functions are applied to the sports and entertainment industry.

## Employment Law: Grade 10-12 - 0.5 Credit (634)

In this course students will be introduced to the fundamental principles associated with employment law, including Affirmative Action, Occupational Safety and Health Administration (OSHA), Family Medical Leave Act (FMLA), American Disabilities Act (ADA), drug and alcohol screening, wrongful discharge, hiring policies, searches and seizures by employers, and violence in the workplace.

## Webpage Animation and Digital Literacy: Grade 10-12 - 0.5 Credit (633) Prerequisite: Multimedia Webpage Design

In this course students will be prepared to seek excellent employment opportunities in the Interactive and Digital Media (IDM) sector, involving 3D application development, 3D content creation, as well as 3D modeling and animation. The course will allow students to tap into the tremendous potential of IDM to enhance its competitive edge, and this will continue to create many new and exciting job opportunities for students. Students can choose to be involved in frontline sales and marketing or be a 3D content developer or trainer in the exciting IDM industry.

## Social Media Marketing: Grade 10-12-0.5 Credit (641)

In this course, students will examine popular social media platforms such as TikTok, Instagram, Snapchat, Facebook, Twitter, etc. that are used to build a company and individual brands. Students will learn how to identify and appeal to target audiences. As well as tips for enhancing a business/person's social media presence through analytics, product placement, hashtags, and partnering. Students will also discuss the impact social media has on mental health (i.e. cyberbullying, body dysmorphia, phone attachment, internet addiction, etc.). Students may have an opportunity to use what they learn to help create and maintain a social media page for a school sport or club at Reading High School.

## Microsoft Office: Grade 9-12-0.5 Credit (637)



In this course students will be introduced to computers and the use of Microsoft Office 365. Students will learn about the four essential components of Microsoft Office - to include: Microsoft Word for word processing, Microsoft Excel for spreadsheets and charts, Microsoft Access for database management, and Microsoft PowerPoint for presentation applications. Topics include form letters, mail merge, financial functions, and data tables, creating and querying a database, customizing reports and forms in Access, and importing clips into PowerPoint. This will give the students a hands-on learning experience on the use of the internet, computer presentation skills, word processing, and spreadsheet applications. Additional instruction is given in resume and interview techniques, filing, electronic calculators, and telephone procedures. Organizing and prioritizing skills will be stressed in this independent learning environment.

## Accounting I: Grade 10-12 - 1 Credit (616) <br> Prerequisite: Microsoft Office or Teacher Recommendation

In this course students will learn the universal language of business and how to maintain financial records. Accounting students will develop the skills necessary for (1) increased employment opportunities, or (2) a solid foundation to begin higher education. Students will learn both manual and computerized accounting processes involving journals, ledgers, and financial statements.

## Accounting II: Grade 10-12-1 Credit (618)

## Prerequisite: Accounting I

In this course students will build upon the concepts discussed in Accounting I and learn new concepts such as special journals, payroll, accruals and deferrals, depreciation, and bad debts.

## BUSINESS

## Honors Accounting III: Grade 11-12-1 Credit (620) Prerequisite: Accounting II

In this course students will continue their Accounting education learning about Managerial and Financial Accounting. A college-level course with assistance and development provided by Pennsylvania Independent Certified Public Accountants (PICPA) students will learn to evaluate managerial and financial records.

## Virtual Enterprise: Grade 12-1 Credit (628)

## Prerequisite: Teacher Recommendation

In this course students will be a part of Virtual Enterprise (VE) a simulated business that is set up and run by students. With the guidance of the teacher and real-world business partners, students will determine the nature of their business, its products, and services, its management and structures, and learn the daily operation of a business. Students will be involved in simulated on-the-job work experiences, including accounting, personnel administration, developing a business plan, management, and marketing. Emphasis is placed on using current business software, communications, and the Internet for business transactions. Additionally, students will run their own virtual checking account, students will receive a virtual paycheck, and be required to pay virtual bills including rent, utilities, and miscellaneous expenditures. Working collaboratively, students will develop and enhance oral and written communication skills through initiative, creativity, and responsibility. All class experiences simulate those found in business and industry.

## Music Design and Marketing - Grade 10-12-0.5 Credit (642)

In this course, students will learn and use marketing principles, terms, and practices in relation to the music industry. Students will develop an integrated approach to entertainment marketing in the focus areas of licensing, press, retail, distribution (online and traditional), radio, advertising, merchandising, and touring. In addition, students will be introduced to music software that they will encounter in the music industry. The Music Design and Marketing course will culminate in the preparation of complete marketing strategies which will include, one-sheets, electronic press kits and style guides!

## Financial Reality: Grade 11-12-0.5 Credit (605)

In this course students will learn the financial lessons necessary to survive in the real world starting with banking, savings, credit, insurance, investing, paying for college and budgeting. Students will explain the importance of credit, how it is determined, and ways to increase their credit score. Students will create a monthly budget that accounts for necessary monthly expenditures such as water, heat, electric, etc. Students will evaluate the advantages and disadvantages of owning vs renting a home. Students will differentiate between leasing and buying a car. Students will learn the ins and outs of banking and insurance. Finally, students will investigate investment options for discretionary income. This course does not award a Math credit.

## Career and College Planning: Grade 12-0.5 Credit (643)

In this course, students will prepare for life after high school. They will explore post-secondary pathways, applying for jobs, colleges, and universities. Additionally, students will earn an industry credential aligned to their intended career pathway and assemble a portfolio of items meeting the requirement of Act 158 for graduation.

Computer Programming I: Grade 10-12 - . 5 Credit (493)


In this course the student will be introduced to computer programming using the Java language. Students will learn how to design and implement algorithms, and to write Java programs using expressions, conditional expressions, and methods.

Computer Programming II: Grade 11-12-. 5 Credit (495) Prerequisite: Teacher Recommendation or Computer Programming I


In this course the student will build on what they learned in Computer Programming 1 with an emphasis on problem-solving. Students will use object-oriented programming techniques to solve complex problems using arrays, files, and strings.

## AP Computer Science: Grade 11-12-1 Credit (496)

## Prerequisite: Teacher Recommendation or Computer Programming II



In this course the student will prepare for the Advanced Placement Computer Science A exam. The students will learn advanced programming methods using the Java Programming Language. The course will emphasize basic programming design, object-oriented design, and organizing and processing data using techniques for today's programming environment. Students taking this course are required to complete a minimum of 20 hours of lab activities along with 2 large-scale projects designed to show their unique talents and interest.

