Biglerville High School Program and Course Description Booklet

2023-2024

To our Students of Biglerville High School and Parents/Guardians,

One of the most exciting decisions for a high school student is choosing their courses for the next school year. The *Biglerville High School Course Selection Guide* is designed to help you make decisions when choosing your courses for the following year. Your courses should be given careful consideration and based on your skills, goals, interests and abilities.

As you choose your courses, please take advantage of the resources available to help you with decisions; parents, guidance counselors, and teachers. Biglerville High School strives to offer a variety of courses to meet state standards and to also offer our students flexibility for individual choices. Carefully consider your placement into appropriate courses while keeping an open mind to new and challenging experiences!

Sincerely,

Beth Graham, High School Principal
Bonnie Ott, School Counselor
Danielle Horner, School Counselor

The Upper Adams School District does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. For information regarding civil rights, grievance procedures or access, contact the Title IX Coordinator (Dr. Wesley Doll) or the Section 504 Coordinator (Mr. Brad Showers) at 161 North Main Street, Biglerville, PA 17307 or (717) 677-7191. Upper Adams School District will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. For translation services as it pertains to this guide, please call: (717) 677-7191 ext. 2130

GRADUATION REQUIREMENTS

KEYSTONE EXAMS

Act 158 of 2018 (Act 158), signed into law by Governor Tom Wolf on October 24, 2018, provides alternatives to Pennsylvania's statewide requirement of attaining proficiency on the three end-of-course Keystone Exams (Algebra I, Literature, and Biology) for a student to achieve statewide graduation requirements.
Effective with the graduating class of 2023, students have the option to demonstrate postsecondary preparedness through one of four additional pathways that more fully illustrate college, career, and community readiness. Keystone Exams will continue as the statewide assessment Pennsylvania uses to comply with accountability requirements set forth in the federal Every Student Succeeds Act (ESSA). Although students will no longer be required to achieve proficiency on the Keystone Exams to meet the statewide graduation requirement, **students must take the Keystone Exams for purposes of federal accountability**. Failure to do so will affect a Local Education Agency (LEA) and school's participation rate.

PROMOTION REQUIREMENTS

Students at Biglerville High School must carry a minimum of six (6) credits per year with the exception of the senior year where a minimum of 5.5 credits is required.

Prior to the school year, students must earn the required number of credits to be promoted to the next grade level. All required courses and credits must be earned prior to the date of graduation in order to participate in commencement ceremonies.

In order to be promoted to the next grade, students must successfully earn the following number of credits to be considered for promotion to the next grade-level:

Sophomore	Junior	Senior
5 Credits	11 Credits	17 Credits

All required courses for graduation must be passed. If the student fails, the course must be rescheduled and passed. Summer school or tutoring may be utilized through the authorization of the high school principal or designee. Only those who have completed a course and failed are eligible for summer school or tutoring. The final grade for summer school or tutoring shall be recorded on the student's cumulative record as a 65%. Tutors shall not be members of the student's immediate family. The Upper Adams School District may authorize a summer school. Courses failed may be made up by passing other elective courses as outlined in Upper Adams School Board Policy #215 and the Biglerville High School Program and Course Description Booklet.

College Preparatory

The students who are planning to enter a four-year college are faced with a wide variety of admission requirements; therefore, it is wise to prepare for the most demanding of these standards. It is strongly recommended that students complete the minimum number of credits in each academic area.

General Academic

The general academic pathway is designed for those students who are preparing for the workforce or career training. This pathway also meets the minimum requirements for college acceptance while preparing students for career readiness.

	College Ready		General Academic
English	4		4
Social Studies	4		3-4
Math	4		3-4
Science	4		3-4
			*Math, science, social studies must equal no less than 10
Foreign Language	Complete at least level 2		
Physical Education	2 (.5 per year)		2 (.5 per year)
Health	.5		.5
Personal Finance	.5		.5
Computer	1		1
Art/Music	.5		.5
Driver Education (optional) or elective	.5		.5
Elective	3.5		6
Total Credits	**26**		**24**

ADVANCED PLACEMENT

ADVANCED PLACEMENT COURSES

Students enrolled in an Advanced Placement course at Biglerville High School for the 2023-2024 school year are encouraged to take the AP exam in May. A check covering the cost of all AP exams made out to "BHS AP Program" is due by Friday, November 3, 2023. The cost of each AP Exam for the 2022-2023 school year was $97.00. This is subject to change each year. Students who qualify for free or reduced lunch pay a significantly reduced rate due to PA State and College Board subsidies. Students scoring a 3 or above on an AP exam may be awarded college credit. Students should check with their college of interest.

- AP Probability and Statistics
- AP Human Geography
- AP World History
- AP Literature and Composition
- AP Studio Art: 2D, 3D and Drawing
- AP Spanish
- AP French

PATHWAYS

It is the vision of the Upper Adams School District and Biglerville High School, to prepare all students to be career and college ready. A pathway is an educational roadmap designed to guide you toward your post-secondary options. A student may choose to concentrate on one pathway or explore different areas of interest. We encourage students to personalize their learning experiences to meet their interests and goals.

AGRICULTURAL EDUCATION

Originally, Agriculture Education was designed for students who intended to enter the field of agricultural production (farming) upon graduation from high school. The agriculture industry and the agriculture education programs have changed. With less than one percent of the USA population actually involved in farming, many of our students are training for careers in non-farm agricultural industry positions. With the growing non-farm population, there is a need to educate students (consumers) in the processing and production of food and fiber.

An important aspect of our program is the development of the specific basic vocational technical skills in the areas of mechanics, construction, engines, electricity, plants, and animals. In addition to these important skills, students will also learn and understand the importance of career acquisition skills such as interviewing techniques, safety practices, computer skills, work habits, time management, teamwork, and the understanding of career acquisition documents.

FFA is an integral part of the vocational agriculture program. FFA reinforces leadership, citizenship, and skills taught in the shop and classroom.

Agricultural Production and Operations

An instructional program that prepares individuals to apply scientific knowledge and methods in the planning related to and the economical use of facilities, land, water, machinery, chemicals, finance and labor in the production of plant and animal products. Activities include classroom instruction, agricultural mechanics instruction and laboratory experiences in and out of school including farms, agribusiness and other agriculturally related establishments.
*Students who complete this program may earn college credits through Delaware Valley University.

Agricultural Mechanization

An instructional program that prepares individuals in a general way to sell, select and service agriculture or agribusiness technical equipment and facilities including computers, specialized software, power units, machinery, equipment, structures and utilities. This program includes instruction in agriculture power units, the planning and selection of materials for the construction of agriculture facilities, safe mechanical practices associated with water conservation, erosion control and data processing systems.
*Students who complete this program may earn college credits through SUNY Cobleskill, NY.

