

LAMPETER-STRASBURG SCHOOL DISTRICT

Lampeter-Strasburg High School Cafeteria

Academic Committee Agenda

Monday, November 1, 2021

6:30 p.m.

Academic Committee Consent Items:

These items require the Committee's endorsement, but are routine or require yearly approval with little or no change. Please take a moment to review the attached corresponding information. Questions will be discussed at the start of the meeting.

Item for Discussion:

1. Lampeter-Strasburg High School Course Selection Guide
2. Federal ESSER Funding: Learning Loss Discussion

Items from the Group:

LAMPETER-STRASBURG HIGH SCHOOL



COURSE SELECTION GUIDE 2022-2023

Lampeter-Strasburg School District

Lampeter-Strasburg School District

MISSION STATEMENT

The Lampeter-Strasburg School District recognizes that each child has unique abilities, talents, and needs. The district is committed to providing, in an accountable partnership with parents and the community, opportunities for each learner to acquire the knowledge, skills, and values to become a responsible, productive citizen.

VISION STATEMENT

Lampeter-Strasburg: Learning, Listening, Leading, Linking

Lampeter-Strasburg High School

1600 Book Road
Lampeter, PA 17537

High School Administration

Dr. Benjamin Feeney, Principal
Dr. Scott Rimmer, Assistant Principal
Miss Eva Strawser, Assistant Principal
Dr. Branden Lippy, Athletic Director

Guidance Counselors

Mr. Edward Krasnai (A-G) edward_krasnai@l-spioneers.org
Mrs. Claudine Hart (H-O) claudine_hart@l-spioneers.org
Ms. Maya Bard (P-Z) maya_bard@l-spioneers.org

Mrs. Rebecca Sprout, Guidance Secretary
Mrs. Laura Hambleton, Guidance Secretary

Main Office: Phone: (717) 464-3311, ext. 2000 – Fax: (717) 509-0485
Guidance Office: Phone: (717) 464-3311, ext. 2008 – Fax: (717) 509-0301

Introduction / Purpose:

The information and course descriptions contained in this Course Selection Guide are presented with the hope that parents and students will be better able to plan for the future.

Because formal education lays the foundation for subsequent life experiences, it is of great importance that the planning of a high school program be done judiciously and realistically.

The first step in such a plan should include the careful, accurate and honest assessment of the abilities, aptitudes, interests and educational and career goals of the student. This appraisal should combine the thinking and consideration of parents, students, counselors and other staff members.

Then in full view of this personal assessment, parents and students together should use this program of studies booklet to arrive at a program that best meets the needs and goals of the student.

If, at any time, questions arise relative to this important course selection process, the guidance staff is ready to assist. Additional information regarding the course selection process can be found in the high school guidance office or on the high school guidance website <http://www.l-spioneers.org/Schools/L-S-High-School/Guidance/>. It is our sincere intention to aid the student in the careful planning of his or her future.

Equal Rights and Opportunities Policy:

Lampeter-Strasburg School District is an equal opportunity education institution and will not discriminate on the basis of race, color, national origin, religion, age, sex, marital status, or handicaps and disabilities in its programs, services, activities or employment practices as required by Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973.

For information regarding civil rights or grievance procedures and information regarding services, activities, and facilities that are accessible to and useable by handicapped persons, contact Andrew Godfrey, Assistant Superintendent, Title VI, Title IX and Section 504 Compliance Officer for the Lampeter-Strasburg School District, at 1600 Book Road, P.O. Box 428, Lampeter PA 17537, and (717) 464-3311.

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Course Selection Guide:

Procedure for Course Selection

- The counselors will distribute course selection booklets and sheets and will instruct all students in the course selection process.
- Students will then meet with their teachers for a preview of the Program of Studies and individual course recommendations for the following year.
- Teachers will initial the recommended courses on the selection sheet.
- The course selection sheets will be taken home for completion and parental signatures. They will be returned to the counselor for individually scheduled conferences.
- If course selection sheets are not returned, the counselor will make the following year's schedule for the student.
- Where students, counselor, and parents are not in agreement, a parental conference is required. Please call 717-464-3311, Guidance Office, to arrange an appointment. If, after the conference, parent and student still wish student to take a non-recommended course, a parent release form must be signed and on record in the student's cumulative folder.
- Due to conflicts, not all students may be able to schedule all classes requested; therefore, a system of advanced selections of alternates will be used. The selection of course alternates should be carefully considered.
- All students must schedule a minimum of 8 credits or 4 per semester.
- Please be advised that not all courses listed in the course selection guide will be offered each year, courses will run based on the volume of student requests.

Schedule Change Policy

The student, parent(s) and school must mutually agree upon selection of courses. Schedule changes are recognized by the high school as sometimes necessary. This statement is designed to clarify school policy regarding schedule changes.

Generally, there will be no schedule changes once a semester begins. However, certain requests for schedule changes will be considered for the following reasons:

- A. Educational needs have changed requiring the addition of an academic class for graduation requirement.
- B. A student is unable to perform course requirements as determined by the teacher, who recommends the change to the counselor and principal.
- C. Medical issues documented by a licensed physician, psychologist, or psychiatrist.

Changes that meet the above criteria must be accompanied by a personal conference with a Guidance Counselor and the completion of the yellow Course Change form.

Schedule changes (based on one of the reasons stated above) must be made prior to the last day of the school year. Schedule changes that occur after Day 1 of school opening, always require counselor, parent(s), teacher, and administrator approval on the Schedule Change Form.
(Students will not be permitted to reschedule first semester failures for the second semester.)

If, for educational reasons, as determined by the principal, counselor, and parent, a student does not continue with the second half of a full year AP course, the course title will be labeled as Advanced for transcript purposes (i.e., Advanced Calculus, Advanced Physics, Advanced Biology, and Advanced Chemistry). The course weight will change from a 1.1 to a 1.05 with the appropriate adjustment made to the course grade for the Class of 2014 and beyond.

Graduation Requirements:

In order to be eligible for graduation from the Lampeter-Strasburg School District, a student shall meet the requirements of completing the required courses of instruction with proficiency scores, complete a culminating project, and demonstrate mastery of the Pennsylvania Academic Standards. The high school diploma requirements are further described below.

Required Course Credits

<u>Subject</u>	<u>Credits</u>
Language Arts	4.0 **
Mathematics	4.0 ***
Science, Environment & Ecology	4.0
Social Studies	4.0 **
Health & Physical Education	2.5
Managing Your Finances	0.5
Family & Consumer Science	0.5
Introduction to Information Technology	0.5
Electives *	<u>8.0</u>
TOTAL	28.0

Students must be fully enrolled while in grades 9 through 12. A student may not accrue more than two credits of failure in grades 9 through 12 and should attempt to remove failures whenever possible.

**Students who plan to attend the full day Career and Technology Center (CTC) programs during their senior year need to complete only three credits each of Language Arts, Mathematics, Science, and Social Studies. CTC students are expected to fulfill all other graduation requirements.

***Algebra I (or other high school math courses) taken prior to ninth grade will count as one of the four required math courses, leaving three math courses required for graduation. Twenty-eight total credits are still required while in grades 9 through 12 for graduation. For transfer students, the same would apply for Language Arts, Science, and Social Studies.

Mastery of the Academic Standards

Students must meet proficiency standards related to Keystone Exams as outlined in Chapter 4 of the school code.

Culminating Project:

Students must complete a project in one or more areas of concentrated study during their sophomore, junior, or senior year of high school. The purpose of the project is to give the student the opportunity to apply, analyze, synthesize, and evaluate knowledge and to demonstrate that knowledge in a project. The project shall be completed under the direction of a teacher through any course that provides the culminating project option. The project will adhere to the following guidelines:

- Students must schedule a course that requires the culminating project option as a course requirement unless otherwise approved by the high school principal.
- The student must demonstrate with his/her project, the ability to apply, analyze, synthesize, and evaluate information.
- Coaching on the project is allowed outside and inside the school with approval of the course instructor. Acknowledgement and a description of any assistance must be explained during the presentation of the project.
- The relationship of the project to the Pennsylvania Academic Standards shall be described.
- The instructor shall determine the proficiency of the project using a school-adopted rubric. If a project is deemed "not yet satisfactory" at the evaluation, the student is expected to act on the comments and recommendations provided by the instructor and present for a second evaluation within a nine-week period.

Additional information and requirements for the completion of the culminating project are on file in the district high school Guidance Office and shall be disseminated to the high school students and their parents.

Community Service:

Students must complete 30 hours of self-selected community service. Information regarding acceptable criteria for service can be obtained from the high school guidance office. The community service hours may be completed from the summer preceding the ninth-grade year through the 90th day of the senior year. Forms and information regarding the completion of this graduation requirement are available in the high school guidance office or on the District Web site.

The following guidelines must be followed: The service should directly benefit a local community and/or its members. Unpaid services that directly benefit or assist family members or their businesses do not count as community service. Required hours by an outside government agency cannot be used to fulfill this requirement. Final approval or appeals regarding what counts as service may be presented to the building administration, who makes a final determination.

Children with Disabilities

Children with an Individual Education Plan (IEP) who do not attain proficiency on one or more of the Keystone Exams as required by Chapter 4 of the school code may be evaluated based on a Pennsylvania State approved alternative method to demonstrate proficiency or the individual student's IEP. This evaluation will involve the formation of a student study team (District administrator(s) and guidance counselor) who will review the student's performance in the deficient area(s). The student study team will consist of the student's IEP team.

Guidance Services and Information:

The Guidance Services at Lampeter-Strasburg provide students with information about themselves, their school, and their future plans. The high school guidance program can be described as a cluster of activities that have been designed to assist all students toward a better self-understanding of capabilities and limitations, a broader use of this understanding in making decisions, and more effective use of planning for the future.

The function of the Guidance Office is to concern itself with all aspects of the student's well-being and happiness. Therefore, the counseling of a student in his/her educational and vocational development is one of the guidance department's primary roles.

The guidance department is staffed with knowledgeable counselors available to confer with students about present and future vocational and educational plans. Decisions should be reached only after such factors as abilities, aptitudes, interests, and personalities of the student have been considered. Students are encouraged to consult with their counselor for help in selecting high school programs that will lead to their chosen post high school goals.

Promotion Guidelines

The following minimum number of credits is required in order to advance in each class:

Freshman to Sophomore (9 to 10)	7 credits
Sophomore to Junior (10 to 11)	14 credits
Junior to Senior (11 to 12)	20 credits

Students not meeting the minimum number of credits will be retained in their class. Transfer students will be evaluated on a case-by-case basis.

Failure Make-Up

Lampeter-Strasburg High School provides options for students to make up failure and maintain graduation eligibility. Students who meet the criteria established below may be permitted to participate in school-approved correspondence courses or approved courses offered at other educational institutions. A student may not take more than four make-up courses outside the Lampeter-Strasburg curriculum.

- Multiple make-up attempts for a single class will count against the maximum number of make-up courses.
- Students who fail a make-up course on two successive attempts will not be permitted a third attempt. Subsequent attempts to make up the course must be completed at Lampeter-Strasburg High School.
- Students who achieve a grade of less than 50 percent content mastery or who do not complete course requirements will be required to make up that course at Lampeter-Strasburg High School.
- Students are responsible for all costs and time-lines associated with make-up courses.

Final Exams

Final examinations are designed to assess students' understanding of materials and concepts learned over the length of an entire course. As such, these culminating assessments count heavily in the determination of students' final grades. Therefore, in the event that a student would be absent from school during final exams, regardless of the reason for the absence, the student would be permitted to make up any/all missed final exam(s) without academic penalty.

Students are required to make up any/all missed final exam(s) during the established final exam make-up period. Any student requiring an extension beyond the established final exam make-up period would need to obtain written permission for an extension from the building principal. Any student failing to make up a final exam within the established final exam make-up period or extension period approved by the building principal would receive a zero for the final exam grade, with the student's final grade calculated accordingly.

Honor Roll and Grading Information

Students attaining a non-weighted grade point average of 3.5 to 3.9 each marking period will be designated as "Honor Roll" students. Students receiving a non-weighted grade point average of 4.0 will be designated as "Distinguished Honor Roll" students. These students will have their names displayed in a showcase outside the front office. To be eligible for such recognition, a student may not acquire an "F" grade in any subject. All courses take count toward honor roll calculations. Below is an example of the calculation of non-weighted grade point average:

	Grade	GPA	Credit	Honor Points
Algebra I	A	4.0	1	4.0
German II	A-	3.7	1	3.7
Biology	B	3.0	1	3.0
English	B+	3.3	1	3.3
Total:			4	14

$$\text{Non-Weighted GPA} = \frac{\text{Honor Points}}{\text{Credits}} = \frac{14.0}{4} = 3.5$$

College Admissions

Admission requirements to various colleges and universities vary considerably. Counselors familiar with the current college admission procedure are available to confer with students about future education plans. It is recommended that parents, in addition to students, meet with the counselor during the junior year to lay the groundwork for post high school planning.

The guidance department maintains a library of catalogs from many colleges, nursing schools, universities and technical schools. These catalogs are accessible to students who need information regarding specific entrance requirements and programs of studies. In addition, the guidance office has computer accessibility to many programs on the web and has a link on the district website, which contains many valuable references. These resources are also readily available online for your reference as a college prep resource.

- Students are encouraged to consider the schools in which they are interested as early as possible and to work closely with their guidance counselor throughout the procedure of applying for and securing admission.
- There are several factors that generally influence acceptance to a given institution. The most important is the high school record. This includes subjects taken, grades earned, class rank, extra-curricular activities, test scores, and teacher evaluations.
- Scores from College/University admissions examinations plays a significant role in the admissions decisions. The Preliminary Scholastic Aptitude test is offered in-house in October of the junior year and for practice in the freshman and sophomore year. Nearly all institutions of higher learning require either the College Board Scholastic Aptitude Test (SAT) or the American College Testing (ACT) examination. It is recommended that these tests be taken in the spring of the junior year and again in the fall of the senior year. Information about these testing programs follows.
- Representatives from many different schools visit Lampeter-Strasburg High School throughout the year. High School juniors and seniors are encouraged to meet with college representatives at the posted times. Students are also encouraged to visit schools in which they have the greatest interest before making a final decision. Three school days are approved for senior college visitation.

College Admissions Testing:

Several college admissions testing programs are administered to interested students throughout the year. These testing programs are primarily designed for students preparing to enter college. It is important to consider participation in those that are significant. A fee, stipulated by the publisher, is charged for each test. Fee waivers are available for students whose family income qualifies them for the Free or Reduced Lunch Program. Contact a guidance counselor, if you believe you qualify for a fee waiver. To find out more information or register for any of the testing programs identified below, please attend the large group guidance meetings for college bound students held in September. Actual testing dates are listed on the school calendar and on www.collegeboard.org.

PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test)

Is a two hour and ten-minute test that is taken mostly by high school juniors. The College Entrance Examination Board (College Board) and the National Merit Scholarship Corporation administer the test once each year in October. Freshmen and sophomores are also welcome to take the test for practice. Students who wish to be considered for the National Merit Scholarship competition must take this test in the junior year. The test is administered annually in October at Lampeter-Strasburg High School.

SAT I (Scholastic Aptitude Test I) (Reasoning)

The SAT is a standardized test that colleges use to evaluate candidates. The test measures a student's ability to understand and process elements of mathematical and verbal reasoning. SAT scores are calculated based on a student's performance relative to other test-takers and have proven to be an indicator of collegiate success.

The SAT consists of four sections:

- One writing section – one 35-minute writing and language section, which consists of 44 questions.
- Two math sections – one 25-minute no-calculator section, which consists of 20 questions, and one 55-minute calculator section, which consists of 38 questions.
- One reading section – one 65-minute section, which consists of 52 questions.
- One “experimental” section – an additional 50-minute section (unscored)(optional).

SAT II (Scholastic Aptitude Test II) (Subject Test)

This test is a series of one-hour tests measuring achievement in 18 subject areas, such as writing, math, science, languages, history and the arts. Not all colleges require the SAT II be taken. Check with the colleges you are interested in before scheduling these tests.

ACT (American College Testing) – actstudent.org

This program is made up of a test battery that includes four tests, a student profile section and four high school grades that you report yourself. Both high school juniors and seniors take the ACT test battery, which is given five times a year. Many colleges will use the scores from ACT in place of SAT I.

Program Offerings:

Extracurricular Activities

According to their interests and abilities, all students are encouraged to participate in extracurricular activities in the school and community. Some activities are planned to complement and strengthen classroom learning; others are designed to provide social, cultural, and potential hobby experiences.

Colleges and employers are very much interested in the extracurricular activities in which the student actively participates. However, success is not measured primarily by the number of activities but rather by the quality of participation in each activity. It is also important that a student not become involved in extracurricular activities to the extent that his/her academics suffer.

Work Study and Criteria

The Work Study Program is designed to provide students with opportunities to investigate and explore career interests and to gain employment experience. The program is considered an extension of a student's educational experience. Therefore, the principal and/or his/her designee must approve program participation. Students must, during the scheduling process, select a full complement (8 credits) of courses. In the event that a student's Work Study Program participation is approved, the student's guidance counselor will contact the student to acknowledge program approval and to discuss the courses to be dropped. Additionally, program eligibility is predicated upon specific criteria that students must evidence for program consideration and must maintain for program continuation. Program participants will not be awarded credit or grades for Work Study Program participation nor will participation count for determining class rank.

A. The following criteria must be met for Work Study Program consideration:

1. There must be a readily apparent direct connection between the student's career area of interest and the employment/volunteer experience.
 - a. The Work Study Program experience may be paid or voluntary in nature. However, if the position is voluntary, hours accumulated cannot be submitted by the student to fulfill the Lampeter-Strasburg School District's community service requirement for graduation.
 - b. While the development of people skills, timeliness, etc., are important aspects of any employment/volunteer experience, these skills are considered to be general rather than specific to a particular career, and therefore, will not be considered as evidence of a direct connection.
 - c. In the event that a student's request for Work Study Program participation is denied due to the lack of a specific connection between the student's career area of interest and the employment/voluntary experience identified on the student's application, the student may reapply for consideration if he/she is able to identify an employment/voluntary experience that does evidence a specific connection. The student's new application must be submitted within the established submission timeframes for consideration.
Changes to the student's career area of interest as part of the reapplication process will not be considered for Work Study Program participation.
2. The applications and all supporting documentation must be submitted on time for Work Study Program consideration.
 - a. Applications/reapplications for the first semester must be submitted no later than two weeks (14 calendar days) prior to the start of the first semester.
 - b. Applications/reapplications for the second semester must be submitted no later than two weeks (14 calendar days) prior to the start of the second semester.
3. The student's transcript and/or schedule of courses must reflect the successful completion or scheduling of classes specifically connected to the student's career area of interest. If the student's transcript and/or schedule of courses do not evidence the successful completion or scheduling of courses specific to the student's career area of interest, and related courses are available, the student will be recommended to complete the identified courses.
4. Must be a member of the senior class.
5. Must be on track for graduation and have a cumulative unweighted GPA of 2.5/4.0.
6. Must evidence proficiency on the Keystone Exams for Algebra I & Literature.
7. No major or repeated violations of school rules.
8. No excessive unexcused/illegal absences or tardies.
9. Must prove employment status.
 - a. The student must be employed an average of ten (10) hours per week for each class period that they are scheduled for work-study.
Example 1: A student is scheduled for work-study during period 4. The student must work at his/her place of employment an average of ten (10) hours each week.
[10 hours x 1 period = 10 hours]
Example 2: A student is scheduled for work-study during periods 3 and 4. The student Must work at his/her place of employment an average of twenty (20) hours each week.
[10 hours x 2 periods = 20 hours]

- b. Only hours associated with employment/voluntary experiences specifically related to the student's career area of interest will be considered in the determination of the hourly requirements necessary for Work Study Program participation. Secondary employment/volunteer experiences that are unrelated to the student's career area of interest will not be considered.
- B. The following criteria must be maintained during Work Study Program experience:
 - 1. Continue to meet established graduation requirements.
 - 2. No major or repeated violation of school rules.
 - 3. No excessive unexcused/illegal absences or tardies.
 - 4. Enrolled in a minimum of 2.0 credits during Work Study Program experience.
 - 5. Must complete remediation during the appropriate RTII period(s) with the regular education teacher(s) for each course that the student is failing as evidenced on weekly ineligibility list.
 - 6. Must maintain employment status throughout program experience.
 - a. Termination or resignation from an approved employment/voluntary experience during the first semester will result in the withdrawal of approval for second semester Work Study Program participation
- C. Violation of the aforementioned criteria may result in the following:
 - 1. Warning.
 - 2. Meeting with parents.
 - 3. Participation in remediation during RTII period as detailed above in criteria B-5.
 - 4. In the event that a student was scheduled to participate in the Work Study Program both semesters, and the removal occurs during the first semester, the student will be required to select courses to create a full schedule for the second semester.

Career and Technology Education

A great number of occupationally oriented courses are available through the Lancaster County Career and Technology Centers located in Brownstown, Mount Joy, and Willow Street. All juniors have the opportunity to visit the schools before applying for senior admission. Students may be eligible to attend introductory programs half-days during their junior year with the goal of attending full day during their senior year.

Students desiring such educational opportunities can confer with their guidance counselor. Students and parents can also find detailed information on the CTC offerings in the high school guidance office or by visiting www.lancasterctc.edu.

College in the High School Program

HACC's College in the High School (CHS) program enables qualified high school students to enroll in college level courses at their high school or technical school during the regular school day. CHS students earn concurrent high school and college credit. Course offerings are selected from HACC's required courses, core curriculum or technical courses. Courses are taught by a high school teacher who qualifies as a HACC adjunct faculty member and are offered to high school students at a reduced tuition rate. (Please see pages 22, 26, and 46 for courses offered by HACC in English, Social Studies, and Spanish.)

Dual Enrollment

Pennsylvania's Dual Enrollment Program allows school districts to partner with eligible post-secondary schools. The program encourages a broad range of diverse students to experience post-secondary coursework and its increased academic rigor, while still being supported in the high school environment. The program allows high school juniors and seniors to take college-level, credit bearing courses at post-secondary institutions and receive secondary and post-secondary credit.

Early-to-College Option

The Early College Entrance Program (ECEP) provides students with opportunities to explore college options and examine potential areas of interest for post-secondary study while accruing college credits. The program is considered an extension of a student's educational experience; therefore, the principal must approve a student's participation in the program.

To participate, applicants will be evaluated on the following criteria:

- Minimum PSAT score total of 1100
- Minimum SAT score total of 1100 in Verbal and Math or ACT composite score- 21.
- Cumulative un-weighted GPA (grade point average) of 3.0.
- A junior or senior on track to graduate.
- Courses may be taken in lieu of, or in addition to, required course of study.
- Student must be on campus for a minimum of 2.0 credits during ECEP.
- Evidence a pattern of regular school attendance and appropriate behavior.

Student responsibilities to participate in the ECEP:

- Must meet Lampeter-Strasburg graduation requirements.
- Must be enrolled full time and attending all pre-approved college courses.
- Must successfully maintain a GPA of 3.0 as evidenced on college transcripts to continue program.
- Must apply to the college choice and coordinate the college schedule with the high school schedule.
- Responsibility for all costs (application fees, tuition, books, etc.) and transportation.
- Must submit a copy of the college schedule no later than three weeks after the course(s) begins.
- Must submit a copy of the college transcripts no later than three weeks after the course(s) ends.

Other program information:

- Grades from ECEP will be included in GPA calculations for determination of class rank.
- Credit and course information from ECEP will be noted on high school transcripts upon receiving official documentation from the college or university transcripts.

Consequences for non-compliance:

- Removal from program participation.
- Placement back in the regular high school educational program.
- College course failure could jeopardize high school graduation because of the student's failure to meet established graduation requirements.

Advanced Placement Courses

The courses offered at Lampeter-Strasburg High School with the label "Advanced Placement (AP)" are first and foremost college level courses. This title implies that the course is rich in content and covered in great detail. AP classes will also incorporate a considerable amount of reading, writing, testing, and outside work.

While we want all of our students to take challenging courses, high academic expectations are associated with taking a college level course. In addition, we have taken advice and suggestions from the College Board that sanctions these courses regarding required content, pre-requisites, and grades earned in pre-requisite courses.

Students may enroll in AP courses based upon department standards of performance, recommendations of teachers, and approval of the respective department chairperson. However, before the student finalizes what courses to take the next school year, the school asks parents and students to pay serious attention to the information printed above and to take time to talk to the student's counselor and teachers regarding the demands of these college-level courses.

Courses in English, Calculus AB, Calculus BC, Statistics, Computer Science Principles, Computer Science A, Biology, Chemistry, Physics, U.S. Government and Politics, Psychology and European History leading to candidacy for the College Entrance Examination Board Advanced Placement (AP) examination, are available for academically able students. AP tests, paid for by students, are administered by Lampeter-Strasburg High School in May of each school year. Please see each course description for details and refer to the "Schedule Change Policy" on page 5 as it relates to AP courses.

On-line Advanced Placement Courses

Lampeter-Strasburg High School provides eligible students with the opportunity to complete Advanced Placement course work through an approved on-line provider. On-line AP courses are not a substitute for existing Advanced Placement courses of study at the high school; rather, they are considered to be an extension of the Lampeter-Strasburg High School curriculum. Students will only be permitted to participate in on-line AP courses that are not offered as part of the regular curriculum during the school year.

Students are required to complete on-line AP course work during a scheduled period in the regular school day. All on-line AP courses are designed to prepare students for successful completion of the AP examinations offered in May. Costs associated with on-line AP course participation will be paid by the Lampeter-Strasburg School District. Costs associated with the AP examination will be the responsibility of the student. Grades and credits associated with on-line AP courses will be noted on a student's transcript and will be used in the formulation of a student's Grade Point Average and/or class rank.

Eligibility Criteria:

1. Must be on track for graduation and have an **unweighted** cumulative GPA of 3.5.
2. Must have completed any/all prerequisite courses with a grade of "B+" or better (see prerequisite courses below).
3. If applicable, must complete, in a satisfactory manner, the appropriate pre-placement test.
4. No major or repeated violations of school rules.
5. No excessive unexcused/illegal absences or tardies. Excessive absences are considered to be three (3) or more unexcused/illegal absences, including unexcused trips, during a single school year.
6. Must be able to work independently.
7. Must have the necessary computer proficiency (keyboarding, Internet, and email).
8. Must complete and submit on-line course approval form by the last regular day of the school year.
9. Must have on-line course approval form completed with all approvals.
10. The desired on-line course is not available as part of the regular curriculum at Lampeter-Strasburg High School during the school year **or** when, for a rising senior, they are in conflict with another course.
11. Availability: On-line course participation will be limited to six (6) students per year. In the event that more than six (6) applications are received in a single year, the following criteria in the order listed below will be utilized to determine the top six (6) applications:
 - Enrolled in the Gifted Program
 - Grade Point Average (GPA)
 - Grades in prerequisite courses
 - Attendance Record
 - Disciplinary Record

Course Weights:

1.1	1.05	1.0
Advanced Placement Courses	Accelerated Courses	All other Courses
Credited College Courses	World Language Levels III-V	

Most courses, unless "Accelerated," "Advanced Placement," or "College," receive a value of 1.0 in weighted grade point equivalents.

1. Courses of transfer students will be given a weight of 1.0. Variation in this policy would be evidence of a track level, in which case the L-S policy would prevail.
2. Class rank is determined by weighted GPA only.
3. Summer School make-up work or correspondence courses will not be calculated for class rank purposes.

Calculating Course Weights:

<u>Grade</u> ↓	<u>Weight</u> →		
	<u>1.0</u>	<u>1.05</u>	<u>1.1</u>
A	4.00	4.200	4.40
A-	3.70	3.885	4.07
B+	3.30	3.465	3.63
B	3.00	3.150	3.30
B-	2.70	2.835	2.97
C+	2.30	2.415	2.53
C	2.00	2.100	2.20
C-	1.70	1.785	1.87
D+	1.30	1.365	1.43
D	1.00	1.050	1.10
D-	0.70	0.735	0.77
F	0.00	0.000	0.00

LSHS Weighted Exemption Policy:

Lampeter-Strasburg High School understands the value and necessity of a student's Grade Point Average (GPA) and its impact on a student's class rank and the college application process. In accordance with this policy, students are encouraged to take courses of interest to them that will not negatively impact their GPA, the Weighted Exemption Policy (WEP) provides students with this opportunity. The Weighted Exemption Policy (WEP) would allow students in their junior and senior year to select classes that would not factor into their Weighted Grade Point Average, which is used to determine class rank eligibility. All students who apply for the Weighted Exemption Policy (WEP) will have that class count towards their Unweighted Grade Point Average, which is used to determine honor roll and is displayed on the student's academic transcript.

These are the guidelines and requirements for all students who are interested in applying for a Weighted Exemption Policy (WEP):

- Student is currently a high school junior or senior, and is only eligible to complete one (1) WEP course in the junior year, and no more than one (1) per semester in their senior year.
- Students may not request to utilize the WEP for any required core courses for graduation as indicated in bold on page 18 of the Lampeter-Strasburg High School Course Selection Guide.
- Students must apply for a WEP within the first five school days of the semester (or their enrollment for new students) for consideration, any application received beyond this date will not be approved.

Upon applying for an exemption, if approved it may not be rescinded; all WEP requests are final. Applications to apply for a weighted exemption are in the guidance office.

National Honor Society:

Selection Process:

Selection for membership in the National Honor Society is based on the four characteristics of scholarship, character, leadership, and service. Evaluation of qualified students is made by the Awards and Honors Committee, which is composed of faculty members appointed by the principal.