## FAMILY \& CONSUMER SCIENCE

Child Development: Grade 9-12 - 0.5 Credit (810A)
In this course students will address the physical, intellectual, and social-emotional development of children and the best way to provide for their needs. CD1 focuses on decision-making about becoming a parent and the information and best practices useful during pregnancy, delivery, and the postnatal period to ensure the health and well-being of the mother, baby, and family.

## Aspiring Educator I: Grade 10-12 - 0.5 Credit (817)

In this course students will be given an introduction to methods and materials to assist children in the learning process.

## Aspiring Educator II: Grade 10-12-0.5 Credit (818) Prerequisite: Aspiring Educator I

In this course students will be given an introduction to research-based effective teaching practices, focusing on classroom management, organization, development of instruction, and verbal and non-verbal communication.

## Aspiring Educator III: Grade 11-12-0.5 Credit (819) Prerequisite: Aspiring Educator II

In this course students will prepare for the implementation of current research-supported, effective teaching practices, focusing on planning, presentation of subject matter, and assessment.

## Aspiring Educator Internship: Grade 12-1 Credit (820) <br> Prerequisite: Aspiring Educator III

In this course students will have a full year of school site teaching experience under the supervision of a certified teacher within the Reading School District. The intern will be required to synthesize and apply theories acquired in coursework to realistic classroom situations, demonstrate effective teaching practices, and integrate program-related curricular outcomes.

## Nutrition and Food I: Grade 9-12-0.5 Credit (812)

In this course students will focus on how foods play an important part in a person's life and how health and well-being are impacted by one's food choices. Students will learn about food safety and sanitation in a culinary environment. Students will have the opportunity to observe and participate in the preparation of foods that support each unit of study.

## Nutrition and Food II: Grade 9-12-0.5 Credit (813) Prerequisite: Nutrition and Food I

In this course students will learn about advanced principles and terms related to nutrition, meal planning, table setting, and manners. The course will address individual food groups through food preparation and the use of a variety of culinary techniques and tools. Classwork will include food prep, using nutritious and seasonal recipes, taste testing, teacher demonstrations, cooking experiments, and nutritional information.

## Multicultural Foods I: Grade 10-12 - 0.5 Credit (815)

## Prerequisite: Nutrition and Food II

In this course students will study the cultural food habits of diverse regions of the United States based on their history, geography, and climate. The course will include social customs and communication styles of the region, in addition to the traditional food habits related to their cuisine and heritage.

## Multicultural Foods II: Grade 10-12 - 0.5 Credit (816) <br> Prerequisite: Multicultural Food I

In this course students will study the cultural food habits of diverse regions of the world based on their history, geography, and climate. The course will include social customs and communication styles of the region, in addition to the traditional food habits related to their cuisine and heritage.

## FINE ARTS

## Introduction to Art A: Grade 9-0.5 Credit (913A)

In this course students are introduced to a variety of approaches in art making. This is a beginner level course that needs no prior art experience. The focus for this course is introductory skill building, basic techniques, art theory, art history, craftsmanship, and safety regarding studio habits. Students will explore the elements and principles of design using primarily 2-dimensional media.

## Introduction to Art B: Grade 9-0.5 Credit (913B)

In this course students are introduced to a variety of approaches in art making. This is a beginner level course that needs no prior art experience. The focus for this course is introductory skill building, basic techniques, art theory, art history, craftsmanship, and safety regarding studio habits. Students will explore the elements and principles of design using primarily 3 -dimensional media.

## Art Bootcamp: Grade 10-12 - 0.5 Credit (907)

In this course, students will learn basic art skills to bring them up to a grade-appropriate content level so that a student may progress to upper-level art classes. It is designed for the 10th/11th-grade student who is interested in furthering their artistic endeavors but may not have had the opportunity to take Intro to Art. Studio experiences may include, Graphite, Color Theory, Color Pencil, Watercolor, Printmaking, etc.

## Ceramics: Grade 10-12 - 1 Credit (928)

Prerequisite: Intro to Art or Art Bootcamp
In this course, students will explore a variety of ceramic techniques, such as hand building, slab construction, and wheel throwing to develop ceramic skills, practice techniques and hone craftsmanship. Students will be working with clay the entire year to create a body of 3-dimensional work. Students may continue the study of 3D design in AP Art and Design.

## Art Major I: Grade 10-12-1 Credit (914A)

Prerequisite: Intro to Art or Art Bootcamp


Drawing is the foundation of all work in the visual arts. Before one paints, sculpts, photographs, or carves; one must learn how to draw. This course provides students with a strong foundation in drawing through a variety of techniques and media including, pencil, charcoal, ink wash, chalk pastel, collage, mixed media, watercolor and acrylic paint. Observational drawing skills will be developed through the creation of landscape, portrait, and still life images. Students will also experience art through abstract and non-objective means. This course will cover art movements and artists and use new learning in the creation of original works of art.

## Art Major II: Grade 11-12-1 Credit (916)

## Prerequisite: Teacher recommendation or Art Major I

In this course students will continue to develop media and technical skills and will explore personal artistic development through analytical problem-solving. Students will also explore various media and will work primarily in two-dimensional art, focusing on Color Theory, Skill Building, Art History, Craftsmanship, and Composition.

## Art Major III: Grade 12-1 Credit (915A)

## Prerequisite - Teacher Recommendation or Art Major II

In this advanced art course, students will have the opportunity to apply technical skills while also exploring personal artistic growth. Students will continue media exploration and technical skill development in support of identifying personal artistic voices. This class is designed as a technical support for AP Art and Design and can be taken concurrently.

AP Art and Design: Grade 11-12-1 Credit (929)


## Prerequisite: Upper-Level Art Course Teacher recommendation or Art Major II

In this course students will develop a college-level portfolio of work as predetermined by College Board requirements in order to earn AP credit in Studio Art and Design. Students will select a portfolio type, 2D design, 3D design, and/or Drawing, to independently develop and apply skills of inquiry and investigation, practice, experimentation, revision, communication, and reflection. The portfolio consists of 15 to 20 pieces of college-level work exploring an area of sustained investigation and demonstrating quality; the portfolio will be submitted for AP evaluation. All students electing to take AP Art and Design are required to take the AP Exam in May.

## FINE ARTS

## AP Art and Design: Grade 11-12-1 Credit (929)

## Prerequisite: Upper-Level Art Course Teacher recommendation or Art Major II



In this course students will develop a college-level portfolio of work as predetermined by College Board requirements in order to earn AP credit in Studio Art and Design. Students will select a portfolio type, 2D design, 3D design, and/or Drawing, to independently develop and apply skills of inquiry and investigation, practice, experimentation, revision, communication, and reflection. The portfolio consists of 15 to 20 pieces of college-level work exploring an area of sustained investigation and demonstrating quality; the portfolio will be submitted for AP evaluation. All students electing to take AP Art and Design are required to take the AP Exam in May.