Ag Mechanics Pathway (A combination of these options resulting in a completion of 4 full credits.)	**Ag Production Pathway** (A combination of these options resulting in a completion of 4 full credits.)
Introduction to Ag Mechanics (1 credit, 9-12)	Ag Science (1 science credit, 9-12)
Ag Carpentry & Concrete Masonry (0.5 credit, 10-12)	Greenhouse I (0.5 credit, 9-12)
Ag Electrical & Plumbing Systems (0.5 credit, 10-12)	Greenhouse II (0.5 credit, 9-12)
Ag Welding & Metal Fabrication (0.5 credit, 10-12)	Landscape I (0.5 credit, 9-12)
Ag Engines & Power I (0.5 credit, 10-12)	Landscape II (0.5 credit, 9-12)
Ag Engines & Power II (0.5 credit, 10-12)	Large Animal Care (0.5 credit, 9-12)
Ag Mechanics Independent Study (0.5/1.0 credit, 11-12)	Small Animal Care (0.5 credit, 9-12)
FFA Leadership (0.5 credit, 10-12)	Veterinarian Science (1 science credit, 9-12)
Supervised Agriculture Experience (0.5/1.0 credit, 9-12)	Plant Science, Independent Study (0.5/1.0 credit, 11-12)
Accounting I, Probability and Statistics, and/or Algebra 1 (1 credit)	Animal Science Independent Study (0.5/1.0 credit, 11-12)

Personal Finance (.5 credit)	FFA Leadership (0.5 credit, 10-12)
	Supervised Agriculture Experience (0.5/1.0 credit, 9-12)
	Accounting I, Probability and Statistics, and/or Algebra 1 (1 credit)
	Personal Finance (.5 credit)

Business Education

The Business Education Department offers courses to prepare students to utilize their computers in high school, college, and in their future careers. The classes train students in specific computer software applications as well as the ability to transfer computer skill knowledge to many projects in other classes and for personal use. Also offered are beginning level courses teaching business management and marketing principles. An outcome of enrolling in these courses for the students will be the ability to take skills acquired to complete tasks required in their future.

Accounting - 1-year Math Credit	Introduction to Computer Science (Java Script)
Business English – Grade 12 only (1 credit English)	Introduction to Web Page Development
Business Internship	Intro to Computer Science Principles (Harrisburg University - 4 CR)
Excel	CS1a Python
Introduction to Animation	Personal Finance (required)
Intro. to E-Business Management (Harrisburg University – 3 CR)	Word/Internet/iLife
Intro to Cybersecurity	Marketing

Family and Consumer Sciences

This program offers study in the areas of child development, preschool, foods and nutrition. Classroom study and laboratory experiences are included in these areas.

Child Development	Culinary Arts
Child Development I	Culinary Arts I
Child Development II	Culinary Arts II
Child Development Independent Study	Culinary Arts Independent Study

Technology Education

These courses will present students with practical applications of Science, Technology, Engineering and Mathematics (STEM) subjects through project-based learning experiences. A common theme throughout these courses will be career awareness in various STEM fields. The Technology Education pathway is subdivided into Exploring Technology and Visual Communications. The Exploring Technology courses provide a wide range of topics that relate to innovation, design and engineering. The Visual Communications courses provide experiences in digital design through photography, software and creativity.

Visual Communications	Exploring Technology
Visual Communications I	Exploring Technology I
Visual Communications II	Exploring Technology II

WEIGHTED RANKING SYSTEM

The Upper Adams School District uses a weighted grading system for more rigorous courses. This system incorporates additional value to courses designated as advanced. All college level courses are weighted at a slightly higher value than the designated advanced courses.

The additional value of these courses will be calculated in establishing a student's grade point average (GPA) and rank in the class as well as honor roll selection. Any student who earns a 64% in a weighted class will still fail that class and receive no credit toward graduation.

The logic behind adoption of a weighted system includes many factors. One is to ensure that students applying for admission to four-year colleges, where class rank and GPA are criteria for acceptance and possible scholarship monies, are given an equal chance with other applicants whose GPAs are weighted. A second factor is to give additional value to courses that college admissions offices view as advanced. Our rank then reflects more accurately where our college bound students stand in their class among those students who have similar post high school plans.

The following courses are weighted:

Sciences:
- Advanced Science 9
- Advanced Biology
- HU General Chemistry/Lab
- Physics
- Human Anatomy and Physiology

Math:
- AP Statistics
- Precalculus/Trigonometry
- Calculus
- HU Calculus

English:
- Advanced English 9, 10, 11, 12
- AP English Language and Composition
- HACC English Composition I and II (Composition II is contingent on a C or better in Composition I)

Social Studies:
- Advanced American History
- AP Human Geography

Electives:
- All foreign languages taken beyond the second level
- AP foreign languages

- AP Studio Art: Drawing, 2D Design, 3D Design
- Intro to Business & Entrepreneurship (Harrisburg University)
- Intro to Computers and Information Sciences (Harrisburg University)

ADVANCED AND COLLEGE IN HIGH SCHOOL COURSES

Student placement in advanced courses is based on academic data. The College in High School (CHS) program offers qualified high school students the opportunity to earn college credits during their regular school day. (See College in High School description in the back of this booklet.) It is recommended that Gifted students opt for advanced course selections in their areas of interest and strength.