The faculty committee considers all members of the junior and senior classes who have a regular grade point average (non-weighted) of 3.7. Those who qualify under scholarship are then evaluated according to the remaining three characteristics. Some of the criteria used for selection are:

Character

1. Takes criticism willingly and accepts recommendations graciously.
2. Constantly exemplifies desirable qualities of personality.
3. Upholds principles of morality and ethics.
4. Cooperates by complying with school regulations.
5. Shows courtesy, concern and respect for others.

Leadership

1. Exercises influence on peers in upholding schools ideals.
2. Able to delegate responsibilities.
3. Inspires positive behavior in others.
4. Successfully holds school offices or positions of responsibility.
5. Reliable and dependable without prodding.
6. Demonstrates leadership in classroom, at work and in school activities.

Service

1. Participates in outside activity.
2. Volunteers dependable and well-organized assistance.
3. Works well with others and is willing to take on difficult or inconspicuous responsibilities.
4. Willingness to do committee and staff work.
5. Readiness to show courtesy by assisting visitors, teachers and students.

Procedures for Selection:

1. At the end of the second semester, the NHS advisor sends invitations to apply to all eligible juniors and seniors (with an unweighted GPA of 3.7 or higher).
2. Applicants complete an application and obtain five (5) recommendations as specified on the application by the deadline.
3. The Awards and Honors Committee meet in October and review each application anonymously.
4. Selected nominees are approved by the Principal in mid-October.
5. Selected nominees are notified by the end of October and are formally inducted in mid-November at the pinning ceremony.

Dismissal of Members:

Members are required to attend all meetings and to participate in the club's service projects, utilizing a point system each semester to account for each member's contributions. Members who are deemed inactive or less than adequately active based upon the point system and attendance records will be dismissed from the National Honor Society. In the case of academic violations, the member will be given at least one semester to raise his/her unweighted cumulative GPA to the 3.7 or higher level. (For flagrant violations of criminal law or school rules, no warning is necessary.) In all cases of possible dismissal, the adviser will always inform the errant member and his/her parents with a warning letter (a member is never automatically dismissed). If the member is dismissed, written notification will be given to the student, parents, and administration. The member must surrender any NHS emblem or membership card to the advisor. The school principal is the final appeal in dismissal cases.

NCAA Approved Courses:

We have had a number of students who have qualified to compete at the Division I, IAA, and II levels over the past several years, and have fielded numerous questions from parents concerning NCAA eligibility requirements for courses leading up to their senior year. We felt it was in the students' and parents' best interest to know what courses have been approved as a core requirement by the NCAA. These courses have also been denoted in the course catalog guide for your assistance. Parents are reminded to review the NCAA guidelines carefully as they prepare for course selection in future years for their child if they feel that their child may have an opportunity to compete at those levels. Whether you receive an athletic scholarship or not, you will still have to meet the NCAA eligibility requirements to participate in competitions as a freshman. Please feel free to contact the guidance department if you have questions.

Required Core Subjects

The chart below outlines the courses required to meet the Lampeter-Strasburg School District graduation requirements. Students are required to be fully enrolled in grades 9 through 12, or enrolled in four (4) credits per semester, or eight (8) credits per year. Students may work with their guidance counselor to create custom paths to achieve college or career goals. The following pages provide course descriptions for all required courses as well as electives.

L-S High School Required Core Subject Courses and Recommended/Required Sequence				
	Grade 9	Grade 10	Grade 11	Grade 12
English	Accelerated English 9 (1 Credit)	Accelerated English 10 (1 Credit)	English Elective (1 Credit)	English Elective (1 Credit)
Mathematics	Algebra I A & B (2 Credits) or Accelerated Algebra I (1 Credit) *	Algebra II or Accelerated Algebra II (1 Credit)	Math Elective (1 Credit)	Math Elective (1 Credit)
Science	Earth Science or Accelerated Earth Science (1 Credit)	Biology or Accelerated Biology (1 Credit)	Science Elective (1 Credit)	Science Elective (1 Credit)
Social Studies	American Cultures or Accelerated American Cultures (1Credit)	World Cultures or Accelerated World Cultures (1 Credit)	American Government or Accelerated American Government (1 Credit)	Social Studies Elective (1 Credit)
Additional Required Courses:	Introduction to Informational Technology (.5 Credit)	Managing Your Finances (.5 Credit)	Health/Physical Education** (1 Credit) <small>**can be completed during junior or senior year</small>	
	Health/Physical Education 9 (.5 Credit)	Family Consumer Science (.5 Credit)		
		Health/Physical Education 10 (1 Credit)		
	Additional Credits/Electives (3 Credits)	Additional Credits/Electives (2 Credits)	Additional Credits/Electives (3 Credits)	Additional Credits/Electives (4 Credits)

*Algebra I (or other high school math courses) taken prior to ninth grade will count as one of the four required math courses, leaving three math courses required for graduation; one of which can be a computer science course. Twenty-eight total credits are still required while in grades nine through 12 for graduation. For transfer students, the same would apply for Language Arts, Science, and Social Studies.

SPECIALIZED COURSES

A.C.M.E. Gifted Seminar

Credit: 1

Course No: 030EL

Course Wt: 1.05

Note: *Students must have a Gifted I.E.P.*

The goals of this class reflect Achievement, Creativity, Mastery of Problem-Solving Skill and Eclectic Learning. The themes of the core curriculum change each year to insure diversity. Students who are interested in multicultural studies, language arts, foreign languages, fine arts, creative writing, practical arts, social studies and sciences will benefit as they pursue teacher and self-directed activities. Course expectations include oral, written and independent projects. Marking period grades will be determined by cumulative points from the various projects.

Videography

Credit: 1

Course No: 050EL

Course Wt: 1.0

The Videography course will provide the students with an introduction to the realm of video production. The course is designed for the beginning video student. The students will learn how to create videos, run various types of equipment and learn limited digital video techniques. The students will work on planning, writing and creating various types of videos. The skills and methodologies developed during the class will provide a foundation for future learning and employment in the video field.

Studio Production

Credit: 1

Course No: 055EL

Course Wt: 1.0

The studio production course will provide the students with an introduction to the realm of studio production. The students will learn how to create studio-oriented television shows, run various types of equipment and learn pre- and post- production techniques. The students will be involved in development, writing, set design and construction, acting, directing and producing original works and projects. The skills and methodologies will provide a foundation for future learning and employment in the television and video field.

English

Accelerated English 9 (NCAA Approved)

Credit: 1

Course No: 109EN

Course Wt: 1.05

This course is designed as part of the college-bound sequence of courses. Students will read, discuss, and study important works from a variety of literary genres. This course will emphasize grammar, vocabulary development, communication, and sound research skills. Students will write and revise a series of compositions using primary and/or secondary sources. This course is an intensive preparation in vocabulary, writing, and reading. This course fulfills the requirements of an accelerated course.

Accelerated English 10 (NCAA Approved)

Credit: 1

Course No: 110EN

Course Wt: 1.05

Prerequisites: *Successful completion of 109EN*

This course is designed as part of the college-bound sequence of courses. Students will read critically, discuss analytically, and study intensively important works from American literature. This course will emphasize grammar, vocabulary development, communication, and sound research skills. Students will write and revise a series of compositions using primary and/or secondary sources. This course fulfills the requirements of an accelerated course.

Accelerated Shakespeare (NCAA Approved)

Credit: 1

Course No: 106EN

Course Wt: 1.05

Prerequisite: *Successful completion of 109EN and 110EN*

This course introduces students to Shakespeare's greatest plays, teaching the value of close examination and analysis of the text. The course, which includes tragedy, history, and comedy, will challenge students to become better readers, thinkers, and writers as they respond in writing to the sonnets and each play. Writing themes are derived from the content areas of the course, while essential grammar skills are taught in conjunction with the writing. Course expectations include a sonnet unit, writing and revising a series of compositions using primary and/or secondary sources, a formal speech, and all other cumulative writing assignments. This course fulfills the requirements of an accelerated course.

Mass Media Literacy (NCAA Approved)

Credit: 1

Course No: 107EN

Course Wt: 1.0

Prerequisite: *Successful completion of 109EN and 110EN*

Students who enroll in this class will learn to be better consumers of the strands of English (Reading, Writing, Listening, and Speaking) by studying the structure and function of mass media and its effects and by immersing themselves into the theory and practice of major media forms. Writing themes are derived from the content areas of the course, while essential grammar, tone, and stylistic skills are taught in conjunction with the writing. Course expectations include the composition of several unit-specific assignments, encompassing printed, visual, and online media, with plenty of hands-on application in the creation of various media. Also, students will read and analyze works of literature in various media. Students will learn to question everything they hear, see, and watch.

Accelerated Composition and Syntactical Analysis (NCAA Approved)

Credit: 1

Course No: 115EN

Course Wt: 1.05

Prerequisite: *Successful completion of 109EN and 110EN*

Formally listed as Advanced Grammar and Rhetoric, this course is designed for both students who love grammar and students who simply wish to improve their grammar skills. A full but fun semester of grammar, the course will guide students through the most meticulous of structures and rules in preparation for SATs and ACTs and college writing. Students will study the language largely using Reed-Kellogg diagrams as a way to visualize the structures of the sentences and to identify common errors in writing. Additionally, the course places heavy emphasis on writing beyond traditional Keyhole format, challenging students with new styles of analysis to expand their current writing skills.

Accelerated English and Communications (NCAA Approved)**Credit: 1****Course No: 116EN****Course Wt: 1.05*****Prerequisite: Successful completion of 109EN and 110EN***

This course is designed for students who enjoy engaging in thoughtful, ethical discussions of contemporary readings that are often argumentative and challenging. Be prepared to talk. It is ideal for juniors prior to taking either AP English or HACC English and for seniors before entering college. The readings are mostly nonfiction essays, organized by the author's method of arguing his point. Some are quite humorous; others more sensitive. All are fascinating. Additionally, students will read both short fiction and long fiction, but will do so through applying literary critical perspectives like Feminism and Deconstructionism. Each marking period includes a formal debate unit and a speech. Besides a review of grammar skills necessary for college, students will engage in writing persuasive, narrative, and literary critical analyses.

Literary and Cinematic Analysis (NCAA Approved)**Credit 1****Course No: 152EN****Course Wt: 1.05*****Prerequisite: Successful completion of 109EN and 110EN***

Students will use critical thinking skills in understanding novels and films as contrasting expressions of the human condition. Students enrolled in this course will read and study novels and will examine film techniques that are used to compare and contrast to the written text. The purpose will be to explore the questions of the stories as they are interpreted by authors, directors, and the audience. Writing themes are derived from the content areas of the course, while essential grammar skills and vocabulary are taught in conjunction with the writing. Course expectations include argumentative essays, and writing and revising a series of compositions using primary and/or secondary sources.

Creative Writing (NCAA Approved)**Credit: 1****Course No: 158EN****Course Wt: 1.05*****Prerequisite: Successful completion of 109EN and 110EN***

This course will address the needs of those students who are highly motivated in creative written expression and who desire to write for self-improvement and publication in various genres. Student writers will supplant their creative efforts with a grounding in vocabulary development and grammatic craft. Students of all writing levels are welcome. Students will compose in a variety of genres, such as poetry, drama, short story, science fiction, journalism, and others.

AP English Literature and Composition (NCAA Approved)**Credit: 1****Course No: 160EN****Course Wt: 1.1*****Prerequisites: Successful completion 109EN and 110EN and at least one other English credit.***

AP English teaches the concepts prepared by the Development Committee of the College Board. Students study challenging works of recognized literary merit. Assessment depends on students' written analysis of the works and effective classroom discussion through a seminar approach. Course expectations include a three to five-page analysis at the conclusion of each literary work, completion of an expository essay for either a college or scholarship application, and all other cumulative writing assignments.

Accelerated British Literature and Composition (NCAA Approved)**Credit: 1****Course No: 161EN****Course Wt: 1.05*****Prerequisites: Successful completion of 109EN and 110EN***

This course is designed as part of the college-bound sequence of courses. Students read, discuss and study important works from British literature selected for their representation of major literary periods and for their literary value. The semester chronologically proceeds from the Anglo-Saxon works to the Romantics and contemporary writers. Writing themes are derived from the content areas of the course, while essential grammar skills are taught in conjunction with the writing. Students will write and revise a series of compositions using primary and/or secondary sources. This course fulfills the requirements of an accelerated course.

HACC English 101 (NCAA Approved)

Credit: 1

Course No: HC101EN

Course Wt: 1.1

Prerequisites: Successful completion of 109EN and 110EN

and at least one other English credit and must pass HACC placement test

HACC English 101 is a writing course that explores expository and analytical composition. It includes discussions of contemporary social and cultural issues and how they affect humanity. Students will master the writing process and will engage in critical thinking. Through reading, discussion, observation, and evaluation, students will gain skill in the drafting, revision, and editing of insightful, scholarly essays.

Note: Students who take this course will also have, in accordance with the agreement with Harrisburg Area Community College, the ability to earn up to three (3) college credits through enrollment in this class. ** Students will accrue a tuition cost through HACC for this course.

SOCIAL STUDIES

Accelerated American Cultures (NCAA Approved)

Credit: 1

Course No: 201SS

Course Wt: 1.05

This section is designed for students looking for an academic challenge or those students with a strong interest in social studies. This course provides a more rigorous and in-depth look at the topics covered. The instructor will stress higher-level thinking skills including synthesis, analysis and evaluation of historical events with a greater emphasis on reading and writing. In addition, students will be expected to prepare a project for various units covered throughout the semester. Students wishing to pursue Advanced Placement courses in social studies in their junior and senior years are required to take this course.

American Cultures (NCAA Approved)

Credit: 1

Course No: 202SS

Course Wt: 1.0

This is a basic history course designed for students looking to meet graduation requirements or who do not want to pursue an emphasis on social studies. The outcome of this course is to promote critical thinking and to teach students how to become informed decision-makers. The teacher will use a variety of appropriate instructional techniques and assessments. In addition, students will be expected to prepare a project for various units covered throughout the semester.

Accelerated World Cultures (NCAA Approved)

Credit: 1

Course No: 211SS

Course Wt: 1.05

This section is designed for students looking for an academic challenge or those students with a strong interest in social studies. This course provides a more rigorous and in-depth look at the topics covered. The instructor will stress higher-level thinking skills including synthesis, analysis, and evaluation of geography and culture with a greater emphasis on reading and writing. In addition, students will be expected to prepare a project for various units covered throughout the semester. Students wishing to pursue Advanced Placement courses in social studies in their junior and senior years are required to take this course.

World Cultures (NCAA Approved)

Credit: 1

Course No: 212SS

Course Wt: 1.0

This is a basic history course designed for students looking to meet graduation requirements or who do not want to pursue an emphasis on social studies. The outcome of this course is to promote critical thinking and to teach students how to become informed decision-makers. The teacher will use a variety of appropriate instructional techniques and assessments. In addition, students will be expected to prepare a project for various units covered throughout the semester.