## Digital Art 1: Grade 10-12 - 0.5 Credit (917)

## Prerequisite: Intro to Art or Art Bootcamp

In this course, students will learn how to use both the iMac along with basic computer functions as well as learn how to use the Wacom drawing tablet. Students will also learn how to use and apply tools in Adobe CC to retouch images and create their own pixel/bitmap-based artworks/images. Students will also be exposed to art history, aesthetics, and criticism. Students will be using the most current software and hardware matching current industry standards. Some tools and features of the program students will encounter in this class include working with and understanding pixels and resolution, basic photo retouching tools, drawing, and painting tools, color and shape tools, selection tools, and working with and understanding layers.

## Digital Art 2: Grade 10-12-0.5 Credit (918)

## Prerequisite: Teacher recommendation or Digital Art 1

In this course students will learn more advanced techniques when using Adobe CC. Students will learn the difference between pixel-based and vector-based images. Students will learn how to create basic graphic images using vectors. Students will also be exposed to art history, aesthetics, and criticism. Students will be using the most current software and hardware matching current industry standards. Some art concepts and features of the program students will encounter in this class include painting, drawing and editing tools, digital pattern generation, value on forms, 2-point perspective, masks, channels, paths. and vector graphics.

## Digital Art 3 Grade 11-12-1 Credit (919)

## Prerequisite: Teacher recommendation or Digital Art 2

In this course students will learn how to navigate through the Adobe CC programs and vector graphics by using the many tools to create graphic works of art. This class looks at the many aspects of graphic design. Along with production students will be exposed to art history, aesthetics, and criticism (in progress and at the completion of projects). Students will be using the most current software and hardware matching current industry standards. Some art concepts and features of the program students will encounter in this class include vector drawing, gradient mesh application, designing for a client, illustration, poster design, Pop art, package design, various typography projects, and logo design. Students may continue the study of Digital 2D design in AP Art and Design.

## Craft Design: Grade 10-12-1 Credit (925)

## Prerequisite: Intro to Art A, Intro to Art B, or Art Bootcamp

In this course, students will explore a variety of skills and materials to create Fine Art Craft. Craft Design is a class to be taken after successful completion of Intro to Art, Art Major I, or Art Boot Camp. Students will work primarily in threedimensional media that may include ceramics, weaving, jewelry, and printing, as well as others. We will focus on the Arts and Crafts Movement, art history, skill-building, art theory, safety, and craftsmanship. Students may continue the study of 3D design in AP Art and Design.

## Sculpture: Grade 10-12-1 Credit (927)

## Prerequisite: Intro to Art A, Intro to Art B, or Art Bootcamp

In this course, students will learn about the history and the art of sculpture. They will incorporate skill-building and craftsmanship to create various different types of sculptures. Students will work on sculptural techniques, art history, and safety. Students will be working to master creating three-dimensional sculptures and utilize those skills to create successfully advanced sculptures. Students may continue the study of 3D design in AP Art and Design


JROTC - Leadership I: Grade 9-12-1 Credit
(1)

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 drills and discipline. Wearing a military uniform once a week, while following Marine Corps grooming standards, is required, i.e. length of hair/no facial hair, 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.

## JROTC - Leadership II: Grade 10-12 - 1 Credit Prerequisite: Leadership I

The course description is the same as Leadership I except that leadership classes are more in-depth, and students are expected to play a larger role in the training of Leadership I students. This course builds on the foundations gained in the Leadership I course.

## JROTC - Leadership III: Grade 11-12 - 1 Credit Prerequisite: Leadership II

The course description is the same as Leadership I except that students will be required to fill billets within the JROTC organization, and increased participation in after school activities is encouraged.

JROTC - Leadership IV: Grade 12-1 Credit

## (b)

## Prerequisite: Leadership III

The student will be assigned to JROTC I classes. The student will be expected to teach classes and lead physical fitness exercises. The emphasis in this class will be in planning, leadership, and development of the freshman student.


## Music Appreciation: Grade 9-1 Credit (930D)

In this course, students will be challenged to expand their variety, depth of their interest, knowledge, and involvement in music and other culturally related activities. Students will become acquainted with traditional and twentiethcentury music literature. Students' awareness of composers and performers of all eras (Medieval era- current events) will broaden through listening and concert experiences. This class places a strong emphasis on the relationship between music as an art form and its impact on the history of human civilization.

## String Orchestra: Grade 9-12-1 Credit (949)

## Prerequisite: Teacher Recommendation

In this course, students will prepare and perform significant orchestral music. Students taking this course are required to participate in all after-school activities, including after-school rehearsals and performances. Students must prepare assigned playing test material throughout the course.

## Concert Choir: Grade 9-12-1 Credit (942) Prerequisite: Teacher Recommendation

In this course, students will prepare and perform music for choir concerts. Students, who like to sing in chorus, should consider enrolling in concert choir. Many choral works, ranging from traditional to more modern works are studied. Students will be required to attend a minimal amount of after-school rehearsals and performances.

## Band: Grade 9-12-1 Credit (947)

## Prerequisite: Teacher Recommendation

In this course, students will prepare and perform music for marching and concert bands. Students taking this course are required to participate in all after-school rehearsals and performances, as well as preparation of assigned playing test material.

## Symphony Orchestra: Grade 9-12-1 Credit

Prerequisite: Teacher Recommendation
In this course, students will prepare and perform significant orchestral music. Students taking this course are required to participate in all after-school activities, including after-school rehearsals and performances. Students must prepare assigned playing test material throughout the course.

## Music Major I: Grade 10-12-1 Credit (933)

## Prerequisite: Teacher Recommendation

In this course, students will learn to read and write music, sight sing, and take melodic and rhythmic dictation. The course will include listening and music from the Baroque period, as well as experiences with the music of various cultures.

## Songwriting: Grade 10-12 - 0.5 Credit (953)

In this course, students will explore the fundamental musical and lyrical concepts of songwriting. Instruction will focus on writing lyrics, melodies, and chord progressions. Additional topics covered include the production of a song demo recording and the business of songwriting. Students taking this class should be prepared to make music by singing or playing an instrument (for example guitar, piano, etc.).

## Voice for Musical Theater: Grade 10-12 - 0.5 Credit (954)

## Prerequisite: Concert Choir or Teacher Recommendation

In this class students will perform Musical Theatre (Broadway) songs. Solo singing is required. Students will sing traditional and modern songs written for musicals as solo, duet, and group pieces. We will also cover audition techniques and study musical theatre history.