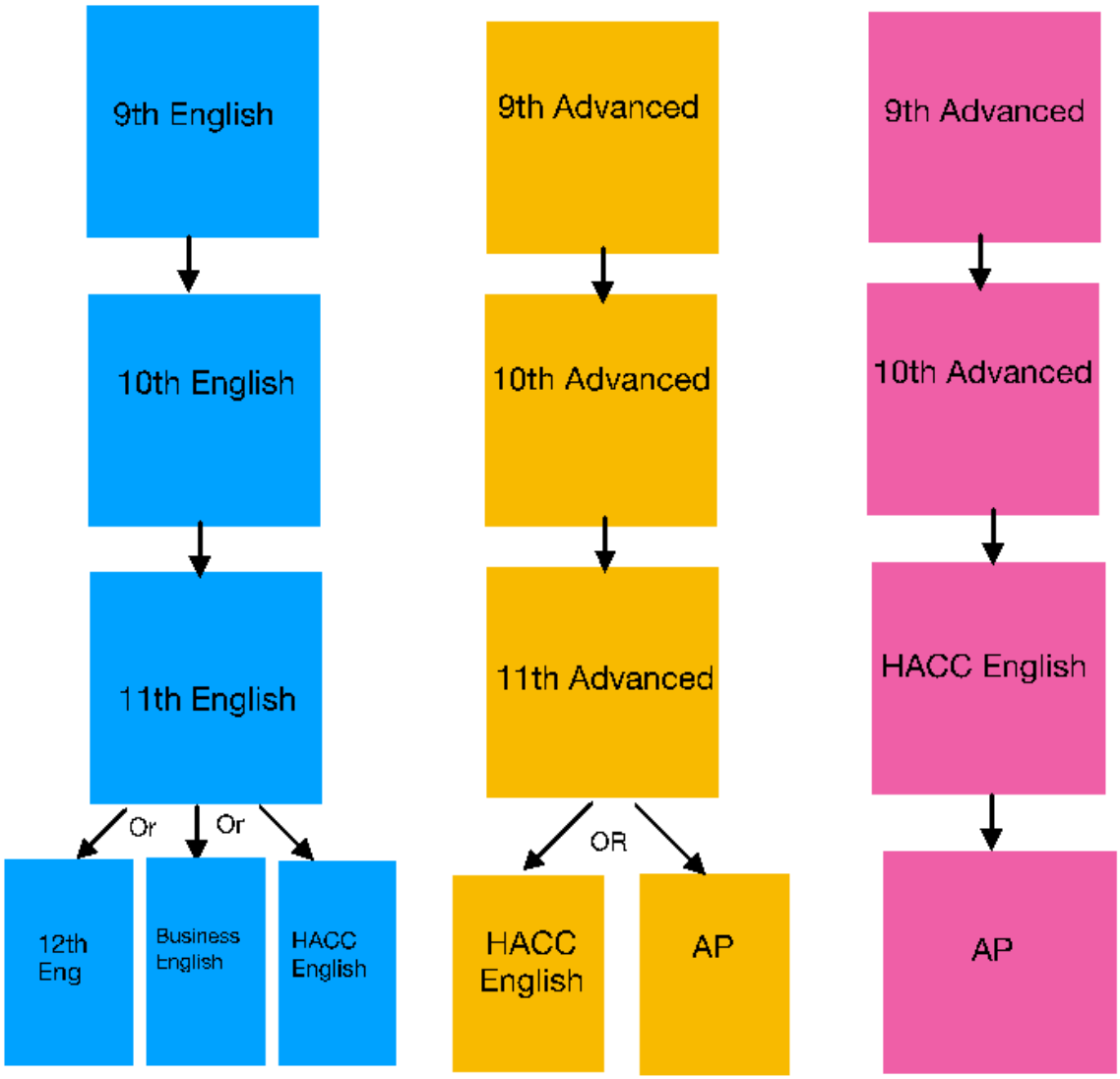
SCHEDULE CHANGE GUIDELINES

We encourage students and their parents/guardians to take the time to investigate thoroughly the courses they plan to select for the coming school year. Contact your guidance counselor and the teacher instructing the course of interest so that you are aware of the course requirements and the mode of the instruction. Final selections should be made with the intention of maintaining the class for the entire school year. Schedule changes may be requested in the first two weeks of the school year through the guidance office, but Permission for Schedule Change forms must be completed before such changes can be finalized. Computer errors will not require this form. Changes after the first two weeks of school may require a teacher/student/parent conference before the principal can grant final approval.