Note: Both American Cultures and World Cultures are prerequisites for all additional social studies courses; therefore, successful completion of 201SS or 202SS AND 211SS or 212SS is required to sign up for any of the courses listed below.

Accelerated American Government/Economics (NCAA Approved)

Credit: 1

Course No: 221SS

Course Wt: 1.05

Prerequisite: 201SS or 202SS and 211SS or 212SS

This section is designed for students looking for an academic challenge or those students with a strong interest in social studies. This course provides a more rigorous and in-depth look at the topics covered. The instructor will stress higher-level thinking skills including synthesis, analysis, and evaluation of the Constitution, our government, and economics with a greater emphasis on reading and writing. Part of the semester will focus on our Government, while the other part will focus on survey topics in Economics. In addition, students will be expected to prepare a project for various units covered throughout the semester. Students wishing to pursue Advanced Placement courses in social studies in their junior and senior years are required to take this course.

American Government/Economics (NCAA Approved)**Credit: 1****Course No: 222SS****Course Wt: 1.0*****Prerequisite: 201SS or 202SS and 211SS or 212SS***

This is a basic history course designed for students looking to meet graduation requirements or who do not want to pursue an emphasis on social studies. The outcome of this course is to promote critical thinking and to teach students how to become informed decision-makers. The teacher will use a variety of appropriate instructional techniques and assessments. Part of the semester will focus on our Government, while the other part will focus on survey topics in Economics. In addition, students will be expected to prepare a project for various units covered throughout the semester.

Comparative Religions (NCAA Approved)**Credit: 1****Course No: 240SS****Course Wt: 1.05*****Prerequisite: 201SS or 202SS and 211SS or 212SS***

This course will deal with the study of the various religions of the world. The studies will cover religion through the ages and deal with the interactions and interrelationships of the religions of the world. The main religions covered in the course will be oral religious societies, Hinduism, Buddhism, Sikhism, Jainism, Confucianism, Taoism, Shintoism, Judaism, Christianity, Islam and modern faiths. Through these diversified studies, the students will be exposed to the various concepts, beliefs, traditions and practices of the religions and peoples of the world as well as its impact on history and culture. The students will have to prepare a major project in each marking period. **This elective course is open to all juniors and seniors who have successfully completed American Cultures and World Cultures. This elective will challenge students academically. This course provides a rigorous and in-depth look at the topics covered. Instructors will stress higher-level thinking skills including synthesis, analysis and evaluation of topics covered.**

Sociology (NCAA Approved)**Credit: 1****Course No: 241SS****Course Wt: 1.05*****Prerequisite: 201SS or 202SS and 211SS or 212SS***

Sociology is the study of human relationships. It is concerned with how people behave in groups and how group interaction shapes individual behavior. Units of study will include introduction to sociology, research in sociology, culture, socialization, social structure, groups and formal organizations, deviance and social control, social stratification, inequalities in race, ethnicity, gender, and age, the family, education, political and economic institutions, religion, sport, population and urbanization, and social change and collective behavior. The subject material will be applied to real life situations to enhance the students understanding of sociology at work. The students in this course will prepare projects for a variety of the units of study covered during the course. **This elective course is open to all juniors and seniors who have successfully completed American Cultures and World Cultures. This elective will challenge students academically. This course provides a rigorous and in-depth look at the topics covered. Instructors will stress higher-level thinking skills including synthesis, analysis and evaluation of topics covered.**

Psychology (NCAA Approved)**Credit: 1****Course No: 242SS****Course Wt: 1.05*****Prerequisite: 201SS or 202SS and 211SS or 212SS***

Psychology deals with the study of the individual's behavior. The course presents basic material typical of an introductory college course. Units covered include introduction and history, senses and perceptions, the human brain, learning and conditioning, cognitive psychology, psychological testing, developmental psychology, emotions/motivations and states of consciousness, personality theory, stress, psychopathology, psychotherapy, and social psychology. In addition, subject material is applied to everyday life situations, enhancing one's self-understanding and improving relationships with others. The students will be expected to complete various experiments and major projects in each marking period. **This elective course is open to all juniors and seniors who have successfully completed American Cultures and World Cultures. This elective will challenge students academically. This course provides a rigorous and in-depth look at the topics covered. Instructors will stress higher-level thinking skills including synthesis, analysis and evaluation of topics covered.**

Local History (NCAA Approved)**Credit: 1****Course No: 243SS****Course Wt: 1.0****Prerequisite: 201SS or 202SS and 211SS or 212SS**

This course is designed to provide students with an in-depth study of Pennsylvania and Lancaster County history from the origins of the regions up to the 21st Century. Units to be covered include: geography of Pennsylvania and Lancaster, tourism and Lancaster County, Native Americans, early settlement of the region and William Penn, the Germans and the Amish, colonial Pennsylvania, the influences of wars – French and Indian, Revolutionary and Civil, industrial growth, transportation growth, changes in the government, and local communities – Lancaster County. The students in this course will prepare projects for a variety of the units of study covered during the course. **This elective course is open to all juniors and seniors who have successfully completed American Cultures and World Cultures.**

Introduction to Law (NCAA Approved)**Credit: 1****Course No: 244SS****Course Wt: 1.0****Prerequisite: 201SS or 202SS and 211SS or 212SS**

The purpose of this course is to introduce students to various aspects of law and the legal system in the United States. Students will demonstrate an understanding of the basic principles and practices associated with the field of law. Units to be covered include the history of American law, state and federal court systems, constitutional law, civil and criminal judicial procedures, juvenile law, family and housing law, contracts and torts. The teacher will use a variety of appropriate instructional techniques and assessments. In addition, every student will prepare a variety of projects using multi media and technology for various units covered in the course. **This elective course is open to all juniors and seniors who have successfully completed American Cultures and World Cultures.**

Note: Students wishing to take Social Studies AP courses should pursue an accelerated path of social studies courses. The Social Studies AP courses are open to tenth graders who have a social studies teacher recommendation, and eleventh and twelfth grade students who have successfully completed 201SS Accelerated American Cultures and 211SS Accelerated World Cultures. (AP European History can serve as a replacement for 211SS Accelerated World Cultures with social studies teacher approval.)

AP American Government and Politics (NCAA Approved)**Credits: 2****Course No: 260SS****Course Wt: 1.1****Prerequisite: 201SS and 211SS**

This challenging year-long course is designed to give students a critical perspective on government and politics in the United States. The course will prepare students to take the Advanced Placement test. Students who score well on this test may receive college credit. The course will involve the study of general concepts used to interpret American politics and the analysis of specific case studies. Major content areas include constitutional foundations of American democracy, political beliefs and behaviors, political parties and interest groups, institutions and policy processes of national government and civil rights and civil liberties. There will be an emphasis on college-level reading and writing in this course. The ability to construct thoughts in well-reasoned essays is an integral part of the AP test and the course. All tests in the class will be modeled after the AP exam and will include college level multiple choice and essay questions. **This AP course is open to highly qualified tenth graders who have successfully completed 201SS Accelerated American Cultures and 211SS Accelerated World Cultures with teacher approval and can be taken in place of the 221SS Accelerated American Government course. It is also open to eleventh and twelfth grade students who have successfully completed 201SS Accelerated American Cultures and 211SS Accelerated World Cultures.**

AP European History (NCAA Approved)**Credit: 2****Course No: 261SS****Course Wt: 1.1****Prerequisite: 201SS and 211SS**

AP European History is a challenging course that is meant to prepare students for the workload of a freshman-level college course. In addition to providing a basic exposure to European History, the goals of this year-long course are to develop: 1) an understanding of the principal themes in modern European history, 2) the ability to analyze historical evidence, and 3) the ability to express that understanding and analysis effectively in writing. The broad themes of intellectual-cultural, political-diplomatic, and social-economic history form the basis of the course within the time period of the Renaissance to the present. The focus of this course will be to use critical thinking, analysis and problem-solving skills to understand the complex nature of modern European development. There will be an emphasis on college-level reading and writing in this course. All tests in the class will be modeled after the AP exam and will include college level multiple choice and essay questions. **This AP course is open to highly qualified tenth graders with teacher approval and can be taken in place of the 211SS Accelerated World Cultures course. It is also open to eleventh and twelfth grade students who have successfully completed 201SS Accelerated American Cultures and 211SS Accelerated World Cultures.**

AP Psychology (NCAA Approved)**Credit: 1****Course No: 263SS****Course Wt: 1.1****Prerequisite: 201SS and 211SS**

The AP Psychology course will provide the student with an in-depth study of the major elements of psychology. The course will cover historical, biological, cognitive, developmental, and social psychologies; as well as, psychopathology, psychotherapy, personality theory, psychological testing, consciousness, learning theory, motivation and emotions, and research methodologies. These units will be completed to prepare the student to take the AP exam and future college course work. Critical thinking, analysis, source reading and writing, among other skills, will be emphasized as means of assessment. The class will cover all materials at an accelerated pace, similar to an actual college course. All units will be completed by the AP exam. The time after the exam will be dedicated to analyzing scholarly articles, writing abstracts, conducting experiments, and applying the units from the course to real world situations. There will be an emphasis on college-level reading and writing in this course. All tests in the class will be modeled after the AP exam and will include college level multiple choice and essay questions. **This AP course is open to eleventh and twelfth grade students who have successfully completed 201SS Accelerated American Cultures and 211SS Accelerated World Cultures or 261SS AP European History.**

HACC History of the US I&II (NCAA Approved)**Credits: 2****Course No: 264SS****Course Wt: 1.1****Prerequisite: 201SS and 211SS**

HACC United States History is a challenging course that is meant to be the equivalent of a freshman college course. It is a year-long survey of American history from the age of exploration and discovery to the present. Prospective students should expect that the workload would be heavier than most regular high school history courses. There will be an emphasis on college-level reading and writing in this course. **This HACC course is open to eleventh and twelfth grade students who have successfully completed 201SS Accelerated American Cultures and 211SS Accelerated World Cultures or 261SS AP European History.**

**** Students will accrue a tuition cost through HACC for this course.**

**** Students can earn 6 HACC credits by earning at least a C for each semester.**

MATHEMATICS

Accelerated Algebra I (NCAA Approved)

Credit: 1

Course No: 301MA

Course Wt: 1.05

Prerequisite: 8th grade instructor recommendation

This course provides the foundation for the study of operations and properties of the real number system. Topics include the study of linear equations/functions, linear inequalities, absolute value equations, systems of equations/inequalities, exponential properties/functions, factoring, and topics from probability and statistics. Students will be expected to think critically while solving challenging problems and studying mathematical concepts.

Pre-Algebra

Credit: 1

Course No: 303MA

Course Wt: 1.0

Note: Students may not select this class

Pre-algebra is designed for those students who need a review of the basic skills of mathematics before enrolling in Algebra I. The major emphasis of this course will be on the solution of equations and inequalities in the integer number system. Ratios, proportions, percents, the graphing of linear equations and an introduction to basic geometry will also be included in the curriculum.

Algebra 1A (NCAA Approved)

Credit: 1

Course No: 305AMA

Course Wt: 1.0

This Algebra 1 course provides the foundation for all math courses taught at the high school. This course is centered around the idea of relationships between pairs of numbers. Specific topics include linear equations, linear functions, linear inequalities, solving equations, simplifying expressions, problem-solving, and systems of linear equations. Emphasis will be placed on the connection between equations, graphs, and tables of values of linear relationships. Students will be expected to think critically while solving challenging problems and studying mathematical concepts.

Algebra 1B (NCAA Approved)

Credit: 1

Course No: 305BMA

Course Wt: 1.0

This Algebra 1 course builds upon the content of Algebra 1A by providing the foundation for all math courses taught at the high school. Students will have the opportunity to learn all topics tested on the Algebra 1 Keystone assessment. Specific topics include inequalities in one variable, polynomials, exponent properties, probability, and statistics. If time permits, quadratic functions will also be discussed. Students will be expected to think critically while solving challenging problems and studying mathematical concepts.

Accelerated Geometry (NCAA Approved)

Credit: 1

Course No: 321MA

Course Wt: 1.05

Prerequisite: 301MA

This course involves the study of the relationships among one-, two-, and three-dimensional geometric figures. The topics to be included in this class are the coordinate plane, angles, triangles, quadrilaterals, geometric inequalities, parallel lines, polygons, similarity, congruence, circles, probability, trigonometry, and area and volume. Both inductive and deductive methods of reasoning will be emphasized in the problem-solving process. Also included are the application of definitions, postulates and theorems in two-column proofs as well as coordinate geometry proofs. Accelerated Geometry will meet all the requirements for an accelerated course including several application-type projects that may involve a significant amount of work outside of class. It is recommended that a student should have earned a grade of B or better in Accelerated Algebra II (341).

Geometry (NCAA Approved)**Credit: 1****Course No: 322MA****Course Wt: 1.0****Prerequisite: 342MA**

This course involves the study of the relationships among one, two and three-dimensional geometric figures. Students will primarily learn through hands-on explorations and physical modeling. The following topics will be included: coordinate geometry, classification of geometric figures, triangle relationships and congruence, segment and angle measure, surface area, volume, parallel lines, quadrilaterals, polygons, similar figures, right triangle trigonometry, and properties of circles. It is recommended that a student should have earned a grade of C or better in Algebra I (full year) (305MA) and Algebra II 342MA.

Accelerated Algebra II (NCAA Approved)**Credit: 1****Course No: 341MA****Course Wt: 1.05****Prerequisite: 301MA or 305MA**

This course will build on students' work with linear, quadratic, and exponential functions, while students will extend their repertoire of functions to include polynomial, rational, and radical functions. Students will work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Depending on student needs and time constraints, enrichment problems and various projects will be incorporated into the curriculum. Accelerated Algebra II will meet all of the requirements of an accelerated course. It is recommended that a student should have earned a grade of B or better in Accelerated Algebra I (301).

Algebra II (NCAA Approved)**Credit: 1****Course No: 342MA****Course Wt: 1.0****Prerequisite: 305MA**

This course is designed for those students planning to continue their work beyond high school in fields not closely related to mathematics. Topics that will be studied and discussed include linear functions, systems of linear equations, quadratic and polynomial functions, exponential growth and decay, and rational functions. Emphasis will be placed on applying the concepts to real-world situations. It is recommended that a student should have earned a grade of C or better in Algebra I (full year) (305MA) or Accelerated Algebra I (301MA).