## MUSIC

## AP Music Theory: Grade 11-12-1 Credit (957) Prerequisite: Music Major I or Teacher Recommendation <br> 

In this course, students will learn to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of this goal may be best promoted through integrated approaches to the student's development of aural, sight-singing, written, compositional, and analytical skills through listening, performance, written, creative, and analytical exercises.

## Piano Class I: Grade 10-12 - 0.5 Credit (945)

In this course, students will develop basic keyboarding skills and perform various pieces of music on the piano. Students will use pianos in class and are encouraged to practice outside of class. No piano experience is required, however, students must be willing to learn to read music, as there is an emphasis on this approach. Students may be asked to groom their fingernails for proper playing technique.

## Piano Class II: Grade 10-12 - 0.5 Credit (946)

## Prerequisite: Piano Class I

In this course, students will expand the skills achieved in piano I and will be provided with some opportunities to perform pieces of their musical interests. Students may be asked to groom their fingernails for proper playing technique.

## Piano Class III: Grade 11-12 - 0.5 Credit (956)

## Prerequisite: Piano Class II

In this course, students will study higher-level piano techniques and pieces. This course will include a more extensive study in scales, chords, and advanced piano repertoire than piano classes I and II.


# PHYSICAL EDUCATION 

## Physical Education: Grade 9-12 - 0.5 Credit (035)

This course provides students with a range of indoor and outdoor activities aimed at promoting lifelong fitness. Indoor activities include swimming, badminton, speedball, volleyball, quadrant volleyball, dodgeball, floor hockey, basketball, and table tennis. Outdoor activities may include baseball, tennis baseball, 2 hand touch football, soccer, walking, volleyball, tennis, and frisbee. The classes offer both recreational and competitive play, with an emphasis on sportsmanship and cooperative individual and team participation. Students are expected to participate in both indoor and outdoor classes, and they must wear athletic attire and sneakers.

## Physical Education Lab: Grade 9-12 - 0.5 Credit (038)

This course is designed for students with a Science lab in their schedule. The course follows the same curriculum as Physical Education but is implemented on the days that students are not scheduled for Science lab.

## Walking: Grade 9-12-0.5 Credit (039)

This course is designed as an alternative to the physical education curriculum with an emphasis on walking as a lower impact activity. Students monitor steps and laps as well as heart rate. The Walking curriculum is offered in the hallway in upper and lower hallways surrounding the Geigle gymnasium as well as the outdoor track. Stride length, as well as frequency, are included in an effort to enable the student to walk efficiently.

## Dance: Grade 9-12 - 0.5 Credit (040)

This is an elective course designed for students with a desire to learn basic dance moves at the introductory level. The course will incorporate fundamental techniques of ballet, modern jazz, theatrical choreography, as well as some attention to contemporary dance movement.

## Swimming: Grade 9-12 - 0.5 Credit (043)

This is an elective course designed to improve fitness through swimming for beginner and intermediate-level participants. Included in the curriculum are survival skills, competitive stroke techniques as well as swim games.

## Personal Fitness: Grade 10-12-0.5 Credit (044)

This elective course focuses on improving physical fitness through goal setting for the five components of physical fitness: strength, flexibility, cardiorespiratory endurance, muscular endurance, and body mass index. Students will have access to stationary bikes, weight room equipment, exercise videos, and dance as they work towards improving their fitness levels throughout the semester. The course emphasizes the use of functional movements and encourages students to develop lifelong habits of staying active.

## Weight Training: Grade 10-12-0.5 Credit (045W)

This is an elective course designed to improve muscular strength and endurance. The class incorporates free weights in addition to recently updated equipment including isokinetic machines. Plyometrics and core lifts are utilized in this curriculum as well. Proper form and technique are stressed as well as instruction in charting improvement in individualized exercise log sheets to record daily/weekly progress in sets and repetitions for major muscle groups. In some cases, log sheet recording is required.

## CPR and First Aid: Grade 10-12 - 0.5 Credit (050)

The American Red Cross Responding to Emergencies course facilitates learning and understanding of the knowledge and skills required to effectively respond to emergency situations. Participants of the course are trained to provide first aid, CPR, and the use of an automated external defibrillator in a safe, timely, and effective manner. Additional topics covered are basic first aid, injury emergencies, environmental emergencies, preventing illness and injury, and adult/child/infant CPR and AED use. Participants of the course will be tested at the end of the course and can receive certification in First Aid/CPR/AED, this certification is valid for two years until it will need to be renewed.

## Wellness: Grade 9-12 - 0.5 Credit (014)

Wellness is offered initially at the 9th-grade level. Included in this curriculum is the Making Proud Choices component which discusses awareness of STDs, HIV, AIDS, and pregnancy prevention. In addition, the curriculum includes CPR and first aid, goal setting, decision making, communicable diseases, male and female reproductive systems, growth and development, alcohol/tobacco/drugs, nutrition, weight control, and mental health awareness.

## STEM/TECHNICAL EDUCATION

## Introduction to STEM: Grade 9-12 - 0.5 Credit (700)

In this course students will use a variety of science, technology, engineering, and math skills to complete projects using a problembased approach. The course provides a curriculum of conceptual problem solving, innovation, critical thinking, and formal design using the engineering design process. All projects will reflect real-world applications. All assessments will be based upon a rubric that takes into consideration effort, technical understanding, and creative use of resources for the completion of various assignments.

## Robotics: Grade 9-12 - 0.5 Credit (734) Prerequisite: Algebra 1

In this course, students will explore computer science through a STEM and robotic lens. Students will tackle various challenges using a problem-based learning model. During the course students will have the opportunity to build and code various robots including Lego Mindstorms and Pitsco Tetrix Max Building systems as well as look to enter various robotics and coding competitions.

## Power Technology I: Grade 9-12 - 0.5 Credit (714)

In this course students will learn to work safely in the power lab environment. Students will be provided with a general overview of the equipment and processes required in the exploration of simple machines, electronics, and fluid power. Through a hands-on approach, students will practice safe work habits and "hands-on" problem-solving. All assessments will be based upon a rubric that takes into consideration effort, technical understanding, and creative use of resources for the completion of various assignments.

## Power Technology II: Grade 9-12-0.5 Credit (715) <br> Prerequisite: Power Technology I

This course will expand upon the concepts taught in the Introduction to Power Tech course. In this course students will learn about two- and four-cycle internal combustion engines and the fundamentals of analog and digital electronics. Through a hands-on approach, students will practice safe work habits and "hands-on" problem-solving. All assessments will be based upon a rubric that takes into consideration effort, technical understanding, and creative use of resources for the completion of various assignments.