English Course Sequence

4 credits required for graduation

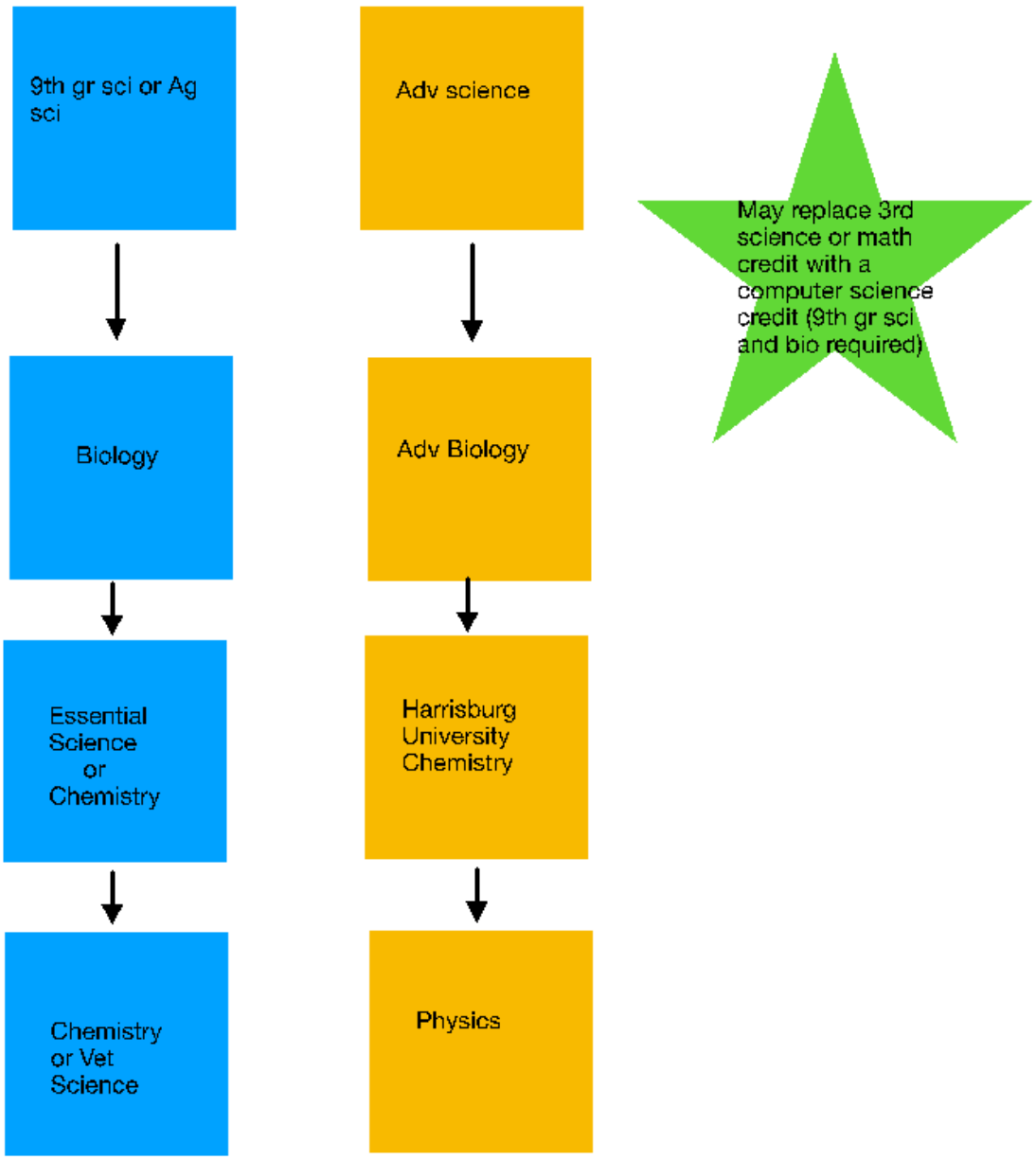
Academic	Advanced	AP



Science Course Sequence

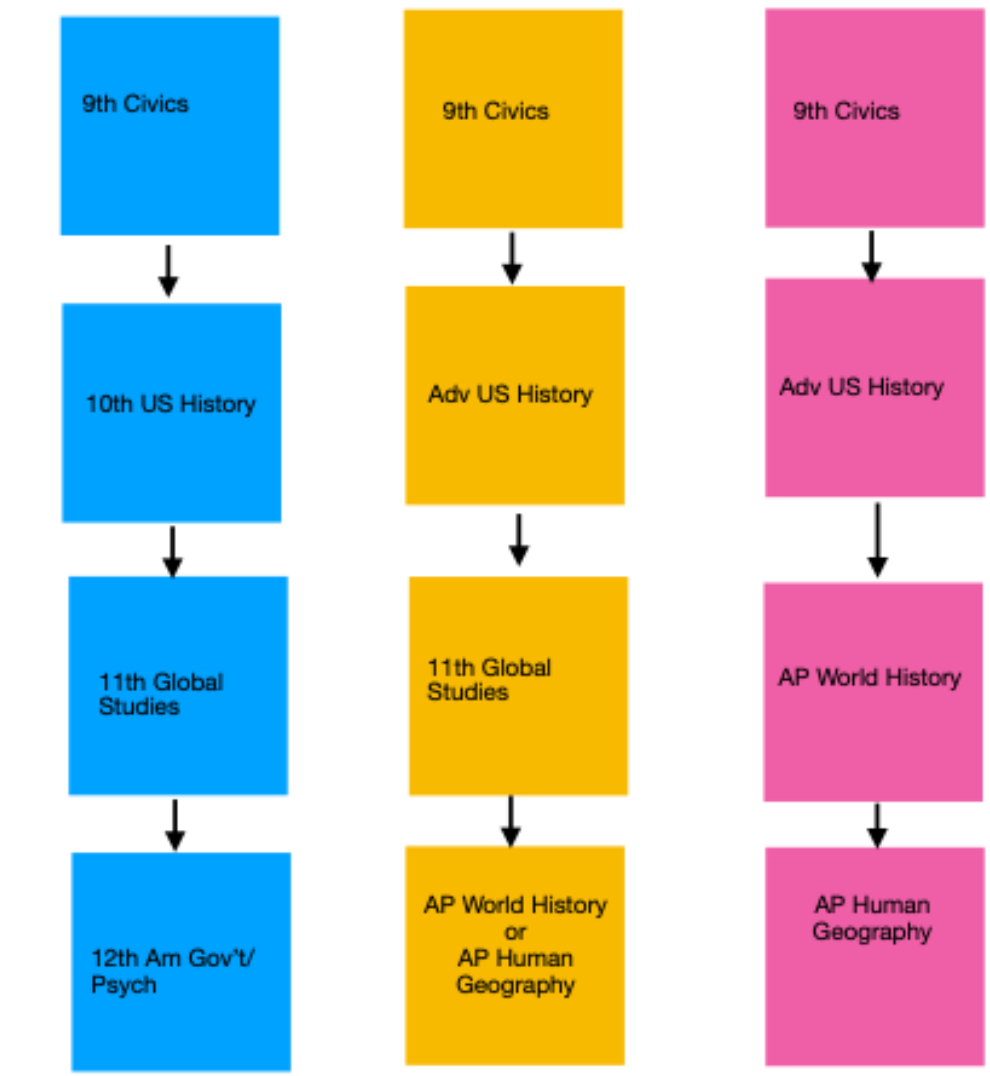
3 credits required for graduation

Academic	Advanced	



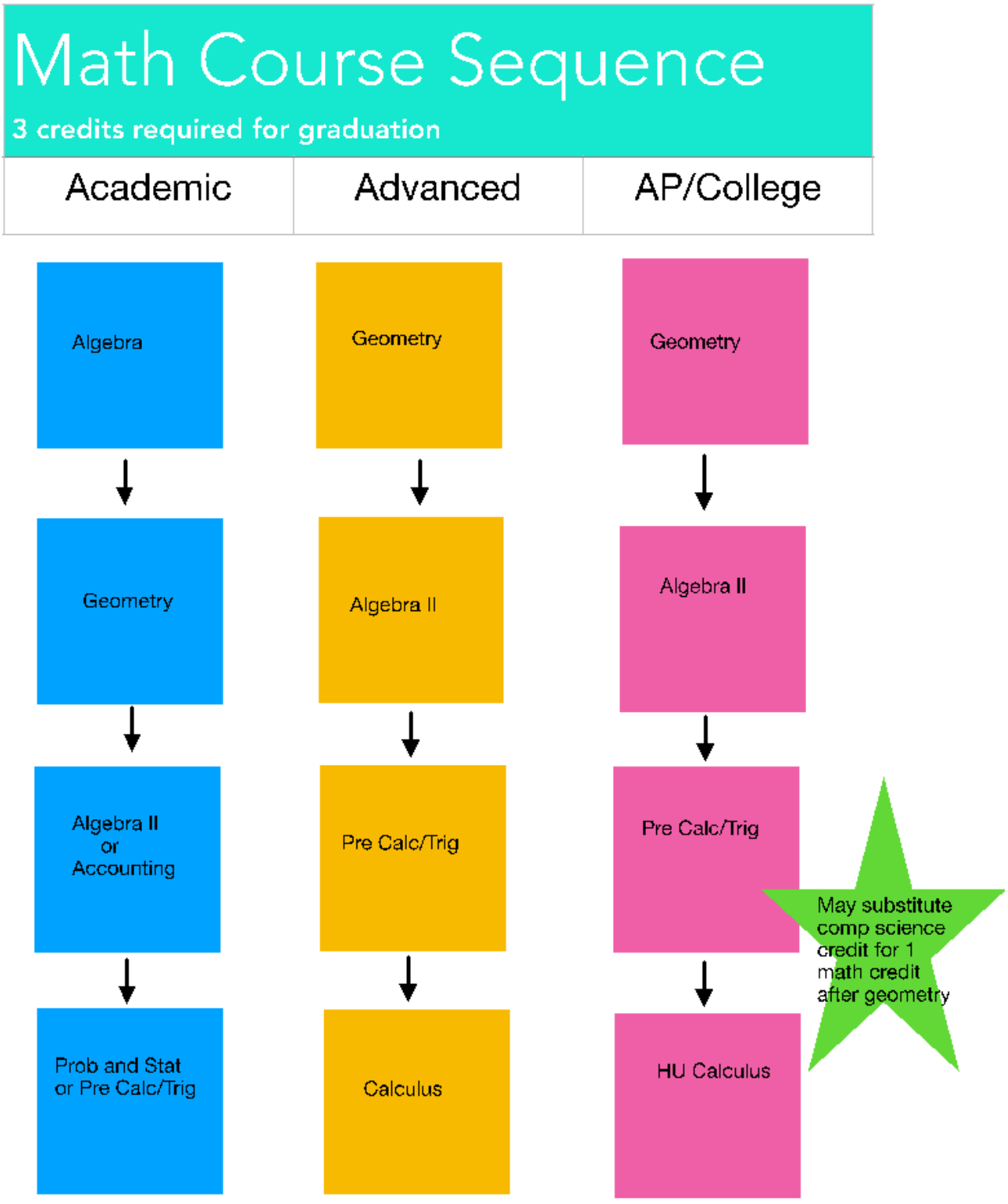
History Course Sequence

4 credits required for grad/may substitute 4th credit with adv math, science or 4th yr language



Math Course Sequence

3 credits required for graduation



COURSE DESCRIPTIONS AND REQUIREMENTS (alphabetical by department)

Denotes College in High School courses (CHS)

AGRICULTURE EDUCATION

Agricultural Sciences

Small Animal Care (683)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of course: 1 Semester
Weight: 1.00

This course will focus on small animal production. Students will work directly with rabbits, goats, sheep, cats and dogs to learn breed identification, handling, facility requirements, equipment, reproduction, digestion, and health issues. An overview of FFA opportunities, the FFA Small Animal Vet Assistant CDE and the FFA Horse Judging CDE will be completed.

Large Animal Care (679)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of course: 1 Semester
Weight: 1.00

This course will focus on large animal production. Students will work directly with pigs, cattle, and horses to learn breed identification, handling, facility requirements, equipment, reproduction, digestion, and health issues. An overview of FFA opportunities, the FFA Dairy Judging CDE, the FFA Livestock CDE, FFA Meats, and the FFA Horse Judging CDE will be completed.

Greenhouse I (652)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of course: 1 Semester
Weight: 1.00

A semester course, focusing on defining horticulture and the career opportunities within the field, a review of plant parts, function and environmental factors. Students will also learn plant propagation techniques, review growing mediums, review floral designing and hydroponics along with related pesticide issues. An overview of FFA opportunities and the FFA Horticulture CDE will be discussed.

Greenhouse II (653)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of course: 1 Semester
Weight: 1.00

A semester course focusing on defining horticulture and the career opportunities within the field, a review of plant parts, function and environmental factors. Students will also learn plant propagation techniques, review growing mediums, greenhouse management, container grown plants, greenhouse structures, greenhouse plans and common greenhouse practices along with related pesticide issues. An overview of FFA opportunities and the FFA Horticulture CDE will be discussed.

Landscaping I (669)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of course: 1 Semester
Weight: 1.00

Course focuses on defining landscaping and the career opportunities within the field. A review of designing principles, reading blueprints, plant selection, site maintenance and related pesticide issues will be reviewed. An overview of FFA opportunities and the FFA Landscape CDE will be discussed.