Trigonometry/Algebra III (NCAA Approved)**Credit: 1****Course No: 356MA****Course Wt: 1.05****Prerequisite: Either 321MA and 341MA or 322MA and 342MA**

This course is primarily designed for students who have an interest in trigonometry and its applications. Topics studied include the six trigonometric functions, their inverses and graphs, solving triangles, and solving trigonometric equations. Additional algebraic topics studied in this course include radical functions, logarithms, and sequence and series. It is recommended that the student has earned a grade of B or better in Algebra II. **A graphing calculator is recommended for this course (TI-83 or TI-84 is recommended).**

Probability and Statistics (NCAA Approved)**Credit: 1****Course No: 358MA****Course Wt: 1.05****Prerequisite: Either 321MA and 341MA or 322MA and 342MA**

This course is designed to give college-bound students a firm background in probability and statistics. It will help the student develop an understanding of the concepts and problems of descriptive and inferential statistics. Some of the topics include graphing data, averages and variation, elementary probability theory, the binomial distribution, the normal distribution, sampling distributions, estimation, confidence intervals, hypothesis testing, regression, and correlation. Probability and Statistics will meet all of the requirements for an accelerated course. It is recommended that a student should have earned a grade of B or better in Accelerated Algebra II 341 or Algebra II 342. Students need to be either a junior or a senior to sign up for this course. **A graphing calculator is recommended for this course (TI-83 or TI-84 is recommended).**

AP Statistics (NCAA Approved)**Credit: 1****Course No: 359MA****Course Wt: 1.1****Prerequisite: Either 341MA and 321MA or 342MA and 322MA****Note: Students must have the signature of the department head to register**

This is a one-semester course designed to introduce students to the major concepts and tools for collecting as well as analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data – describing patterns and departures from patterns; Sampling and Experimentation – planning and conducting a study; Anticipating Patterns – exploring random phenomena using probability and simulation; and Statistical Inference – estimating population parameters and testing hypotheses. This course will be offered in the spring and the AP exam will be given in May. Students need to be either a junior who has completed 361MA Pre-Calculus or a senior to sign up for this course. Students may take either Probability and Statistics (358) or AP Statistics (359). **A graphing calculator is recommended for this course (TI-83 or TI-84 is recommended).**

Pre-Calculus (NCAA Approved)**Credit: 1****Course No: 361MA****Course Wt: 1.05****Prerequisite: Either 341MA and 321MA or 356MA****Note: Students must have the signature of the department head to register**

This course is designed to prepare college-bound students for a first course in calculus. Advanced algebra, analytic geometry and trigonometry are integrated with other topics by an approach that emphasizes functions. Concepts presented include polynomial, power, rational, transcendental, and trigonometric functions as well as applications of these functions in the real world. It is recommended that the student should have attained a grade of B or better in Accelerated Algebra II 341 or a grade of B+ or better in Trigonometry/Algebra III 356. **A graphing calculator is recommended for this course (TI-83 or TI-84 is recommended).**

Calculus (NCAA Approved)**Credit: 1****Course No: 362MA****Course Wt: 1.05****Prerequisite: 361MA****Note: Students must have the signature of the department head or Pre-calculus/AP Calculus AB teacher to register.**

This introductory Calculus course is designed to provide students with strong math ability exposure to the fundamentals of Calculus. The course includes the study of algebraic and trigonometric functions. The topics emphasized will be limits, continuity, derivatives and their applications, and integration. It is recommended that the student should have earned a grade of B or better in Pre-Calculus. **Students taking this course may NOT take AP Calculus. A graphing calculator is recommended for this course (TI-83 or TI-84 is recommended).**

AP Calculus AB (NCAA Approved)**Credit: 2****Course No: 370MA****Course Wt: 1.1****Prerequisite: 361MA****Note: Students must have the signature of the department head or Pre-calculus/AP Calculus AB teacher to register.**

This is a full year course and is designed to provide students with exceptional math ability an opportunity to determine their college placement and/or earn college credit in mathematics. The course includes the study of algebraic, trigonometric, exponential, and logarithmic functions. The topics emphasized will be limits, derivatives and their applications, integration, and the applications of integration. In addition, each student will be asked to work on extended topics or to complete an independent project. Students may enroll in this course if they attain a grade of B or better in Pre-Calculus and are recommended by the teacher. **A graphing calculator is recommended for this course (TI-83 or TI-84 is recommended).**

AP Calculus BC (NCAA Approved)

Credit: 1

Prerequisite: 370MA

Course No: 371MA

Course Wt: 1.1

Note: Students must have the signature of the department head or Pre-calculus/AP Calculus AB teacher to register.

This is a one-semester course and is designed to provide students with exceptional math ability an opportunity to determine their college placement and/or earn college credit in mathematics. The course follows the College Board's approved curriculum. The topic outline for this course includes the topics not covered in AP Calculus AB. The topics to be emphasized, but not limited to, include parametric, polar and vector functions, their derivatives and integration applications, L'Hospital's rule, improper integrals, solving logistic differential equations and using them in modeling, and polynomial approximation and series. In addition, each student will be asked to work on extended topics or to complete an independent project. Students may enroll in this course if they attain a grade of B or better in AP Calculus AB and are recommended by the teacher. **A graphing calculator is recommended for this course (TI-83 or TI-84 is recommended).**

SCIENCE

Accelerated Earth Science (NCAA Approved)

Credit: 1

Course No: 401SC

Course Wt: 1.05

Earth science utilizes chemistry, physics and biology to explore processes both on Earth and in the solar system. Students will study minerals and rocks, weathering and landforms, paleontology and geologic time, geophysics, hydrogeology and the water cycle, oceanography, meteorology and astronomy. Students will sharpen map reading and interpretations skills while examining surface processes such as erosion, earthquakes and drainage systems. The faster pace and increased rigor will prepare students for more advanced science classes. Students best suited for this class should have excelled in previous science classes.

Earth Science (NCAA Approved)

Credit: 1

Course No: 402SC

Credit Wt: 1.0

Earth science utilizes chemistry, physics and biology to explore processes both on Earth and in the solar system. Students will study minerals and rocks, weathering and landforms, paleontology and geologic time, geophysics, hydrogeology and the water cycle, oceanography, meteorology and astronomy. Students will sharpen map reading and interpretation skills while examining surface processes such as erosion, earthquakes and drainage systems.

Accelerated Biology (NCAA Approved)

Credit: 1

Course No: 411SC

Course Wt: 1.05

Prerequisite: 401SC or 402SC

This course introduces biology from an ecological point of view. Students will gain an understanding of biological topics including the characteristic of life, organic chemistry, cellular processes, cellular structures, cellular division, and genetics using probability, bioengineering, evolution, conservation, and ecology. Laboratory activities, using a wide variety of specimens, play an extensive role in the course. The faster pace and increased rigor will prepare students for more advanced science classes. Students best suited for this class should have excelled in previous science classes.

Biology (NCAA Approved)

Credit: 1

Course No: 412SC

Course Wt: 1.0

Prerequisite: 401SC or 402SC

This course introduces biology from an ecological point of view. Students will gain an understanding of biological topics including the characteristic of life, organic chemistry, cellular processes, cellular structures, cellular division, and genetics using probability, bioengineering, evolution, conservation, and ecology. Laboratory activities, using a wide variety of specimens, play an extensive role in the course.

Anatomy and Physiology (NCAA Approved)

Credit: 1

Course No: 422SC

Course Wt: 1.05

Prerequisites: 441SC or 442SC

This course is a combination of two biological topics: anatomy and physiology. The anatomy and physiology units describe levels of biological organization, support and movement, control and regulation, body fluids and transport, environmental exchange and continuity of life. A three-week dissection studying the organ systems will also be conducted.

Integrated Science (NCAA Approved)

Credit: 1

Course No: 423SC

Course Wt: 1.0

Prerequisites: 412SC

Integrated Science gives students the opportunity to fine tune skills in preparation for Chemistry and/or Physics. Concentrating on the changes in matter and energy, topics include states of matter, chemical reactions, acids and bases, motion, and forces. Skills focused on throughout the course include problem solving and formula manipulation.

Environmental Science (NCAA Approved)**Credit: 1****Course No: 430SC****Course Wt: 1.0****Prerequisites: 423SC or 441SC or 442SC**

This course will provide students with a hands-on and project-oriented experience with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Students will identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary science; it embraces a wide variety of topics from different areas of study.

AP Biology (NCAA Approved)**Credit: 2****Course No: 432SC****Course Wt: 1.1****Prerequisites: Student must have earned an A- or higher in 442 SC or a B- or higher in 441SC or a C- or higher in 446SC**

This advanced placement course will take an in-depth look at biology and will provide students with option to get introductory college biology credits. The course will cover the topics of molecules, cells, genetics, ecology and organisms as recommended by the College Board. Students will be admitted to this class based upon the following criteria: previous science grades, teacher recommendations and a qualifying exam when class size is limited. This is a full year course.

Accelerated Chemistry (NCAA Approved)**Credit: 1****Course No: 441SC****Course Wt: 1.05****Prerequisites: 411SC or 412SC (Recommend Algebra II)**

This is a course for college-bound students interested in a science field with a strong background in math. A clear picture of the way scientists proceed to do their work is presented and repeatedly followed in the development of this course. Students draw from extensive laboratory experience to formulate chemical principles such as the atomic theory, nature of matter and mole concept. Chemical principles considered include energy, characteristics of chemical reactions, chemical periodicity and chemical bonding.

Chemistry (NCAA Approved)**Credit: 1****Course No: 442SC****Course Wt: 1.0****Prerequisites: 412SC or 411SC or 423SC**

This is a course for college-bound students interested in areas other than math or science. The presentation is a descriptive and theoretical approach, which follows a more traditional format than Accelerated Chemistry. The relationship between chemical structure and properties are explored. Laboratories, an important component of the course, are both qualitative and quantitative. The dimensional analysis, the nature of matter and the mole concept are developed.

AP Chemistry (NCAA Approved)**Credit: 2****Course No: 446SC****Course Wt: 1.1****Prerequisites: 441SC**

This Advanced Placement course in Chemistry is designed to provide students with exceptional science ability an opportunity to determine their college placement and/or earn college credit in chemistry. Students will be admitted to this class based upon the following criteria: previous science grades, teacher recommendations and a qualifying exam when class size is limited. This is a full-year course.

Accelerated Physics (NCAA Approved)**Credit: 1****Course No: 460SC****Course Wt: 1.05****Prerequisites: (Recommend Algebra II)**

This course focuses on concepts of motion and projectiles, matter and energy, momentum and collisions, electricity and magnetism, waves and sound and light and optics. Students build and analyze cable systems and rockets. Students measure and analyze the motion of elevators and roller coasters. Students work with online simulations, lasers, lenses, air track gliders, force probes, motion probes and other equipment and instrumentation.

AP Physics I (NCAA Approved)**Credit: 2****Course No: 461SC****Course Wt: 1.1*****Prerequisites: (Recommend Geometry)***

AP Physics I is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics, work, energy, and power; mechanical waves and sound; and simple circuits. Hands-on laboratory work makes up approximately 25 percent of the instructional time. Students will be admitted to this class based upon the following criteria: previous science grades, teacher recommendations and a qualifying exam when class size is limited. This is a full year course.

Physics (NCAA Approved)**Credit: 1****Course No: 462SC****Course Wt: 1.0*****Prerequisites: (Recommend Algebra I)***

This course utilizes less mathematics compared to the Accelerated Physics course. The course focuses on concepts of motion and projectiles, matter and energy, momentum and collisions, electricity and magnetism, waves and sound and light and optics. Students build and analyze cable systems and rockets. Students measure and analyze the motion of elevators and roller coasters. Students work with online simulations, lasers, speakers, microphones, lenses, air track gliders, force probes, motion probes, and numerous other technical instruments and equipment.

PRACTICAL ARTS

Agriculture Education:

Agriculture Science I

Credit: 1

Course No: 500EL

Course Wt: 1.0

Agriculture Science I offer students an introduction to the study of animal science, horticulture, plant science, and current trends in production agriculture. Students will explore career areas in veterinary science, wildlife, conservation, and leadership and community development is also a part of the course. Students can receive certificates in Pork Quality Assurance and Dairy Herd Management. Supervised Agriculture Experience (SAE) is a requirement of this course. This course is designed as a 9th -10th grade course. Enrollment to this course provides membership to the local FFA chapter through which students have the chance to participate in local and state competitions that relate to the course content.

Agriculture Science II

Credit: 1

Course No: 501EL

Course Wt: 1.0

Prerequisite: 500EL

Note: May be offered on school years starting with odd years (2021, 2023, etc.)

Agriculture Science II is designed for students with plans or interests to pursue a career in an agricultural field. Areas to be covered include large animal care and management, food science processes and production, meat evaluation, and agronomy science. In addition, part of the course is agriculture sales, public speaking, plant production, fertilization, and conservation. Leadership and community development will be part of the course. Supervised Agriculture Experience (SAE) is a requirement of this course. This course is designed as an 11th-12th grade course. Enrollment to this course provides membership to the local FFA chapter through which students have the chance to participate in local and state competitions that relate to the course content.

Agricultural Business & Management

Credit: 1

Course No: 502EL

Course Wt: 1.0

Prerequisite: Ag. Mechanics 1, Small Gas Engines, Ag. Science 1, OR Veterinary Science 1

Students enrolled in this course will begin to develop their agribusiness skills and to build networks with local business through projects, guest speakers, and market analysis. The course will provide students with the knowledge to develop their own agribusiness plan, communicate and network with the public about the agricultural products and issues important to all consumers, and have the ability to successfully market agricultural products using social media and digital advertising. Students will participate in a comprehensive field experience; obtaining a contextual, work-based learning experience. Supervised Agriculture Experience (SAE) is a requirement of this course. This course is designed as an 11th -12th grade course. Enrollment to this course provides membership to the local FFA chapter through which students have the chance to participate in local and state competitions that relate to the course content.

Agriculture Mechanics I

Credit: 1

Course No: 503EL

Course Wt: 1.0

The design of this course is to give students an introduction to careers and skill acquisition in the following areas: plumbing, concrete and masonry, electricity, tool fitting, small engine maintenance, drywall construction, shop & machine safety and emerging agricultural technologies. Career readiness and workplace disposition are integrated in this course. Supervised Agriculture Experience (SAE) is a requirement of this course. Enrollment to this course provides membership to the local FFA chapter through which students have the chance to participate in local and state competitions that relate to the course content. This course is designed as a 9th -10th grade course.

Veterinary Science I**Credit: 1****Course No: 504EL****Course Wt: 1.0**

This course will examine the practical aspects of animal science as it relates to animal ownership, handling and health. The study of both large and small animals will be incorporated into this course. Areas to be covered include introductions to reproduction, pet care and management, domestication and wildlife, digestive and nutrition systems, animal disease, animal rights, animal welfare, animal communication/behavior, and animal breeds. Leadership and community development will also be a part of this course. Students will have the opportunity to work with and handle live animals during laboratory exercises. This course is recommended for any student interested in basic animal care. Supervised Agriculture Experience (SAE) is a requirement of this course. This course is designed as a 9th-10th grade course. Enrollment to this course provides membership to the local FFA chapter through which students have the chance to participate in local and state competitions that relate to the course content.

Small Gas Engines**Credit: 1****Course No: 505EL****Course Wt: 1.0**

This course is designed to give students experience in small engine repair and maintenance. Students will gain understanding on the systematic similarities and differences of two- and four-cycle engines. Students will perform an engine overhaul on a four-stroke engine, gain skills in customer service and develop critical thinking skills when troubleshooting engines. Much of this course is hands-on training. Students are required to supply an engine for repair. Career readiness and workplace disposition are integrated in this course. Supervised Agriculture Experience (SAE) is a requirement of this course. Enrollment to this course provides membership to the local FFA chapter through which students have the chance to participate in local and state competitions that relate to the course content. This course is designed as a 9th-10th grade course.