## Graphic Arts I: Grade 9-12-0.5 Credit (710)

In this course students will learn to combine art and technology to communicate ideas. The course explores graphic arts through the understanding of the elements and principles of design. Students will be introduced to the design process, from idea development through the final execution of a document. Students will create informative or persuasive visual products using Google Suite and or Adobe Creative Cloud. Assessments will be based upon a rubric that takes into consideration effort, technical understanding, and creative use of resources for the completion of various assignments

## Graphic Arts II: Grade 9-12-0.5 Credit <br> Prerequisite: Graphic Arts I

In this course students will expand their abilities to use visual communication in a digital platform. The course provides a curriculum of conceptual problem solving, innovation, critical thinking, and formal design. The course focuses on graphic design foundations including composition, layout, digital art, typography, and photo manipulation. Students will create informative or persuasive visual products using Google Suite and or Adobe Creative Cloud. All projects will reflect real-world applications. Assessments will be based upon a rubric that takes into consideration effort, technical understanding, and creative use of resources for the completion of various assignments.

## Photography: Grade 9-12 - 0.5 Credit (732)

Students will discover the world of Photography through a wide variety of projects and activities. This project-based course is designed to give students a strong foundation in digital photography while providing them an outlet for self-expression and creativity. Students will learn about the Rules of Composition, basic camera parts and functions, perspective tips for high impact photos and ways to evoke emotions in their photographs. Students will also explore various approaches and techniques in photography, and connections with other disciplines.

## Advanced Photography: Grade 9-12-0.5 Credit (733) <br> Prerequisite: Photography

An introduction to black and white photography, students will learn the basics of a point-n-shoot camera operation. How to develop black and white film, darkroom work, matting and presenting a finished photograph In addition, students will build on skills, experiences and philosophies learned in Photography. Students will be introduced to classic photographers while exploring the different genres with-in photography. Students will further develop prior knowledge in more advanced ways of creating through image manipulation using Adobe Photoshop and Lightroom. Each student will create and ensign a digital portfolio that will be a comprehensive place to organize their skills in a visually appealing, professional and creative way.

## WORLD LANGUAGES

## French I: Grade 9-12-1 Credit (351)

Students are required to speak French in class. In this course students will develop an introductory level of proficiency in French grammar and will learn practical language content and demonstrate an understanding of Francophone culture. The fundamentals of French pronunciation, grammar, and culture are presented through a balanced development of all four skills: listening, speaking, reading, and writing. The importance of communication and cultural awareness is stressed through a wide variety of activities (group/pair work, video, audio recordings, computer assignments, etc.). Additionally, students will study various cultural, geographical, and historical topics related to the French-speaking world.

## Honors French II: Grade 10-12-1 Credit (352) $\Delta \perp \Delta$ <br> Prerequisite: Teacher recommendation or French I

Students are required to speak French in class. In this course students will reinforce and expand upon their command of the language through listening, speaking, reading, and writing. Students will strengthen and broaden their knowledge of French pronunciation, understand the main idea and supporting details of spoken language, write compositions and conversations on selected topics, and explain how aspects of Francophone culture differ from their own.

## Honors French III: Grade 11-12 - 1 Credit (353)

## Prerequisite: Teacher recommendation or French II



Students are required to speak French in class. In this course students will discuss familiar events in the present and the past, as well as formulate future plans. The course reinforces and expands on the activities of the previous year, offering more advanced themes for conversations, more complex grammar, and more extensive cultural, historical, and geographical information. Students continue to learn through speaking, listening, observing, reading, and writing activities. The course aims to increase each student's ability to communicate in the target language through extensive vocabulary building and mastery of advanced grammar.

## Honors French IV: Grade 11-12-1 Credit (358) Prerequisite: Teacher recommendation or French III <br> 

Students are required to speak French in class. In this course, students will focus on the continued development of communicative competence in the target language. This course serves as a bridge between intermediate and advanced language study.

## AP French: Grade 12-1 Credit (357)

## Prerequisite: B or better in French III or Teacher recommendation



In this course students will be actively engaged in a variety of creative written and oral activities that will help them develop their language skills. AP French Language and Culture is a course designed for students in their fourth year of French. This course is designed to prepare students to take the AP exam as well as to be able to effectively communicate in French on a variety of topics in real-life situations. The course design is based on the six themes, which will involve an in-depth exploration of essential questions and various contexts for each theme. The course will be taught almost exclusively in French, and students will maintain all communication with the teacher and each other in French. Reading and listening materials used in class will also be exclusively in French.


# WORLD LANGUAGES 

## German I: Grade 9-12 - 1 Credit (361)

Students are required to speak German in class. In this course students will be introduced to the basics of German grammar. The course is designed to lay the foundation of the basics of German. The student learns the rules of German grammar. There is an introduction to basic conversational phrases and to culture.

Honors German II: Grade 10-12-1 Credit (362) Prerequisite: Teacher recommendation or German I


Students are required to speak German in class. In this course students will continue to build vocabulary. This course is designed to give a firm grammatical background, while also building vocabulary, speaking, and writing skills. Whenever possible, historical and cultural elements will be discussed in the German language. This course also stresses perfecting oral reading skills and promotes fluency in the language.

## Honors German III: Grade 11-12 - 1 Credit (363) <br> Prerequisite: Teacher recommendation or German II <br> 

Students are required to speak German in class. In this course students will build upon the grammatical foundation learned in previous courses. This course is designed to give students a grammatical foundation for continued study of the German language, culture, and history, with an emphasis on vocabulary building, sentence structure, and conversation.

## Honors German IV: Grade 12-1 Credit (364) Prerequisite: Teacher recommendation or German III <br> 

Students are required to speak German in class. In this course students will continue the emphasis on advanced grammar, writing, reading, and listening comprehension. It also exposes the student to a variety of reading, both prose and poetry, from various German authors.

## German American Exchange Program: Grades 9-12-. 5 Credit (Exchange)

 *Application required
## *Student applicant does not need to be enrolled in a German class.



The German American Exchange Program is a cultural exchange that allows students to travel to Europe and, in return, to host a German student during the school year. The program is designed to be a cultural exchange and is supported by the Reading School District and Reading's sister city, Reutlingen, Germany. Students will stay with a family in Germany and attend school for a two week period. During this time they will have the opportunity to travel and visit historical and cultural places of interest. The following semester Reading High School students become hosts to their German partners. There are academic activities that are designed for this program that participating students will be required to complete.

## Spanish I: Grade 9-12-1 Credit (381)

Students are required to speak Spanish in class. This course teaches basic language patterns and vocabulary. Repetition is an important component of this course. Focus is on all four mandatory language skills: listening, speaking, reading and writing. Spanish speaking countries and Hispanic customs will be explored so students will have the opportunity to learn about various cultures.