Landscaping II (670)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of course: 1 Semester
Weight: 1.00

Course focuses on defining landscaping and the career opportunities within the field. The development of a functioning landscape design including site analysis, designing, and implementation along with the related pesticide issues will be reviewed. An overview of FFA opportunities and the FFA Landscape CDE will be discussed.

Veterinary Science (663)

Grade Level: 10, 11, 12
Credits: 1

Length of course: Year
Weight: 1.00

An in-depth study of anatomy and physiology of animals. This class is targeted for academic students interested in a career as a veterinarian or a vet technician.

Agriculture Mechanics

Introduction to Agricultural Mechanics (657)

Grade Level: 9, 10, 11, 12
Credits: 1

Length of course: Year
Weight: 1.00

The practice of safety and basic skills to work within agriculture, metalworking, welding, construction courses and small engines will be reviewed and tested. A minimum of 73% must be obtained before advanced agriculture classes can be taken.

Agriculture Building Carpentry and Concrete Masonry (654)

Grade Level: 10, 11, 12
Credits: .5

Length of course: 1 Semester
Weight: 1.00

Construction techniques in concrete, masonry, and rough carpentry (framing) relating to agricultural structures will be covered.

Agriculture Building Electrical and Plumbing Systems (656)

Grade Level: 10, 11, 12
Credits: .5

Length of course: 1 Semester
Weight: 1.00

Construction techniques involving electrical wiring systems and plumbing relating to agricultural structures will be covered.

Agricultural Engines and Power I (661)

Grade Level: 10, 11, 12
Credits: .5

Length of course: 1 Semester
Weight: 1.00

Large and small gasoline engines and diesel engines will be covered. Students will also study hydraulics with electrical motors as they relate to agriculture mechanic skills.

Agricultural Engines and Power II (691)

Grade Level: 10, 11, 12
Credits: .5

Length of course: 1 Semester
Weight: 1.00

Prerequisite: Agricultural Engines and Power I

Perform all aspects of sales and service with customers, analyze and prepare technical reports, analyze, troubleshoot and repair gasoline and diesel engines, transmissions, and perform basic vehicle tests for installation, service or repair needed.

Agricultural Welding and Metal Fabrication (660)

Grade Level: 10, 11, 12
Credits: .5

Length of course: 1 Semester
Weight: 1.00

Course will cover welding applications and metal fabrication relating to agricultural metal application skills.

Agriculture Electives

FFA/Leadership (658)

Grade Level: 10, 11, 12
Credits: 1.00

Length of course: Year
Weight: 1.00

Prerequisite: Teacher Approval

A current FFA officer/committee chairman may select this course to fulfill his leadership roles within the chapter's program of work.

Supervised Agricultural Experience (659)

Grade Level: 9, 10, 11, 12
Credits: .5 or 1.00
Prerequisite: Teacher and Guidance Approval

Length of course:
1 Semester - 60 hrs or 1 year -120 hrs
Weight: 1.00

The current state record book is to be kept on an approved agricultural program. A minimum of 120 out-of-school hours is to be documented between July 1 and May 1 of the current school year.

Independent Studies (678) are available in Agriculture Science and Agriculture Mechanics at the discretion of the instructors.

ART

Advanced Placement Studio Art - Drawing (784)

Grade Level: 11, 12
Credits: 1

Length of course: Year
Weight: 1.15

Prerequisite: Completion of at least one level II art class or teacher recommendation based upon portfolio

Hands-on class designed for the sophisticated art student seriously interested in the practical experience of studio art. Students will be expected to develop a drawing portfolio with specific theme or interest consisting of 18-29 complete, original art works. The completed portfolio serves as the Advanced Placement Test. It may also be used as a college entrance requirement.

Advanced Placement Studio Art - Two-Dimensional Art (782)

Grade Level: 11, 12
Credits: 1

Length of course: Year
Weight: 1.15

Prerequisite: Completion of at least one level II art class or teacher recommendation based upon portfolio

Hands-on class designed for the sophisticated art student seriously interested in the practical experience of studio art. Students will be expected to develop a strong technical 2D portfolio consisting of 18-29 original art works. The completed portfolio serves as the Advanced Placement Test. It may also be used for college entrance requirements.

Advanced Placement Studio Art- Three-Dimensional Art (783)

Grade Level: 11, 12
Credits: 1

Length of course: Year
Weight: 1.15

Prerequisite: Completion of at least one level II pottery class or teacher recommendation based upon portfolio

Hands-on class designed for the sophisticated art student seriously interested in the practical experience of studio art. Students will be expected to develop a 3D portfolio consisting of 18-24 original art works concentrated on a theme or specific area. The completed portfolio serves as the Advanced Placement Test. It may also be used for the college admissions process.

Art Exploration (772)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of course: 1 Semester
Weight: 1.00

The study of arts and crafts in a semester format, no original ideas necessary. Some of the techniques and materials explored include colored pencil, tempera painting, clay/ceramics and pastel.

Fundamentals of Design I (774)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of course: 1 Semester
Weight: 1.00

An introduction to the Design Elements through project-based assignments; students will explore line, shape, color, form, texture, space and value.

Fundamentals of Design II (760)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of course: 1 Semester
Weight: 1.00

Prerequisite: Fundamentals of Design I

A continuation of Fundamentals of Design I using the Design Principles with projects based on balance, contrast, emphasis, movement, pattern, rhythm, and unity.

Pottery and Sculpture I (763)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of course: 1 Semester
Weight: 1.00

Prerequisite: Fundamentals of Design I OR Art Exploration with a minimum grade of 90%

In this hands-on class- students will study a combination of additive or subtractive methods in pottery and sculpture. Basic construction of pottery making will be further explored with use of such materials as clay, paper and glass. Throwing on the pottery wheel will be introduced. (12 student limit per class section.)

Pottery and Sculpture II (764)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of course: 1 Semester
Weight: 1.00

Prerequisite: Pottery and Sculpture I

This class is a continuation of Pottery and Sculpture I. Students will explore more advanced pottery and ceramic techniques including intensive wheel throwing, advanced hot glass torch work, glass fusing and intro to enameling. A variety of 3-D projects will be created. (12 student limit per class section.)

Studio Art Through Time 1 (779)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of course: 1 Semester
Weight: 1.00

This project-based class examines themes connecting works of art created around the world in different eras. Take a journey through time as you learn about the ancient Egyptians and create a death mask. Explore the history of China and sculpt a Terracotta Warrior. Learn how the ancient Greeks added pigments to melted beeswax to paint with. From cave art to the Renaissance, these and many other techniques will be explored as we delve into their cultures, customs and their art.

Studio Art Through Time 2 (780)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of course: 1 Semester
Weight: 1.00

Prerequisite: Studio Art Through Time I

A continuation of Studio Art Through Time I, this project-based class examines themes connecting works of art created around the world in different eras.

Independent Art Study (761)

Grade Level: 10, 11, 12
Credits: .5

Length of course: 1 Semester
Weight: 1.00

Prerequisite: Fundamentals of Design I and II, Teacher Approval

A contract-based course where students make up their own curriculum for a semester class. Students must have their planned curriculum approved BEFORE admittance to the class. This class requires a basic knowledge of the Design Elements and Principles, all types of medium and use of materials and a willingness to do individual research. Students must be self-motivated and self-paced to carry out their planned curriculum. Students must set up a meeting with the art teacher prior to admittance to present a detailed proposal.