Welding and Electricity**Credit: 1****Course No: 506EL****Course Wt: 1.0*****Prerequisite: 503EL AND 505EL***

This course is an intensive study of electricity and welding. Students will learn electric principles and demonstrate common wiring used in the electrical industry. Students will develop skills in both electric arc and mig welding. In addition, plasma arc cutting and oxy-acetylene welding will be learned. The completion of course requirements (all major assigned projects) is necessary for course credit. Career readiness and workplace disposition are integrated in this course. Supervised Agriculture Experience (SAE) is a requirement of this course. Enrollment to this course provides membership to the local FFA chapter through which students have the chance to participate in local and state competitions that relate to the course content.

Advanced Mechanics**Credit: 1****Course No: 507EL****Course Wt: 1.0*****Prerequisite: 503EL, 505EL and 506EL***

Students in this course may work on projects from the training they received in all prerequisite courses. Students will have advanced training in construction, welding, engines (gas and diesel), project design, hydraulics and emerging agricultural technologies. Students are expected to design and implement individual projects. Career readiness and workplace disposition are integrated in this course. Supervised Agriculture Experience (SAE) is a requirement of this course. Enrollment to this course provides membership to the local FFA chapter through which students have the chance to participate in local and state competitions that relate to the course content.

Landscape and Plant Design**Credit: 1****Course No: 509EL****Course Wt: 1.0****Prerequisite: 500EL****Note: May be offered on school years starting with even years (2020, 2022, etc.)**

This course is designed as an introduction to landscaping and landscape designing techniques. Units of study include pruning, plant identification, chemical usage and fertilizers, soils and erosion, plant design techniques, turf-grass management, and more. This course is intended to be very hands-on oriented. Frequent labs and outdoor activities encompass a large portion of this course of study. The completion of course requirements (all major assigned projects) is necessary for course credit. Supervised Agriculture Experience (SAE) is a requirement of this course. Enrollment to this course provides membership to the local FFA chapter through which students have the chance to participate in local and state competitions that relate to the course content.

Veterinary Science II**Credit: 1****Course No: 510EL****Course Wt: 1.0****Prerequisite: Grade of C or higher in 504EL**

This course will examine an in-depth study of animal management techniques, animal genetics, career readiness, and medical techniques. This course targets both large and small animal species. Areas to be covered include animal anatomy, advanced animal behavior and research, animal welfare issues, principles of surgery, and genetic trends and breeding systems. Leadership and community development will also be a part of this course. This course is offered to those students who have successfully completed Veterinary Science I. The completion of course requirements (all major assigned projects) is necessary for course credit. Supervised Agriculture Experience (SAE) is a requirement of this course. This course is designed as an 11.-12. grade course. Enrollment to this course provides membership to the local FFA chapter through which students have the chance to participate in local and state competitions that relate to the course content. Through articulation agreements with Delaware Valley University and HACC, students may receive college credits upon completion of this course.

Supervised Agricultural Experience**Credit: 1****Course No: 511EL****Course Wt: 1.0****Prerequisite: Agriculture Department approval**

Students will have the opportunity to receive one credit per year for completion of a Supervised Agricultural Experience (SAE) project. A minimum of 120 hours is required to meet the basic time requirement and a department approved SAE will be kept on the SAE project in an online system. An agreement is required to be signed by student, parent/guardian and teacher before approval.

Business Education:**Introduction to Business****Credit: 1****Course No: 520EL****Course Wt: 1.0**

The world of business is exciting, challenging, attainable and fun! Introduction to Business is a basic course that draws students into the world of business by discussing various topics, such as marketing, economics, entrepreneurship/small business ownership, ethics, technology, and money/banking. The course will incorporate presentation, group work, videos, internet research, as well as hands-on assignments, projects, and simulations. Completion of marketing and business plans are course requirements.

Accounting I**Credit: 1****Course No: 525EL****Course Wt: 1.0**

Accounting is often referred to as the language of business, and in Accounting I, students will learn how to record and analyze the financial information that is so vital to the success of a business. Emphasis is placed on understanding and completing the steps in the accounting cycle, which includes journalizing transactions and preparing financial documents. The course will incorporate presentation, demonstration, group work, videos, internet research, as well as hands-on assignments and projects. Completion of major application activities is a course requirement.

Accounting II**Credit: 1****Course No: 526EL****Course Wt: 1.0****Prerequisite: 525EL**

Following textbook introductions in advanced methods of accounting for assets, liabilities and equity, students will receive an introduction to computerized accounting. This course lays a foundation for career accountants or college majors in any field of business. The course will incorporate presentation, demonstration, group work, videos, internet research, as well as hands-on assignments and projects. Completion of major application activities is a course requirement.

Introduction to Marketing/Sales**Credit: 1****Course No: 540EL****Course WT: 1.0**

Marketing takes students through the steps of developing, promoting, and distributing a product. Targeting the market for a product designed by the students through proper research, and successfully advertising the product is a major thrust of the course. Students' creative efforts will be put to use in exploring various marketing approaches and techniques, as well as the creation of a successful retail environment. Students will also discuss the process of selling various types of products in a consumer environment. The course will incorporate presentation, demonstration, group work, videos, internet research, as well as hands-on assignments, projects, and simulations. The completion of major projects and tests is a course requirement.

Managing Your Finances:**Managing Your Finances****Credit: 0.5****Course No: 515BU****Course Wt: 1.0****Note: Requirement for grade 10**

This course is designed to give all students a basic understanding in developing financial goals, budgeting, utilizing financial services such as banking, credit, debt and investment opportunities, acquiring insurance protection, and career exploration that would influence future financial sustainability. Students learn through various hands-on simulations to manage budget objectives, organize personal checking and savings accounts, calculate debt value, secure fraud protection, investigate credit card offers, insurance products, explore career options, and rehearse investing.

Family and Consumer Science:**Family and Consumer Science****Credit: 0.5****Course No: 553FC****Course Wt: 1.0****Note: Requirement for grade 10**

The Family and Consumer Science program is designed to enable individuals to actively participate in the improvement of family life. This Family and Consumer Science course focuses on the following areas: food and nutrition, child development and family life. The completion of course requirements (all major assigned projects) is necessary for course credit.

Culinary Arts**Credit: 1****Course No: 555EL****Course Wt: 1.0****Prerequisite: Grade of C or higher in 553FC****Note: Reserved for grades 11 and 12 only**

The course provides the foundation for a lifetime of healthy eating based on current nutritional guidelines and recommendations. Students develop a pro-active, personalized diet philosophy incorporating self-analysis, evaluation of food trends, and topical health issues. Students will prepare nutritionally-balanced menus and health-conscious recipes, as well as make informed decisions about substituting ingredients. Food labs explore a variety of cooking methods and multi-cultural techniques emphasizing flavor, quality, moderation, and planning. This course is recommended for students considering a career in Culinary Arts and anyone interested in improving his/her overall sense of health and well-being. This is a great course to take before packing off to college and cooking on one's own.

Technology Education:

Introduction to Information Technology

Credit: 0.5

Course No: 570TE

Course Wt: 1.0

Note: Requirement for grade 9

While learning to safely explore the World Wide Web and social media, students will become savvy digital consumers. Learning through a combination of digital technologies, this hand-on course utilizes industry standard software as well as the latest web-based tools. Participants will create web pages; manipulate images to create a narrative; edit a brief video suitable for viewing on the internet; compress their thoughts into 140 characters or less; maximize content for publishing on social media to reach the widest possible audience; clarify an idea into a visually stunning presentation; create rich multimedia animations; write content that encourages others to edit and adapt it; and learn how to make their work go viral.

Photography

Credit: 1

Course No: 574EL

Course Wt: 1.0

This course covers basic concepts and practice of digital photography using digital DSLR cameras, including understanding and use of the camera, lenses, and other basic photographic equipment. The course will address aesthetic principles as they relate to composition, space, exposure, light and color. Technological requirements of digital formats will be addressed, such as formats and resolution. Basic digital manipulations of images will be taught in preparation for creating a photo portfolio of images. A digital SLR camera is recommended but not necessary for this course.

Photography II

Credit: 1

Course No: 5742EL

Course Wt: 1.0

Prerequisite: 574EL

Photography II builds on the experience students develop in the introductory course (Photography) too. The course is designed to further develop and utilize the skills acquired in the introductory Photography course. This course will give students who really enjoy photography an opportunity to continue to develop their skills. The course will review use of aperture and shutter speed, lighting and composition, digital image processing and manipulation. A digital SLR camera is recommended but not necessary for this course.

Wood Technology I

Credit: 1

Course No: 575EL

Course Wt: 1.0

Wood Technology I is designed to educate students in basic woodworking skills with a major focus on shop safety and the correct usage of hand tools, portable electric tools and power machinery. Basic drawing, design, problem-solving, and construction skills will be emphasized throughout this course. Students will have the opportunity to work both in teams and individually on various activities and projects. Projects typically include CO.car, cutting board, checkerboard, serving tray, and end table. Students will also gain experience working with other materials such as plastic and metal.

Wood Technology II

Credit: 1

Course No: 576EL

Course Wt: 1.0

Prerequisite: Grade of C or higher in 575EL

This course is designed to further develop and utilize skills acquired in Wood Technology I by allowing students to design and build their own projects. Special attention is given to design and specialty machine set ups. Student will learn how to utilize more advanced joinery as well as operate a Wood Lathe. Other topics include CNC machining, machine maintenance, distressing as well as furniture repair and restoration. Students will work in teams and individually on various activities and projects. **Students are expected to pay for materials exceeding \$30 in value.**

Wood Technology III**Credit: 1****Course No: 577EL****Course Wt: 1.05****Prerequisite: Grade of C or higher in 575EL and 576EL**

This course is designed for those students interested in developing advanced woodworking skills. The course offers an increased emphasis on selecting, designing, and constructing more advanced pieces of furniture. Students will use experience previously gained in Wood Technology I and II to create their own unique projects. A major percentage of class time will be spent on project construction. However, students will receive special instruction and demonstrations on advanced drawing techniques, machine setups, special cuts, more advanced joinery and shop maintenance. Students will also learn about mass production and participate in a mass production run. **Students are expected to pay for materials exceeding \$30 in value.**

Desktop Publishing**Credit: 1****Course No: 579EL****Course Wt: 1.0**

This course is designed for students who have an interest in developing skills in presentation graphics and looking more in depth at the potential and possibilities available in the software package of Adobe Creative Suites (Adobe InDesign, Adobe Illustrator, and Adobe Photoshop) and PowerPoint. As the course progresses, the possibility of adding other software to the course such as Print Artist and Painter would be investigated. Students would design various projects in Creative Suites including stationery, business cards, greeting cards, package design, newsletters, brochures and other presentation-type projects. PowerPoint would give students experience in developing their skills in graphic presentations that they could incorporate into their classes or even as a way to submit their senior project.

Introduction to CADD/Drafting**Credit: 1****Course No: 580EL****Course Wt: 1.0**

This course will give students an introduction to engineering and architectural drawing through the use of hand drawing and the latest CADD (Computer Aided Drawing & Design) programs. In engineering drawing, students will learn basic sketching and drafting skills as well as the latest version of 2D AutoCADD and 3D Inventor. In architectural drawing, students will create house plans and models using a 3-D architectural CADD program called Chief Architect. The students will design and create their own "dream house" by producing floor plans, interior design plans, elevation plans, and 3-D animated tours of their house. Students will also create an electronic portfolio showcasing all their work from the semester. In addition, students will possibly design and produce hand drawn technical renderings, vinyl art products and 3D printer parts

Engineering Drawing and Technical Sketching**Credit: 1****Course No: 581EL****Course Wt: 1.05****Prerequisite: Grade of C or higher in 580EL**

This course will allow students to learn advanced engineering drawing and design techniques through the use of hand drawing and the latest 2-D and 3-D AutoCADD and Inventor programs. Students will also explore different forms of technical rendering such as pencil, ink, and multicolor renderings as well as stippling drawings. Basic skills from the Introduction to CADD course will be reviewed and new areas will be examined including pictorial, sectional, auxiliary, assembly drawings, and sheet metal developments. This information will then be applied in the engineering design process as students work individually and in groups on a number of engineering design activities to solve problems. Students will also create an electronic portfolio showcasing all their work from the semester. Other projects will consist of creating a variety of different vinyl art products ranging from decals to magnets, or tee shirts. Also the students will use the 3D Printer to create products to solution several Design Challenges throughout the semester.

Architectural Drawing**Credit: 1****Course No: 582EL****Course Wt: 1.05****Prerequisite: Grade of C or higher in 580EL**

This course is designed for students who have an interest in architectural drawing and interior design. Students will learn and research different house styles, basic house designs, interior layouts and different floor plan designs. Students will create several house plan designs and models using a 3-D architectural CADD program. Students will design and create their own “dream house” by producing floor plans, interior plans, elevation plans, electrical plans, plot plans, detail drawings, and 3-D animated tours of their house. Students will also create hand drawn technical renderings of their house and will create an electronic portfolio showcasing all their architectural work from the semester.

Design Engineering**Credit: 1****Course No: 590EL****Course Wt: 1.05**

This course will explore engineering principles by applying hands-on and minds-on problem solving skills to solve real life engineering problems. This class will help students see a connection between math, science, communication, and technology through open-ended design problems. Covered engineering principles will consist of electrical, structural, mechanical, fluid systems, aerospace and bioengineering. Other content areas will be drawn from topics such as robotics, 2-D AutoCADD, 3-D solids, drafting, and technical sketching. Students will have the opportunity to work on the computer to draw their designs, digitally test their 2-D and 3-D structures, learn basic concepts of electronic, create PowerPoint presentations, and design their own personal design portfolio of all their work from the semester. Possible design challenges will typically include designing, building, testing and analyzing: music speakers, robotic arms, water rockets, mousetrap vehicles, all-terrain vehicles, paper structures, a balsa structure and a six-foot bridge.

Design Engineering II**Credit: 1****Course No: 591EL****Course Wt: 1.05****Prerequisite: 590EL**

In Design Engineering II, students will reemphasize the problem-solving experiences from Design Engineering I in order to design and develop more complex, integrated solutions to real-life open-ended problems. Students will focus on electronic systems by applying concepts related to circuit design, component identification and math/science applications to hands on design problems. Students will explore robotic engineering and design through programming, construction, and manipulation of basic technological systems. Additional content areas will allow students to explore more complex areas of engineering including structural, mechanical, fluid power and bio engineering. Students will solve real-life open-ended problems by integrating these principles using science, math, engineering and technology while using the latest technology in 3D printing and 2D and 3D CADD.