## Spanish for the Native Speaker 1: Grade 9-12-1 Credit (381N)

Prerequisite: Placement test required
Students are required to speak Spanish in class. In this course students will improve reading and writing skills in Spanish. This course is designed for the development of the Spanish language, emphasizing reading and writing, with a concentration on standard spelling, vocabulary, and grammar. This course is intended for students who speak Spanish at home.

## Honors Spanish II: Grade 10-12 -1 Credit (382U)

Prerequisite: Teacher recommendation or Spanish I


Students are required to speak Spanish in class. In this course students will continue to reinforce grammar skills learned in the first year and add simple grammatical principles and vocabulary. This level broadens the foundations for further study through practice in reading, writing, speaking, and listening. Students participate in peer-to-peer readings, dialogues, and oral skills. This course navigates through various Spanish-speaking countries and communities.

# WORLD LANGUAGES 

## Honors Spanish for the Native Speaker II: Grade 9-12-1 Credit (382N) <br> Prerequisite: Teacher recommendation or Spanish for the Native Speaker I <br> 

Students are required to speak Spanish in class. In this course students will continue to improve their reading and writing skills in Spanish. This course is designed to further develop the Spanish language with a greater emphasis on reading and writing in Spanish, including an in-depth unit on accentuation. This course continues to stress grammar and structure skills.

## Honors Spanish III: Grade 11-12-1 Credit (383) Prerequisite: Teacher recommendation or Spanish II <br> 

Students are required to speak Spanish in class. In this course students will expand upon their vocabulary and grammar skills, as well as pronunciation. There is a further emphasis on the student's ability to converse in Spanish, to write the language with some degree of proficiency, and to read it with understanding.

## Honors Spanish for the Native Speaker III: Grade 11-12 -- 1 Credit (383N)

 Prerequisite: Teacher recommendation or Honors Spanish for the Native Speaker II

Students are required to speak Spanish in class. This course is structured thematically, including topics such as workforce, healthy living, and vacation planning. The preterite and imperfect will be reviewed before moving on to the past perfect and the future perfect compound tenses as well as future and conditional tenses. Students' ability to produce both written and oral dialog in Spanish will be the focus of the year. Students will continue to advance with literature selections from various Spanish/Hispanic authors. Projects will focus on the themes introduced in the text.

## Honors Spanish IV: Grade 12-1 Credit (384) <br> Prerequisite: Teacher recommendation or Honors Spanish III <br> 

Students are required to speak Spanish in class. In this course students will advance their mastery of the Spanish language. Conversational phrases for travel are included. An in-depth study of Spanish geography, history, literature, and culture is presented. Oral and written projects are assigned. Students are expected to read and respond to short prose and novel excerpts from various Spanish-speaking countries.

Honors Spanish for the Native Speaker IV: Grade 12 -- 1 Credit ( $\mathbf{3 8 4 N}$ ) Prerequisite: Teacher recommendation or Honors Spanish for the Native Speaker III


Students are required to speak Spanish in class. This course is structured thematically, including topics such as society, art, and entertainment. The grammar focuses on compound tenses, including the subjunctive. Students' ability to produce both written and oral dialog in Spanish will be the focus of this year. Students will continue to advance with literature selections from various Spanish/Hispanic authors. Projects will focus on the themes introduced in the text.

AP Spanish Language and Culture: Grade 11-12-1 Credit (385N)
 Prerequisite: Teacher recommendation and Honors Spanish II for the Native Speaker or Honors Spanish III In this course the students will prepare to take the AP Spanish Language and Culture exam. The six themes explored in the course are World Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Esthetics. Focus is placed on reading and listening comprehension as well as written and oral responses to prompts. Class discussions are held daily in Spanish.

AP Spanish Literature and Culture: Grade 11-12-1 Credit (386N) Prerequisite: Teacher recommendation or AP Spanish Language


In this course the students will prepare to take the AP Spanish Literature and Culture exam. Using Spanish to communicate, students will read, analyze, discuss, and write about literary works by Spanish, Latin-American, and U.S. Hispanic authors of different periods.

## CAREER \& TECHNICAL EDUCATION

SOAR College Credit: SOAR (Students Occupationally and Academically Ready) SOAR programs prepare today's students for High Priority Occupations which include career categories that are in high demand by employers, have higher skill needs, and are most likely to provide family sustaining wages. Programs of Study are statewide curriculum approved by the Pennsylvania Department of Education that allow students in high school career and technical programs to seamlessly continue their education in a related Program of Study on the college level. Upon successful completion of the high school program, students may be awarded college credits for their work completed at RMCTC.

## PRECISION MACHINING TECHNOLOGY (PMT), CIP 48.0501

## 2-3 Credits

Students in the Precision Machining Technology program learn the highly precise processes for cutting and shaping metals and other materials through the use of lathes, milling machines, precision grinders, and saws.These skills are supported by blueprint reading, mathematics, and the use of precision measuring instruments.Students gain valuable experience in our state-of-the-art automated manufacturing lab and computer programming (CNC) technology to design and manufacture precision machined components.

ADVERTISING DESIGN/COMMERCIAL ART (ADC), CIP 50.0402

## 2-3 Credits

Students in the Advertising and Design/Commercial Art program work to improve their drawing and painting skills in a variety of media by designing eye-popping graphics for print and the web. Students use digital cameras to create stunning pictures and videos, and learn how to use programs like Adobe Photoshop and After Effects to edit like the pros. Students also prepare a professional print and digital portfolio of their work for entrance into college or the workforce.

## AUTO BODY REPAIR (ABR), CIP 47.0603

## 2-3 Credits

Auto Body Repair students will learn all phases of repair and refinishing work necessary to restore a damaged automobile. Major and minor collision repair skills include auto body tools, removing and replacing body parts, frame and body straightening, welding, body work preparation, spray painting, air brushing, and estimating repair costs.

## AUTOMOTIVE TECHNOLOGY (ATT), CIP 47.0604

## 2-3 Credits

The Automotive Technology program is a nationally recognized and award winning three-year program that teaches students entry level skills in automotive services that are based on NATEF National Standards.The program includes work safety, hand tools, suspension and steering, brakes, engines, engine performance, electrical systems, and air conditioning. Students have access to the latest computerized equipment for automotive diagnosis and repairs.