Pottery & Sculpture Independent Study (765)

Grade Level: 11, 12
Credits: .5

Length of course: 1 Semester
Weight: 1.00

Prerequisite: Successful completion of Pottery & Sculpture I and II, Teacher Approval

A contract-based course where students make up their own curriculum for a semester class. Students must have their planned curriculum approved BEFORE admittance to the class. This class requires a basic knowledge of the Design Elements and Principles, all types of medium and use of materials and a willingness to do individual research. Students must be self-motivated and self-paced to carry out their planned curriculum. Students must set up a meeting with the art teacher prior to admittance to present a detailed proposal.

Unified Art (778)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of course: 1 Semester
Weight: 1.00

This course is designed to meet the needs of life skills and autistic students with the help of regular education students. Regular education students will be paired up with students from the life skills or autistic classrooms. These students will learn various skills and strategies through the use of different mediums and techniques. The regular education students will learn what is needed to design and implement an appropriate activity for these students. Art credit will also be given to the regular education students, as they participate in the activity alongside their assigned students.

BUSINESS EDUCATION

Personal Finance Management (100)

Grade Level: 11, 12 (required)
Credits: .5

Length of course: 1 Semester
Weight: 1.00

This required course helps students build a foundation for making intelligent, lifelong, personal financial decisions. The course utilizes hands-on, realistic experiences to prepare students for their future. Topics such as credit, insurance, renting, home buying, budgets, banking, investing, careers, etc., will be discussed.

Accounting I (504)

Grade Level: 10, 11, 12
Credits: 1 Math Credit or 1 Elective Credit

Length of course: Year
Weight: 1.00

Prerequisite: Algebra and Geometry

Accounting is a skill level course that is of value to all students pursuing a career in business, marketing, or management. This course also will be valuable for anyone wanting to operate a business helping the student understand profit and loss concepts through data analysis. Students will learn how to keep financial records by recording, summarizing, and analyzing data. Practical accounting principles will be taught by preparing actual business management records. This class would be beneficial for a college-bound student pursuing an accounting career well as a student who wanted to enter a vocational job. (A credit earned in accounting may be used to meet one of the three Math credits required for graduation). **Accounting is not approved by NCAA Clearinghouse as a math core credit.**

Business English (520)

Grade Level: 12
Credits: 1 (English Credit)

Length of course: Year
Weight: 1.00

Included in this course are the competencies necessary for the school-to-work transition. Coursework includes practical grammar units, as well as spelling and vocabulary units. Other units include, but are not limited to, time management, goal setting, reports, letters, memos, applications, resumes, and job interviewing. Various business-themed books and/or case studies are read and discussed. A correspondence and job-readiness ePortfolio is constructed throughout the course and serves as the final exam. This course will help students who want to either study business in college, or enter the workplace directly following high school by providing them with strong communication skills. Web 2.0 tools and computers are utilized throughout this course. (A credit earned in Business English may be used to meet one of the four English credits required for graduation.) **Not approved by NCAA Clearinghouse as an English core credit.**

HU Intro to Business & Entrepreneurship (509)

Grade Level: 10, 11, 12
Credits: .5/Harrisburg University 3 CR

Length of course: 1 Semester
Weight: 1.15

Introduction to a variety of business concepts and practices that impact all organizations, as well as the knowledge and skills needed to be successful in an organization. Topics include entrepreneurship & intrapreneurship, interpersonal communications, emotional intelligence, economics, accounting, and finance and investments. An integrative approach connects topics and provides context within organizational environments, relevance to current business situations, and advances across various fields of business. This course is offered for college credit (3) through Harrisburg University to applicable sophomore/junior/senior students.

Marketing (545)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of course: 1 Semester
Weight: 1.00

Students will be introduced to marketing concepts such as promotion, distribution, product development, and market segmentation. Students will examine how businesses and non-profit organizations develop marketing strategies. International marketing and ethics in marketing will be discussed. Students will also explore the many career opportunities in marketing today. The advertising design portion of the class will give students the chance to study the various media used in advertising (print, radio, magazine, television, internet). Students will also explore how advertising has evolved over the years and its impact on public opinion. The class will

culminate with a final project in which students will develop a marketing plan and advertising campaign for a product.

COMPUTER/INFORMATION TECHNOLOGY

CS1a Python (499)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of course: 1 Semester
Weight: 1.00

CS1a is a graphic-based introduction to programming in Python. Units develop programming and computer science skills. Each Unit provides content for the topic to be investigated, visually engaging exercises to explore and master the topic, some end-of-unit exercises that require students to use and synthesize all the topics found in that Unit, and a creative task. Included are interesting problems to solve, as computational problem-solving is the core of computer science.

Introduction to Computer Science Java Script (544)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of course: 1 Semester
Weight: 1.00

The Introduction to Computer Science course is geared for the student with little or no programming experience. The course teaches the foundations of computer science and basic programming. Students will learn programmatic thinking and computer science problem solving. Topics include: Basic Programming Concepts, JavaScript Programming Language, Graphics and Game Creation, and Data Structures.

HU Computer Information Science (529)

Grade Level: 10, 11, 12
Credits: .5/Harrisburg University 4 CR

Length of course: 1 Semester
Weight: 1.15

This course serves as an introduction to computing and information systems. Students will be introduced to the use of computers to solve problems. Students are presented techniques, concepts, analysis, and will report on experiences, technologies and trends. Concepts of hardware, software, networking, computer security, programming, database, e-commerce, decision support systems and other emerging technologies will be covered. Students will be introduced to techniques to search, evaluate, validate, and cite information found online. Widely-used applications including word processing, spreadsheets, databases, presentation, and web development software are also studied.

Section 8 of Act 86 amended section 1605 of the Pennsylvania Public School Code, 24 P.S. § 16-1605, allowing high school students to apply up to one credit towards a math or science high school graduation credit requirement upon successful completion of a computer science or information technology coursework.

Introduction to Cybersecurity (498)

Grade Level: 10, 11, 12
Credits: .5

Length of course: 1 Semester
Weight: 1.00

As our world becomes increasingly dependent on technology, cybersecurity is a topic of growing importance. It is crucial that companies and individuals take precautions to protect themselves from the growing threat of cyber-attacks (we have heard about this on the news repeatedly–Facebook, the presidential election, etc.). This course prepares students with crucial skills to be responsible citizens in a digital future. The course is designed for students with some exposure to computer science, but there are no specific course prerequisites. Topics include: cybersecurity, cryptography, hacking ethics, software security, networking fundamentals, and basic system administration. We'll take a look at the CIA Triad, Caesar Cipher, and Vingenère Cipher. The course

will culminate with a final project where students will complete a simulated hack walkthrough. This course is highly visual and dynamic.

Business Internship (511)

Grade Level: 11, 12
Credits: .5 or 1

Length of course: 1 Semester
Weight: 1.00

Prerequisite: 1 credit from other computer courses

This class is project oriented using many of the previously learned computer skills. The students will complete projects submitted from various sources (teachers, administrators, and community members). The students will use various devices, software, and online tools to complete projects.

Intro to Animation (528)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of course: 1 Semester
Weight: 1.00

Learn fundamental 2-D animation skills needed to confidently create your own animations. Various animation techniques will be used to produce a variety of animation styles. Students will use graphic tablets to bring their sketches to life. Topics include storyboarding, timeline management, layers, tweens, ActionScript, sounds, filters, and animating tools such as the bone tool, camera tool, warp tool, and more. This is a beginner class with no prior animation experience required.

Word/Internet/iLife (533)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of course: 1 Semester
Weight: 1.00

Do you want to be in the know? According to Matthew Chernay, over 1.2 billion people use Office products. This course will help a student acquire important skills necessary for high school, college, or work. Various Internet concepts will be utilized (searching strategies, web 2.0 tools) to integrate with Word projects. Various presentation tools will be introduced to completed project-based multimedia presentations, such as Prezi, Symbaloo, ThingLink, etc.