Computer Science:**Computer Science Essentials****Credit: 1****Course No: 325EL****Course Wt: 1.0****Prerequisite: 301MA or 305MA**

This course exposes students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence. Students use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create apps and develop websites, and learn how to make computers work together to put their design into practice. It is strongly recommended that the student should have earned a grade of B or better in Accelerated Algebra I (301) or Algebra I (full year) (305).

AP Computer Science Principles (NCAA Approved)**Credit: 1****Course No: 326EL****Course Wt: 1.1*****Prerequisite: 325EL or instructor permission***

Using Python as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. This course helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. All components of this course are aligned to the AP Curriculum Framework standards and the AP CSP assessment. A grade of B or better in Computer Science Essentials (325) is highly recommended.

AP Computer Science A**Credit: 1****Course No: 328EL****Course Wt: 1.1*****Prerequisite: 325EL or instructor permission***

Computer Science A focuses on further developing computational thinking skills through the medium of Android App development for mobile platforms. The course utilizes industry-standard tools such as Android Studio, Java programming language, XML, and device emulators. Students collaborate to create original solutions to problems of their own choosing by designing and implementing user interfaces and Web-based databases. All components of this course are aligned to the AP Curriculum Framework standards and the AP CSA assessment. A grade of B or better in Computer Science Essentials (325) is highly recommended.

Computer Science Cybersecurity**Credit: 1****Course No: 329EL****Course Wt: 1.0*****Prerequisite: 325EL or instructor permission***

This course exposes high school students to the ever-growing and far-reaching field of cybersecurity. Students accomplish this through problem-based learning, where students role-play as cybersecurity experts and train as cybersecurity experts do. CS Cybersecurity gives students a broad exposure to the many aspects of digital and information security while encouraging socially responsible choices and ethical behavior. It inspires algorithmic thinking, computational thinking, and especially, “outside-the-box” thinking. Students will also explore the many educational and career paths available to cybersecurity experts, as well as other careers that comprise the field of information security. It is strongly recommended that the student should have earned a grade of B or better in Accelerated Algebra I (301) or Algebra I (full year) (305).

FINE ARTS

Art Education:

Art Survey

Credit: 1

Course No: 600EL

Course Wt: 1.0

This course is an introductory art studio orientation course which offers a broad range of visual art experiences based on the elements of art and using various art media and techniques. The concepts of aesthetics, art criticism, art history, and art production will be applied and reinforced. In this class, students will work to improve drawing skills and their awareness of two-dimensional visual illusions. There will also be an emphasis on design. Perspective, composition, proportion, line, value, art history and more will be examined. You do not have to feel like you are an artist to succeed in Art Survey. Bring a willingness to work hard on your ideas and artwork, and you will develop a sense of design as well as an increased ability in drawing, collage, painting, and design. Each student will be required to purchase and maintain a sketch book for the course.

Fine Art

Credit: 1

Course No: 601EL

Course Wt: 1.0

Prerequisite: Grade of C or better in 600EL or instructor permission

This course is for the student who would enjoy working with many different materials and techniques in two dimensional arts. A concentration on improving artistic skills as well as learning how to critically look at the work will be the essential objectives of this course. Fine Art is also designed to add breadth, depth and quality to the work of students who have already learned the basics elements of drawing and painting during Art Survey. Students are encouraged to further develop visual skills through a series of in-depth exercises and projects. Problems in painting, drawing, and design will be assigned. Students will study Renaissance art and Eastern art during the 15th century. Each student will be required to purchase and maintain a sketch book for the class.

Design and Illustration

Credit: 1

Course No: 602EL

Course WT: 1.0

Prerequisite: Grade of C or better in 600EL or instructor permission

In this course, students will learn basic commercial art, graphic design and illustration skills. Logo designing, creating graphic work for a commercial purpose with design and creativity stressed, drawing exercises and design exercises in thinking visually will be included. The class will help the student to continue to develop and improve the concepts of design and visual communication. Students should have knowledgeable skills in drawing and painting before taking this course. Students will study late 19th century through Modern (Contemporary) art. Each student will be expected to purchase and maintain an 11' x 14' sketch book/journal for the class.

Clay and Sculpture I

Credit: 1

Course No: 603EL

Course Wt: 1.0

This course is designed for students with an interest in working in clay. Students will explore basic hand building techniques used to create three-dimensional forms in clay and other mediums. Through hands-on activities, students will discover new ways of creating three-dimensionally while also having the opportunity to explore individual interests and talents. Students will gain a better understanding of design, craftsmanship, creativity, as well as the history of sculpture. Each student will be required to purchase and maintain a sketchbook for the class. This course is recommended for students in ninth and tenth grade in order to have the opportunity to complete Clay and Sculpture II and III.

Jewelry and Metals I**Credit: 1****Course No: 604EL****Course Wt: 1.0**

This course is designed for students with an interest in the craft aspect of art. Construction of creative and original jewelry and metal pieces using basic hand metal skills will be presented. Construction techniques explored include sawing, filing, finishing, riveting, texturing, bending, and soldering of brass, nickel-silver, and copper. Students will use tools such as saws, files, drills, hammers, and torches in this course and emphasis will be placed on educating students in their correct and safe usage. Students will be encouraged to explore new ways of thinking in creating unique metal forms and will study the history and techniques used to create them. Each student will be expected to purchase and maintain a sketchbook/journal for the class.

Portfolio Preparation**Credit: 1****Course No: 605EL****Course Wt: 1.0****Note: Instructor permission only**

This course is designed for the student who by extensive prior study, accomplishment, commitment or artistic achievement warrants recommendation to the program by the instructor. This course will show students how to assemble a portfolio for art school/college admission. Students will learn to visually and verbally develop and present their artwork. A variety of portfolio styles will be discussed and samples will be available for examination. Students will build their portfolio while at the same time producing art that is relevant to their individual abilities and needs. This class is meant for the student that has possible interest in a college education in the visual arts. Each student will be expected to purchase and maintain a sketchbook/journal for the class.

Advanced Art**Credit: 1****Course No: 610EL****Course Wt: 1.05****Prerequisite: Grade of B or better in 601EL or instructor permission**

This course is for the student that has achieved success in the Art Survey (600) and Fine Art (601) classes, and who may be considering a career in art. A traditional as well as a contemporary perspective will be provided in order to aid in the creation of a strong portfolio of artwork. Two dimensional practices in figure drawing, painting strategies, and creative design challenges will be utilized to develop the student toward the preparation of a portfolio. Students will study the history of American art from the beginning of the nation until modern times. Each student will be required to purchase and maintain a sketchbook for the class.

Jewelry and Metals II**Credit: 1****Course No: 612EL****Course Wt: 1.0****Prerequisite: Grade of C or better in 604EL**

This course is designed for students with an interest in the craft aspect of art who wish to enhance and expand upon techniques and materials used in Jewelry and Metals I (604). Construction of original jewelry and metal pieces using basic hand metal skills will be presented. Construction techniques explored will include die forming, hollow form construction, enameling, stone setting, and loop in loop chain making. Students will be using copper, brass, nickel, as well as fine and sterling silver in the construction of their pieces. Students will be encouraged to further explore new ways of thinking in creating forms. In-depth investigation, with visual and written research of subject matter, will be expected. Each student should plan to purchase and maintain a sketchbook/journal for the class. Students may wish to budget money to purchase additional materials for class.

Clay and Sculpture II**Credit: 1****Course No: 613EL****Course Wt: 1.0****Prerequisite:** *Grade of C or better in 603EL or instructor permission*

This course is designed for the student who has an interest in working in clay and who wishes to enhance and expand upon techniques and materials learned in Clay and Sculpture I (603). In addition, students will learn to throw various types of forms on the potter's wheel including cylinders, bowls, and plates. Through wheel throwing, students will discover new ways of creating three-dimensional forms in clay while also having the opportunity to explore individual interests and talents. Exploration using clay as a medium will be stressed as well as learning about artists from different cultures/time periods and various types of sculpture. Each student will be expected to purchase and maintain a sketchbook for the class.

Clay and Sculpture III**Credit: 1****Course No: 614EL****Course Wt: 1.05****Prerequisite:** *Grade of C or better in 603 EL and 613EL or instructor permission*

This course is designed for the student who has a serious interest in working in clay and who wishes to expand upon the work completed in Clay and Sculpture II (613). Wheel throwing and/or hand building techniques in clay will be further developed and taken to a higher level. Students will have the opportunity to focus on specific techniques and processes that best allow them to work in a series and bring conceptual ideas to their work. Various contemporary potters and sculptors will be studied in order for students to see how other three-dimensional artists use their media and integrate concepts. Each student will be expected to purchase and maintain a sketchbook/journal for the class.

Jewelry and Metals III**Credit: 1****Course No: 615EL****Course Wt: 1.05****Prerequisite:** *Grade of B or better in 604EL and 612EL or instructor permission*

This course is designed as an investigation of advanced jewelry and metalsmithing techniques through in-depth demonstrations and samples combined with independent exploration expected of an advanced student. This course is for the serious student who wishes to expand upon the work completed in Jewelry and Metals II. Regular readings will be assigned, synthesized and discussed to continue developing awareness of ongoing discourse in craft, jewelry and metalsmithing as well as metal sourcing and ethics. Students will have the opportunity to focus on specific techniques and processes that best allow them to work in a series and bring conceptual ideas to their work. Various contemporary jewelers will be studied in order for students to see how other three-dimensional artists use their media and integrate concepts. Each student will be expected to purchase and maintain a sketchbook/journal for the class.

Foreign Language:**German I (NCAA Approved)****Credit: 1****Course No: 620EL****Course Wt: 1.0**

German I is a full credit course in which students will acquire basic foundations of the language and culture of German-speaking countries. The course will use a variety of activities, focusing on the four skills, listening, speaking, reading and writing using the text, "Komm mit!" (Level One). Course work will consist of, but not be limited to, cooperative learning activities, role-plays, Internet activities, projects, oral conversations, homework, agendas, quizzes and tests. Each student is expected to participate actively in all classroom activities and complete all projects.

German II (NCAA Approved)**Credit: 1****Course No: 621EL****Course Wt: 1.0****Prerequisite:** 620EL

Students who have successfully completed German I will continue to expand their knowledge of German using the text, "Komm mit!" (Level One) Coursework will again consist of, but not be limited to, cooperative learning activities, role-plays, Internet activities, projects, oral conversations, homework, agendas, quizzes and tests. In German II, however, students will be expected to recall and apply their knowledge of German I in order to both speak and understand at a higher level. A stronger emphasis will also be placed on reading and writing skills.

German III (NCAA Approved)**Credit: 1****Course No: 622EL****Course Wt: 1.05****Prerequisite: Grade of B- or higher in 621EL**

Students who have successfully completed German II will continue to expand their knowledge of German using the text, "Komm mit!" (Level Two). Coursework will again consist of, but not be limited to, cooperative learning activities, role-plays, Internet activities, projects, oral conversations, homework, agendas, quizzes and tests. In German III, students will be expected to both speak and understand German at a level, where they can communicate their basic needs orally and in written form. While continuing to focus on spoken language and listening skills, a stronger emphasis will also be placed on grammar concepts.

German IV (NCAA Approved)**Credit: 1****Course No: 623EL****Course Wt: 1.05****Prerequisite: Grade of B or higher in 622EL**

Students who have successfully completed German III will continue to expand their knowledge of German using the text, "Komm mit!" (Level Two). Coursework will again consist of, but not be limited to, cooperative learning activities, role-plays, Internet activities, projects, oral conversations, homework, agendas, quizzes and tests. Students, at this level, will be expected to communicate almost entirely in the target language. Knowledge and application of previous vocabulary and grammar structures will intensify as students begin to operate solely in the language. A deeper understanding of the language and culture will be acquired through numerous simulation activities.

Introduction to Mandarin Chinese I (NCAA Approved)**Credit: 1****Course No: 626EL****Course Wt: 1.0**

This course is designed to give a thorough introduction to the sounds and phrasing of the Mandarin language. Students will learn and practice such sounds and phrasing through oral repetition and verbal exchanges. The written characters of the language will be introduced and time will be dedicated to the reproduction of such characters.

Mandarin Chinese II (NCAA Approved)**Credit: 1****Course No: 627EL****Course Wt: 1.0****Prerequisite: 626EL**

This course will follow and build on the knowledge gained through the completion of the first level course. It will offer students the opportunity to enhance their pronunciation and understanding of the Mandarin language through a variety of oral and written drills.

Mandarin Chinese III (NCAA Approved)**Credit: 1****Course No: 628EL****Course Wt: 1.05****Prerequisite: Grade of B- or higher in 627EL**

By the end of this course, students will gain listening, speaking, reading, and writing skills to attain an intermediate-low level proficiency in Mandarin Chinese. They will be able to understand sentence-length utterances, including getting meals, lodging, transportation, and receiving simple instructions and routine commands. They will be able to ask and answer questions, initiate, and respond to simple statements and maintain face-to-face conversations. They will perform such tasks as introducing themselves, ordering a meal, asking directions, and making purchases.

Mandarin Chinese IV (NCAA Approved)**Credit: 1****Course No: 629EL****Course Wt: 1.05****Prerequisite: Grade of B or higher in 628EL**

By the end of this course, students will gain listening, speaking, reading, and writing skills to attain an intermediate-mid to high level proficiency in Mandarin Chinese. They will be able to understand longer utterances from the sentence to passage level, including topics dealing with dating, housing, sports, and travel. They will be able to ask and answer questions, initiate and respond to longer utterances and maintain long-term face-to-face conversations. Students will perform extended phone conversations, make comparisons about Chinese and North American pastimes, and plan and prepare travel itineraries.

Spanish I (NCAA Approved)**Credit: 1****Course No: 630EL****Course Wt: 1.0**

This course is designed to cover the first four chapters in the textbook, *Qué Chevere* by EMC Publishing. Students will learn and practice the sounds of the Spanish language through oral repetition. They will also learn vocabulary that deals with specific topics, as well as basic grammatical concepts. Students must be active participants in all classroom activities in order to acquire verbal skills in the target language. Listening, speaking, reading and writing skills will be implemented with a stronger emphasis on the oral and listening aspects of the language. Some cultural practices of the Hispanic world will be explored through readings and discussions. A variety of assessment tools will be implemented. They may include video projects, compositions, skits, posters, and oral conversations.

Spanish II (NCAA Approved)**Credit: 1****Course No: 631EL****Course Wt: 1.0****Prerequisite: 630EL**

This course is designed for students who have successfully completed the Spanish I course covering chapters five through eight in *Qué Chevere* by EMC Publishing. Students will be required to apply previously learned grammatical concepts in combination with old and new vocabulary to express themselves in oral and written forms. Students will also learn how to properly implement more complex grammatical concepts. Once again, all four language skills of listening, speaking, reading and writing will be implemented. Video projects, skits, compositions, posters, and conversations may be used as assessment tools along with more traditional methods.