## BAKING \& PASTRY ARTS (BAK), CIP 12.0501

## 2-3 Credits

In the Baking \& Pastry Arts program, students work hands-on, using state-of-the-art kitchen tools and equipment found in large and small industrial kitchens and bakeries. They plan and prepare a variety of desserts and pastries in both small and large batches that can be served in a variety of establishments, from casual to fine dining settings. Students earn industry-recognized certifications and develop employability skills including resume preparation, interview techniques, and inter-personal skills that prepare students for competitive employment opportunities locally and abroad within the growing and diverse baking and hospitality industry. Students also acquire practical knowledge and skills necessary for entry-level employment, along with preparation for academic success at the postsecondary level in either a community college, technical school, or a four-year college or university.

## BRICKLAYING (BRK), CIP 46.0101

## 2-3 Credits

The Bricklaying program teaches students bricklaying, block laying, concrete work, tile work, plastering, stone work and laboring. Students gain hands-on experience through the use of lab projects and live work for the school and local community.

## BUILDING \& PROPERTY MAINTENANCE (BPM), CIP 46.0401

## 2-3 Credits

This instructional program teaches students the skills necessary for employment in a variety of occupations including masonry, construction laborer or apprentice, carpentry, plumbing, and electrical. Emphasis is placed on the use and care of hand and power equipment related to all phases of the care and maintenance of buildings and grounds.

## CARPENTRY (CAR), CIP 46.0201

## 2-3 Credits

The Carpentry program prepares students to apply technical knowledge and skills in all aspects of residential construction. Students will receive hands-on experience using hand and power tools, blueprint reading, framing and roofing, interior and exterior finishing work, and more.

# CAREER \& TECHNICAL EDUCATION 

## COMPUTERIZED DRAFTING TECHNOLOGY (CDT), CIP 15.1303

## 2-3 Credits

In the Computerized Drafting Technology program, students prepare for a professional career as a certified drafter in the architectural or mechanical design fields. They model and create objects with a 3D printer, design a future home, and utilize the latest software in the drafting and entertainment industries on powerful, high speed computers with dual monitors.

COSMETOLOGY (COS), CIP 12.0401

## 2-3 Credits

The Cosmetology program teaches the art of hair, nail, and skin care. Students learn the anatomy, physiology, facial treatment, manicuring and the coloring, cutting and styling of hair. Students can be eligible to take the Cosmetology State Board Licensure Examination upon completion of the 1250 hours of instruction needed. Students gain experience through the services they provide to clients in our on-site Clinic.

## CULINARY ARTS (CUL), CIP 12.0508

## 2-3 Credits

The Culinary Arts program instructs students in kitchen safety, food preparation and food service. Students spend their days working in the actual production setting of a restaurant and cafeteria. They prepare and serve the food and beverages at in-school functions such as breakfasts and luncheons, provide the refreshments needed for meetings and cater special events such as school banquets. Special emphasis is given to the development of both a strong work ethic and teamwork skills.

DIESEL TRUCK TECHNOLOGY (DTT), CIP 47.0613

## 2-3 Credits

In the Diesel Truck Technology program, students receive training in order to obtain their PA State Inspection certifications in auto/light truck, heavy truck/trailer, and emissions. They develop the skills necessary to obtain knowledge to perform on- and off-vehicle repairs needed in the diesel repair Industry to prepare for a future in the diesel powered Industry, whether it is medium or heavy duty trucks, tractor, or construction equipment. Students utilize computers in the shop to diagnose problems on vehicles and how to repair them.

## EARLY CHILDHOOD EDUCATION (ECE) CIP 19.0708

## 2-3 Credits

The Early Childhood Education Program prepares students for careers in the early child care field and Early Childhood Education college programs. Students receive hands-on training in health, safety, child development, learning environments, guidance, classroom and behavior management, lesson planning and assessment. Our on-site day care lab provides students with practical experience with older toddlers and preschoolers.
**This program provides participation in RMCTC's Teacher Academy in which students are eligible to earn up to 24 credits while in high school.**

## ELECTRICAL TECHNOLOGY (ELT), CIP 46.0399

## 2-3 Credits

The Electrical Technology program instructs students in basic electrical theory, circuits, wiring, maintenance and installation of motors, blueprint reading, and telecommunications cabling technology. National, state, and local electrical codes, tools and equipment as it pertains to the electrical trade are studied and used.

## ENGINEERING \& AUTOMATION TECHNOLOGY (EAT), CIP 15.0403

## 2-3 Credits

Students in the Engineering \& Automation Technology program develop the knowledge of diverse engineering systems, including electrical, mechanical, hydraulic, pneumatic, and PLC controls. Students also test equipment, practice soldering techniques, design and troubleshoot mechanical and electrical systems, motor controls, and PLC technology. They effectively apply problem-solving and leadership skills in a field that offers a multi-disciplinary approach to product and manufacturing system design. In this program, students enroll in a challenging and rewarding program leading to "high priority" jobs right here in Berks County or continue onto a post-secondary college of your choice.
**This program provides participation in RMCTC's Technical Academy, in which students are eligible to earn up to 29 credits while in high school.**

## HEALTH - DENTAL OCCUPATIONS (HDO), CIP 51.0601

## 2-3 Credits

In the Dental Occupations program, students prepare for a professional career as a dental assistant or for further education as an expanded- function dental assistant, dental hygienist, dental lab technician, or dentist. Students experience the satisfaction of providing high quality patient care in a team-oriented, modern dental office environment. They perform a wide variety of dental office duties with other dental professionals that include taking x-rays, mixing materials, passing instruments, sterilization and receptionist duties. Students work alongside other dental professionals to ensure patients receive the highest quality dental care.

## CAREER \& TECHNICAL EDUCATION

## HEALTH - MEDICAL PROFESSIONS (HMP), CIP 51.9999 2-3 Credits

In the Medical Professions program, students engage in off-site medical career explorations at local health facilities by exploring specific professional programs, such as occupational therapy, physical therapy, respiratory therapy, massage therapy, and alternative therapies. Students will also investigate surgical and pharmacological procedures.

## HEALTH - NURSING CAREERS (HNC), CIP 51.0899

## 2-3 Credits

Students in the Nursing Careers program engage in off-site medical care explorations at local health facilities which prepare them for a professional health career with high growth and high paying opportunities. Students perform a wide variety of nursing skills that include making a hospital bed, transferring a patient from the bed to a wheelchair, utilizing a mechanical lift, and taking vital signs. Students explore the topics of anatomy and physiology, medical terminology, communication skills, and work ethics skills.

## HEALTH - SPORTS MEDICINE \& REHABILITATION (HSM), CIP 51.2604

## 2-3 Credits

The Sports Medicine \& Rehabilitation program prepares students for further education and a professional career in the sports medicine and rehabilitation fields, such as athletic training, physical therapy, occupational therapy, sports medicine, and other related fields. Students design safe and effective exercise prescriptions, individual exercise programs, and fitness testing while learning to perform a wide variety of healthcare skills to aid in the successful treatment of patients.