Excel (534)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of course: 1 Semester
Weight: 1.00

Students will learn beginning concepts of database design. Students will create various databases and then prepare forms, queries, reports, and mail merges from these databases. Students will work with various features of Excel using the Mac computer. Concepts will be taught and students will problem solve using formulas. Analyzing data will occur by representing data with charts. Projects will be incorporated requiring the solving of problems using database and spreadsheet software.

Introduction to Web Page Development (571)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of course: 1 Semester
Weight: 1.00

This course offers introductory coverage of the Internet and online Web technologies. Skills learned include how to plan, create, and maintain static Web pages. Languages include HTML and CSS.

ENGLISH

Grade 9 English (116)

Literature, Analysis, and Composition I (General Level)

Grade Level: 9
Credits: 1

Length of course: Year
Weight: 1.00

Students will read and respond to works of literature and informational text. There is an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. There is also an emphasis on writing. Students will be expected to write clear and focused text to convey a well-defined perspective and appropriate content.

Grade 9 Advanced English (117)

Literature, Analysis, and Composition I (Advanced Level)

Grade Level: 9
Credits: 1

Length of course: Year
Weight: 1.10

Prerequisite: Teacher recommendation

Students will read and respond to works of literature and informational text. There is an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. There is also an emphasis on writing. Students will be expected to write clear and focused text to convey a well-defined perspective and appropriate content. It is a graduation requirement for students to pass the Keystone Exam at the completion of the course. Students who do not earn a Proficient or Advanced on the Keystone Exam will be required to complete remediation and re-take the exam.

Grade 10 English (124)

Literature, Analysis, and Composition II (General Level)

Grade Level: 10
Credits: 1

Length of course: Year
Weight: 1.00

Grade 10 Advanced English (125)

Literature, Analysis, and Composition II (Advanced Level)

Grade Level: 10
Credits: 1

Length of course: Year
Weight: 1.10

Prerequisite: Teacher recommendation

Texts take center stage in the advanced tenth grade English classroom, inspiring and preparing all students for close, critical reading and analytical writing. This course trains the reader to observe the small details within a text to arrive at a deeper understanding of the whole. It also trains the reader to appreciate authors' sometimes subtle choices, developing an awareness of how words produce effects and how the conventions of the English language are used for both precision and style. In preparation for the AP and dual enrollment offerings in both 11th and 12th grade, students will also work on developing their writing skills, with a focus on supporting their interpretations with textual evidence using appropriate citations and quote integration. There is an overarching subject for the year, and the major and minor works of study of each unit will revolve around a related central question. We will work through dramas, short stories, essays, and poetry together in class, but students will be required to do all of their novel reading and annotating at home. Students will be required to read nightly, and

share their interpretations in order to make connections with the pairings we are covering in class. Participation is graded as it is central to assessing student understanding. The rigor and demands of this class will help to prepare students for the challenges of both AP and dual enrollment, as both are college-level courses.

Grade 11 English (111)

Grade Level: 11
Credits: 1

Length of course: Year
Weight: 1.00

English 11 students will read and write critically in a variety of modes, focusing on close reading and analytical writing. Students will read diverse fiction and nonfiction texts, responding through different modes of writing. Students will explore literacy in various formats with a special emphasis on twenty-first century skills. They will collaborate to produce products that focus on creativity with an emphasis on communication skills and media literacy. Students will investigate career options as they relate to personal interests, talents, and abilities.

Advanced English 11 (961)

Grade Level: 11
Credits: 1

Length of course: Year
Weight: 1.10

Prerequisite: Teacher Approval and signature

Advanced English 11 is designed for the college-bound student who wishes to focus on essay writing and personal reading skills. Emphasis is placed on college essay writing skills using grammar lessons, thesis statements, introductory funnel paragraphs, and TRIQAP paragraph formatting to include in-text citations and Works Cited pages. Reading development is stressed through personal book choices and metacognitive logs. Mandatory class reading selections include *The House on Mango Street* (Cisneros), *A Doll's House* (Ibsen) and *The Kite Runner* (Hosseini.)

AP English Literature and Composition (126)

Grade Level: 12
Credits: 1

Length of course: Year
Weight: 1.15

This college level, full year course is concerned with understanding, analyzing, writing, and rewriting about literature, including poetry, drama, and fiction. This course includes the in-depth reading of texts drawn from multiple genres, periods, and cultures, concentrating on works of recognized literary merit. Through the close reading of selected texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. Writing will include timed critical analyses on prose and poetry, formal papers, poetry explications, reflection pieces, and dialectical journals. Because students who pass the AP exam may earn college credit, the degree of difficulty is high. The course is designed to comply with curricular requirements described in the AP English Course Description provided by the College Board. The primary goal is to develop your independence of thought and mature habits of critical thinking, reading, and writing. In addition to writing tasks, students will practice and discuss multiple choice format questions in preparation for the AP exam in May.

ENGL 101 - English Composition I (127)

Grade Level: 11, 12
Credits: .5 (HACC 3 CR)

Length of course: 1 Semester
Weight: 1.15

Prerequisites: Must pass placement tests through HACC or submit qualifying SAT scores

English 101 emphasizes the composition of organized, clear, coherent, and well-supported essays, which features standard English conventions, effective style, and the appropriate use of research strategies and sources. Students develop the critical reading and thinking skills necessary to produce effective college-level writing that communicates to a particular audience, fulfills a specified purpose, and conforms to a given genre.

ENGL 102 - English Composition II (135)

Grade Level: 11, 12
Credits: .5 (HACC 3 CR)

Length of course: 1 Semester
Weight: 1.15

Prerequisites: ENGL 101, must pass placement tests through HACC or submit qualifying SAT scores

This course builds on English 101, connecting thinking, reading, and writing. The ultimate purpose of this course, as conveyed to students, is to create citizen-scholars who embody thought, compassion, and action, and who understand the relationship between language and power. As their awareness of the world increases, their ability to engage in relevant discourse will expand, enabling them to participate actively as transformative agents of change within their own communities and society at large.

Throughout the course, students will study the human condition through an examination of texts organized thematically. At the center of the year-long discussion will be the idea that all writing is argument. Every unit in this course will examine how text and images can be used to make an argument. Students will study rhetoric and rhetorical strategies to expand their analysis beyond what a text says to the much more challenging task of deciphering what a text does. By analyzing the rhetoric of other writers, authors, filmmakers, and speakers, each student will also begin to develop his or her unique voice and style as a rhetorician.

Students will examine and work with a broad and challenging range of predominantly texts, to include nonfiction texts such as essays, letters, speeches, images, and imaginative literature drawn from an equally wide range of authors, historical contexts, and resources.

Business English (520)

Grade Level: 12
Credits: 1

Length of course: Year
Weight: 1.00

Included in this course are the competencies necessary for the school-to-work transition. Course work includes practical grammar units, as well as spelling and vocabulary units. Other units include, but are not limited to, time management, goal setting, reports, letters, memos, applications, resumes, and job interviewing. Various business-themed books and/or case studies are read and discussed. A correspondence and job-readiness ePortfolio is constructed throughout the course and serves as the final exam. This course will help students who want to either study business in college, or enter the workplace directly following high school by providing them with strong communication skills. Web 2.0 tools and computers are utilized throughout this course. (A credit earned in Business English may be used to meet one of the four English credits required for graduation.) **Not approved by NCAA Clearinghouse as an English core credit.**

English 12 (112)

Grade Level: 12
Credits: 1

Length of course: Year
Weight: 1.00

English 12 is designed to further study and practice skills that ensure that students are college and career ready. This course emphasizes essential reading, writing, and speaking skills that are necessary for success in the postsecondary world. To practice these skills, students will read a variety of fiction and nonfiction texts. Students will be expected to produce writing pieces, as well as to develop projects and presentations that demonstrate their understanding of texts and concepts learned throughout the course.