Spanish III (NCAA Approved)**Credit: 1****Course No: 632EL****Course Wt: 1.05****Prerequisite: Grade of B- or higher in 631EL**

This course is designed for students who have successfully completed the Spanish II (631) course. The course uses *Qué Chevere* as its basic text. Students will expand their vocabulary and ability to communicate by being subjected to classroom directions given mostly in Spanish. They will also be required to speak in Spanish. Students will show a deeper understanding of Spanish grammatical concepts by incorporating them correctly in oral and written forms. Video projects, skits, compositions, computer projects, and conversations will be used as assessment tools along with more traditional methods.

Spanish IV (NCAA Approved)**Credit: 1****Course No: 633EL****Course Wt: 1.05****Prerequisite: Grade of B or higher in 632EL**

This course is designed for students who have successfully completed the Spanish III (632) course. The course uses *Qué Chevere* as its basic text. Students will tackle complex grammatical concepts including the use of the Spanish subjunctive. They will be required to improve their oral communication skills by conversing regularly with peers and instructors in the target language. Video projects, skits, audio recording, compositions and conversations will be used as assessment tools along with more traditional methods.

HACC Spanish 201**Credit: 1****Course No: 631HCEL****Course Wt: 1.1****Prerequisites: Successful completion of Spanish IV.**

HACC Spanish 201 is a continuation of the study of Spanish with an increased emphasis on speaking, writing and reading at the intermediate level of Spanish for general meaning as well as specific information such as: parallel structures of vocabulary and grammatical structures, knowledge and understanding of the Hispanic culture including but not limited to its impact in the United States, art, music, customs related to social interactions.

Note: Students who take this course will also have, in accordance with the agreement with Harrisburg Area Community College, the ability to earn up to four (4) college credits through enrollment in this class. ** Students will accrue a tuition cost through HACC for this course.

Music Education:

Concert Choir

Credit: 0.3

Course No: 640EL

Course Wt: 1.0

Concert Choir is designed to provide singers with a great variety of performance options and styles; techniques for singing and life-long appreciation of music and performance. Concerts are held several times a year and special engagements are programmed. Students study vocal techniques, sight reading and choral style. Performance attendance is expected of all members. *(Class meets all year, three times per week.)*

Vocal Repertoire

Credit: 1

Course No: 641EL

Course Wt: 1.0

The focus of the course is on training the individual's singing voice through frequent performance and evaluation by the class and instructor. The course aims are to develop correct breathing, tone quality, resonance, placement, diction, stage presence and interpretation through a wide variety of solo literature.

Music Theory and Skills

Credit: 1

Course No: 642EL

Course Wt: 1.05

This course is designed primarily, but not exclusively, for the student considering further study in music. The student becomes more proficient in listening to, performing and writing music through a study of melody, rhythm, harmony, form and style. Activities include dictation (writing what one hears), ear training, sight-singing, melodic and harmonic analysis, harmonization and original composition.

Musical Theater

Credit: 1

Course No: 644EL

Course Wt: 1.0

Designed for students with an interest in Musical Theater, this course will deal with learning and applying the fundamentals of acting and staging to scenes from various shows. The students will also be introduced to the development of the American Musical Theater, set building, directing, auditioning, and voice projection. Students will view live and taped musicals, analyze them and critique. Students will create their own mini-musical and perform it for the elementary students.

Applied Ensemble/Beginner Guitar

Credit: 1

Course No: 645EL

Course Wt: 1.0

Note: It is preferred that all students registering for this course be at a beginner level

Experience in reading music is helpful but not necessary. The school district will supply in-school guitars for the class. It is helpful, but not mandatory, for the student to have a practice guitar for home purposes. Only acoustic guitars will be used for this course, no electronic equipment. Subjects covered will be holding the guitar and tuning it, chords and strumming patterns, melody and note reading, scales, tablature, bar chords and bass lines. Students will be given the opportunity to perform by themselves and in small ensembles. This class is designed for the beginner.

Musicianship

Credit: 1

Course No: 648EL

Course Wt: 1.0

This course develops ear-training skills by way of sight-singing, melodic, harmonic, and rhythmic dictation, interval training and beginning harmonization at the keyboard. This course is open to instrumentalists, vocalists and any student wishing to become a better musician. Students enrolling in this class must have basic music theory skills (ex., note values, note names of bass and treble clefs), and be able to sing a major scale.

Concert Band**Credit: 0.3****Course No: 650EL****Course Wt: 1.0*****Prerequisite: Able to perform high school level music***

Membership is by audition when the student first enrolls in the high school program. Continued membership will be determined by successful participation. The band participates in several concerts per year, and attendance at all performances is a requirement for all members. Students will explore and master both individual and ensemble performance skills through performance of music of various time periods, composers and styles. **(Class meets all year, three times per week.)**

Orchestra**Credit: 0.3****Course No: 651EL****Course Wt: 1.0*****Prerequisite: Able to perform high school level music***

Orchestra is designed to provide capable string players the opportunity to rehearse and perform a variety of musical styles including classical, folk and contemporary literature. The high school orchestral experience will be unique in that winds and percussion are added once a week to create a full orchestra. Winds and percussion will be hand selected by the orchestra director each September but these students will not receive grades/credit. Concerts are held several times a year with required attendance for both rehearsals and performances. Students explore and master individual and ensemble performance skills. **(Class meets all year, three times per week.)**

HEALTH AND PHYSICAL EDUCATION

Health/Physical Education

Credit: 0.5

Course No: 710HP

Course Wt: 1.0

Note: Requirement for grade 9

Students in this required co-ed course will participate in both health and physical education in an every-other-day rotation. In the physical education portion of class, students will have units in tennis and weight training. In the health portion of class, students will explore how health issues affect their bodies and their minds through units in physical, mental, and emotional health. They will also explore how topics, covered in both health and physical education, are important to their overall wellness.

Health/Physical Education

Credit: 1

Course No: 715HP

Course Wt: 1.0

Note: Requirement for grade 10

Students in this required co-ed course will participate in both health and physical education. They will engage in experiential challenge activities and the elements on the L-S low challenge course. Units in tobacco, alcohol, sexuality, communicable diseases (AIDS/HIV/STDs), drug use and CPR/basic first aid will be covered during the health portion of the course. In the physical education portion, units in weight training, volleyball and aerobic fitness will be taught.

Fitness and Recreational Activities

Credit: 1

Course No: 730EL

Course Wt: 1.0

Note: Grades 11 and 12

This is a core course that will fulfill the required physical education credit for grades 11 and 12. Students selecting this co-ed course will be exploring recreational and fitness activities through units in Pioneer Challenge, geocaching/walking/jogging, archery, bowling, table tennis, Frisbee, dance, weight training, Pickleball, self-defense, FitnessGram fitness testing and other fitness activities. The course emphasis will be on understanding how to safely participate in the activities and to help develop leadership qualities and interpersonal skills.

Lifetime Team and Individual Sports

Credit: 1

Course No: 731EL

Course Wt: 1.0

Note: Grades 11 and 12

This is a core course that will fulfill the required physical education credit for grades 11 and 12. Students selecting this co-ed course will be exploring sport activities through units in tennis, golf, racquetball, slow pitch softball, volleyball, flag football, and basketball, along with supplemental games. The course emphasis will be on safe play, skill development, and knowledge, and can accommodate varying ability levels.

Personal Fitness and Weight Training

Credit: 1

Course No: 732EL

Course Wt: 1.0

Note: Grades 11 and 12

This is a core course that will fulfill the required physical education credit for grades 11 and 12. Students electing this co-ed course will be exploring personal fitness concepts and weight training activities through the five components of physical fitness: muscle strength and endurance, aerobic fitness, flexibility and body composition. Students will be utilizing the fitness center three days per week to develop and implement their own personal fitness program. The course emphasis will be on improving the individual's physical fitness through varied types of resistance exercises and training principles.

Adaptive Physical Education

Credit: 1

Course No: 750EL

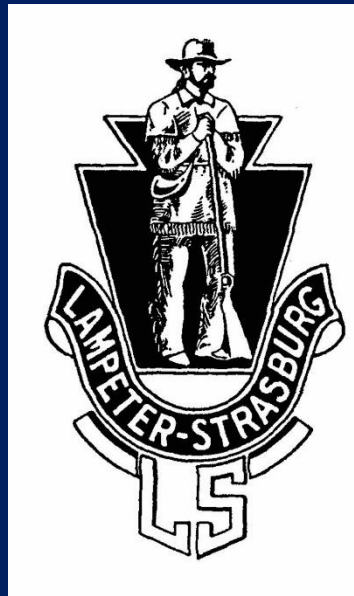
Course Wt: 1.0

Students who are physically unable to participate fully in regularly scheduled physical education classes will be referred by a physician and/or the physical education staff to receive individualized instruction through an adapted program.

Academic Committee Meeting

November 1, 2021

Lampeter-Strasburg School District



Federal ESSER Funding
Learning Loss

Proposed Comprehensive Plan Priorities & Goals 2021–2024

Priority: Meet the Social Emotional Needs of all Students.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 3: Provide Student-Centered Support Systems	By June 30, 2024, all school buildings will show evidence of the implementation of effective strategies and supports to meet the social and emotional needs of all students.	Social and Emotional Needs of Students	Develop and conduct a needs assessment to determine students' social and emotional needs and evaluate methods/strategies for implementation to address determined needs.	Select and develop an implementation process for strategies/programs to address the social and emotional needs of all students.	By June 30, 2024, all school buildings will show evidence of the implementation of effective strategies and supports to meet the social and emotional needs of all students.

Proposed Comprehensive Plan Priorities & Goals 2021–2024

Priority: Provide All Students with the Support and Enrichment Needed to Achieve Mastery of Grade Level Standards.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 3: Provide Student-Centered Support Systems	By June 30, 2024, strengthen/establish district systems that fully ensure all students who are academically at risk or in need of enrichment are identified early and are supported by a process that provides needs-based interventions and/or enrichment.	Student Support Systems	By June 30, 2022, develop and conduct a needs assessment to determine current support/enrichment programming and areas in need of improvement.	By June 30, 2023, Select and develop an implementation process for strategies/programs to address supports for students academically at risk or in need of enrichment.	By June 30, 2024, strengthen/establish district systems that fully ensure all students who are academically at risk or in need of enrichment are identified early and are supported by a process that provides needs-based interventions and/or enrichment.
Essential Practices 1: Focus on Continuous Improvement of Instruction	By June 30, 2024, strengthen/establish a district system that fully ensures staff members in all schools are using standards aligned assessments to monitor student achievement.		By June 30, 2022, conduct a needs assessment to determine alignment of current summative/formative assessments to the PA Standards.	By June 30, 2023, develop and begin implementation of a process to begin alignment of district summative/formative assessments to the PA Standards.	By June 30, 2024, strengthen/establish a district system that fully ensures staff members in all schools are using standards aligned assessments to monitor student achievement.

Proposed Comprehensive Plan Priorities & Goals 2021–2024

Priority: Provide All Students with a Rigorous, Standards–Aligned Curriculum, Delivered using Best Evidence–Based Instructional Practices/Strategies to Support Learning at High Levels.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 1: Focus on Continuous Improvement of Instruction	By June 30, 2024, re-evaluate/audit English Language Arts and Mathematics Curricula for standards alignment and update as needed and appropriate as well as begin the process to re-evaluate/audit all other subject areas/grade level curricula for standards alignment and updated as needed and appropriate.	Curriculum Alignment Evaluation	By June 30, 2022, establish a curriculum review process for each district CIA committee to begin curriculum review for alignment.	By June 30, 2023, establish and implement a process to move all curriculum to On Hand Schools with appropriate revisions for alignment.	By June 30, 2024, re-evaluate/audit English Language Arts and Mathematics Curricula for standards alignment and update as needed and appropriate as well as begin the process to re-evaluate/audit all other subject areas/grade level curricula for standards alignment and updated as needed and appropriate.
Essential Practices 5: Allocate Resources Strategically and Equitably	By June 30, 2024, establish a district system that fully ensures the consistent implementation of effective instructional practices that provide equitable learning opportunities for all students.	Instructional Practices–Equity	By June 30, 2022, conduct a needs assessment to determine the impact of instructional practices on providing all students equitable learning experiences.	By June 30, 2023, select and develop a process to begin implementing instructional practices to provide all students for equitable learning experiences.	By June 30, 2024, establish a district system that fully ensures the consistent implementation of effective instructional practices that provide equitable learning opportunities for all students.
Essential Practices 1: Focus on Continuous Improvement of Instruction	By June 30, 2024, strengthen/establish a district system that fully ensures staff members in all schools are using standards–aligned assessments to monitor student achievement.	Common Assessments	By June 30, 2024, strengthen/establish a district system that fully ensures staff members in all schools are using standards aligned assessments to monitor student achievement.	By June 30, 2023, develop and begin implementation of a process to align district summative/formative assessments to the PA Standards.	By June 30, 2024, strengthen/establish a district system that fully ensures staff members in all schools are using standards–aligned assessments to monitor student achievement.

Federal ESSER Funds thru 2023-24

Lampeter-Strasburg School District		
Elementary and Secondary School Emergency Relief (ESSER) Funds		
https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/CARESAct/Pages/default.aspx		
ESSER II	1,448,503	
American Rescue Plan (ARP) ESSER III	2,929,903	
ESSER III-20% to address learning loss		585,981
ESSER III balance		2,343,922
subtotal		2,929,903
ARP ESSER III 5% Set-aside Allocations for Learning Loss	162,657	
Min Allocation for Student Social, Emotional and Mental Health Support (30%)		48,797
Min Allocation for Prof Dev for Staff on Social, Emotional and Mental Health Support (10%)		16,266
Min Allocation for Reading Support and Improvement (8%)		13,013
Balance of ARP ESSER III 5% Set-aside Allocations for Learning Loss		84,581
subtotal		162,657
ARP ESSER III 1% Set-aside Allocations for Summer Enrichment	32,531	
ARP ESSER III 1% Set-aside Allocations for Afterschool Programs	32,531	
Grand Total	4,606,125	

Federal ESSER Funds thru 2023–24

Students- Direct Learning Support	875,089		
after school and summer enrichment programs		377,697	
Reading and Math supplemental materials and online support		88,013	
Technology- Chromebooks		375,000	
Special Ed services directly related to COVID		34,379	
Student Support	2,153,115		
Social Emotional Learning (SEL) diagnostics program package		59,750	
new Social Worker		275,000	
Continue Social Worker and 2+ Guidance Counselors transition		1,202,201	
Student Assistance Program - additional half day for contractor		22,500	
new secretary position - assist Social Worker, Guidance		100,000	
new Board Certified Behavioral Analyst		150,000	
Professional Development (SEL)		66,266	
Crisis Prevention Intervention (SPI) Train the Trainers		7,398	
Technology - upgrade of wireless access system		270,000	
Maintenance and Building Needs	1,577,921		
enhanced COVID cleaning equipment, supplies and materials		200,000	
HVAC upgrades, UV bulbs		1,127,921	
furniture and equipment		250,000	
Total	4,606,125		

THANK YOU

Questions