## HORTICULTURE (HRT), CIP 01.0601

## 2-3 Credits

Students in the Horticulture program discover the rewards of growing a variety of plants to feed their family and beautify our surroundings. Students create unique floral designs for all occasions, explore the many aspects of the landscape industry, including the operation of various types of equipment, development of water features, and the principles of landscape design. They learn how to become an innovative greenhouse grower specializing in production horticulture, aquaculture, and other sustainable environmental practices.

## INFORMATION TECHNOLOGY APPLICATIONS - (TTA), CIP 52.1201

## 2-3 Credits

Students in the Information Technology Applications program explore the computer inside and out with hands-on learning, become familiar with home networks, the internet, and social networks, and design, modify, and maintain professional documents. Students build business related databases used in every business and prepare financial statements using accounting principles and software. They will creatively code and design interactive computer programs and explore the creative processes needed to be in a supervisory position and lead others.
**This program provides participation in RMCTC's Technical Academy in which students are eligible to earn up to 24 credits while in high school.**

## INFORMATION TECHNOLOGY WEB DESIGN - (ITW), CIP 11.0801

## 2-3 Credits

Students in the Information Technology Web Design program explore and prepare for different areas of web design, including graphics, design, coding, and formatting for search engine optimization. Students develop different types of web designs based on the needs of the client, for example; business, e-commerce, informational, etc. They learn additional computer skills like taking apart a computer and figuring out how the components work. Students develop the programming skills that lead to mobile phone apps, web-enabled JavaScript games, and other computer programs.
**This program provides participation in RMCTC's Technical Academy in which students are eligible to earn up to 24 credits while in high school.**

## MOTORCYCLE/MARINE/SMALL ENGINE TECHNOLOGY (MME), CIP 47.0699 2-3 Credits

Students in MME acquire the skills necessary to obtain knowledge and hands-on experience to work on today's sophisticated vehicles by applying the skills learned to perform factory maintenance and repair of factory machinery. Students develop and apply the skills needed to perform repairs on equipment from lawn care machines to small diesel engines. They also receive training in order to obtain their PA State Inspection certifications.

## PAINTING \& DECORATING (PID), CIP 46.0408

## 2-3 Credits

Students in the Painting and Decorating program will learn to design creative living and work spaces that fit the needs of clients. They will analyze and perform various painting techniques including faux finishing, refurbish broken and outdated furniture using innovative materials and techniques, and develop the necessary skills to create and deliver innovative spaces using the principles of design

# CAREER \& TECHNICAL EDUCATION 

## PLUMBING \& HEATING (PLH), CIP 46.0503

## 2-3 Credits

Students in the Plumbing and Heating program will learn to design and build residential and industrial plumbing systems by installing kitchen and bathroom fixtures using state of the art hand tools, power tools, and equipment. They will repair and replace older plumbing fixtures and faucets with modern tools and equipment used by master plumbers. Students will also obtain OSHA 10-Hour Safety Certification required by most plumbing contractors

## PRINT MEDIA PRODUCTIONS (PRI), CIP 10.0399 2-3 Credits

Students in the Printing and Graphic Communications program will create and produce eye-catching signs, banners, and other marketing materials using the newest equipment that the industry has to offer. Students will also use the latest technology to create printed materials for local business and industry members by using Adobe Illustrator, Photoshop, InDesign, and a digital camera. These experiences will prepare students for employment in the fast-growing field of digital output.

## PUBLIC SAFETY AND SECURITY (PSS), CIP 43.9999

## 2-3 Credits

The Public Safety and Security Program is a comprehensive public safety course that is designed to assist students in pursuing a career in Law Enforcement, Emergency Medical Technician, or Firefighting. Law enforcement instruction includes the PA Crimes Code and Vehicle Code Books, arrest procedures and processing, use of force, crime scene investigations, and an introduction to corrections. The Emergency Medical Technician portion includes patient care and transportation of the sick and injured. Students also learn the foundations of firefighting which includes instruction in personal protective equipment, tools and hose lines, firefighting equipment such as ladders and ropes along with basic rescue techniques.

## SEWING/CLOTHING MANUFACTURING (SCM), CIP 19.0905

## 2-3 Credits

Students in the Sewing and Clothing Manufacturing program will explore the world of fashion, sewing, and textiles. They will create personal garments choosing from a wide variety of fabrics, patterns, and trims, using experiences in the apparel industry using a wide variety of industrial equipment. Students will utilize this course for entry into the apparel industry directly from high school or as a stepping stone into college.

## WELDING/METAL FABRICATION (WMF), CIP 48.0508

## 2-3 Credits

Students in the Welding and Metal Fabrication program will work in an occupation that is currently one of the most desired and highest paying trades both locally and nationally. Students will acquire expertise in areas of stick, tig, mig, and oxyacetylene welding and cutting. They will effectively apply problem-solving and leadership skills in a field that offers a multi-disciplinary approach to welding and manufacturing while learning proper safety procedures in a complex and challenging trade.
**The Technical Academy is an honors track of the program where select students may take RACC dual enrollment courses toward an associate while enrolled in the RMCTC program. For more info please visit www.rmctc.org

## ARTICULATION AGREEMENTS

## ARTICULATION AGREEMENTS \& DUAL ENROLLMENT

Students who demonstrate high levels of learning and mastery of skills at RMCTC often decide to pursue further education at a college, university, or technical school. Graduates may get a head start on post-secondary education by taking advantage of articulation and dual enrollment agreements. Articulation and dual enrollment agreements are cooperative arrangements between secondary schools, such as RMCTC and post-secondary schools that issue college credits to students who are interested in continuing their education. Benefits of articulation agreements may include automatic or priority admission, advanced placement, and/or college credit for mastery of material learned in high school. Reading Muhlenberg CTC has established articulation agreements with a number of post-secondary schools.

## WORK BASED LEARNING / INDUSTRY CERTIFICATIONS

Students at RMCTC are eligible to participate in Job Shadowing, Internships, and Work Based Learning opportunities with local business and industry while still attending High School. Such experiences will enhance learning while building a resume to increase employment potential, and will be beneficial to any post-secondary school application. Through the earning of Industry Certifications, RMCTC students are able to gain college credit and/or advanced placement at some post-secondary schools. Also, these Certifications are recognized by industry and often portable from State to State. Industry certifications are invaluable to the student when entering the job market and can provide an advantage to obtaining employment.


The purpose of education is to create in a person the ability to
look at the world for themself, to make their own decisions.

- James Baldwin



[^0]:    Information regarding the specific courses offerings at RMCTC is included in the Programming Information \& Course Offerings Section below.