FAMILY AND CONSUMER SCIENCES

Culinary Arts I (855)

Grade Level: 10, 11, 12
Credits: 1

Length of course: Year
Weight: 1.00

This course is to provide students with the art of cooking. Students will prepare foods, sample their dishes and evaluate the recipes and nutritional content. Various components of a meal will be studied including salads, pastas, rice, quick breads, meats, poultry, fish, soups, milk and cheese dishes, cookies, pies and cakes.

Culinary Arts II (860)

Grade Level: 11, 12
Credits: 1

Length of course: Year
Weight: 1.00

Prerequisite: Culinary Arts I, **must have teacher recommendation and signature**

Students prepare a variety of advanced recipes, such as baked goods, international foods, and much more. This course includes mostly individual projects. Students also design, bake, and decorate a cake. In addition, the students manage and prepare food for the Gourmet Café.

Independent Study Culinary Arts (863)

Grade Level: 12
Credits: 1

Length of course: Year
Weight: 1.00

Prerequisite: Culinary Arts I and Culinary Arts II, **must have teacher approval and signature**

This course is designed for students to explore special culinary topics of particular interest to the individual student. Students will be assigned independent reading assignments, prepare foods, and complete individual research projects. Students will also set up demonstration projects for the culinary classes and assume the job as manager for the Gourmet Café.

Independent Study Child Development (861)

Grade Level: 12
Credits: .5 or 1

Length of course: 1 Semester or Year
Weight: 1.00

Prerequisite: Child Development and Preschool I and Child Development and Preschool II, **must have teacher approval and signature**

This course is a further child development study with research projects. Students have the option of spending a third year in the preschool lab or working at an elementary building within our school district.

FOREIGN LANGUAGES

Spanish I (621)

Grade Level: 9, 10, 11, 12
Credits: 1
Length of course: Year
Weight: 1.00

This course provides students with a general introduction to the Spanish language, including pronunciation, vocabulary, grammar, and culture. Emphasis is on listening, speaking, reading, and limited writing.

Spanish for Heritage Speakers I (628)

Grade Level: 9, 10, 11, 12
Credits: 1
Length of course: Year
Weight: 1.00

This course provides Spanish heritage students more formal instruction in the Spanish language. Emphasis is on strengthening listening, speaking, reading, and writing skills through the use of authentic texts and cultural resources.

Spanish II (622)

Grade Level: 10, 11, 12
Credits: 1
Length of course: Year
Weight: 1.00

This course builds on the knowledge acquired in Spanish I and continues to focus on listening, speaking, reading, and writing. Students learn to communicate in the near future and past tenses.

Spanish for Heritage Speakers II (629)

Grade Level: 10, 11, 12
Credits: 1
Length of course: Year
Weight: 1.00

This course builds on the knowledge acquired in Spanish for Heritage Speakers I. Emphasis is on strengthening oral and written communication skills in preparation for use of Spanish in a professional setting.

Spanish III (623)

Grade Level: 11, 12
Credits: 1
Length of course: Year
Weight: 1.10

Prerequisite: Teacher Approval

This course provides students with a more in-depth study of Spanish grammar. Students learn imperfect, future, preterite, and present progressive tenses with emphasis on strengthening listening, speaking, reading, and writing skills through the use of authentic texts and cultural resources.

AP Spanish Language and Culture (627)

Grade Level: 11, 12
Credits: 1
Length of course: Year
Weight: 1.15

Prerequisite: Teacher Approval

This course prepares students for the AP Spanish Language & Culture exam. Emphasis is on mastering interpersonal communication, interpretive communication, and presentational communication within the context of six thematic units: Families in Different Societies; Influence of Language & Culture on Identity;

Influences of Beauty & Art; How Science & Technology Affect Our Lives; Factors that Affect the Quality of Life; and Environmental, Political, and Societal Challenges.

French I (641)

Grade Level: 9, 10, 11, 12
Credits: 1

Length of course: Year
Weight: 1.00

This course provides students with a general introduction to the French language, including pronunciation, vocabulary, grammar, and culture. Emphasis is on listening, speaking, reading, and limited writing.

French II (642)

Grade Level: 10, 11, 12
Credits: 1

Length of course: Year
Weight: 1.00

This course builds on the knowledge acquired in French I and continues to focus on listening, speaking, reading, and writing. Students learn to communicate in the near future and past tenses.

French III (643)

Grade Level: 11, 12
Credits: 1

Length of course: Year
Weight: 1.10

Prerequisite: Teacher approval

This course provides students with a more in-depth study of French grammar. Students learn imperfect, future, conditional, and subjective tenses. Emphasis is on strengthening listening, speaking, reading, and writing skills through the use of authentic texts and cultural resources.

AP French (640)

Grade Level: 12
Credits: 1

Length of course: Year
Weight: 1.15

Prerequisite: Teacher approval

Covers the fundamentals of French grammar. This course addresses drill-in structure, pronunciation, and the development of vocabulary. Aural-oral and reading skills are also introduced.

Upon successful completion of the course you will be able to: Ask and answer questions in French using pronunciation, grammar, and vocabulary with an accuracy that does not obscure meaning. Demonstrate ability to listen to spoken French at this level for general meaning and specific information. Read and demonstrate an understanding of written material that parallels structures and vocabulary taught. Write short narratives, descriptions, daily routines, and simple dialogues that reflect cultural themes demonstrating knowledge of structures and vocabulary taught. Demonstrate general knowledge of Francophone culture in the world including, but not limited to, the geographical extent of the French-speaking world, social interactions, educational system, family relationships, pastimes, art, and music.

MATHEMATICS

Prerequisite courses are requirements! Please read and plan accordingly.

***Students scheduling Precalculus/Trigonometry, Calculus, or HU Calculus must provide a graphing calculator available for use inside and outside the classroom. Our math teachers are familiar with the TI-83 and the TI-84 family of graphing calculators. We recommend a TI-84 that is upgradable.**

Accounting I (504)

Grade Level: 10, 11, 12
Credits: 1 (Math Credit)

Length of course: Year
Weight: 1.00

Prerequisite: Algebra I and Geometry

Accounting is a skill-level course that is of value to all students pursuing a career in business, marketing, or management. This course also will be valuable for anyone wanting to operate a business helping the student understand profit and loss concepts through data analysis. Students will learn how to keep financial records by recording, summarizing, and analyzing data. Practical accounting principles will be learned by preparing actual business management records. This class would be beneficial for a college-bound student pursuing an accounting career as well as a student wanting to enter a vocational job. Accounting 1 may be used as one math credit towards the three needed for graduation. **Accounting is not approved by the NCAA Clearinghouse as a math core credit.**

Algebra I (230)

Grade Level: 9
Credits: 1

Length of course: Year
Weight: 1.00

Topics include operations with real numbers and expressions, linear equations and inequalities, functions and coordinate geometry, and data analysis.

Algebra/Intro. to Geometry (236)

Grade Level: 10
Credits: 1

Length of course: Year
Weight: 1.00

Prerequisite: Successful completion of Algebra I and not proficient on the Keystone exam.

Review of the basic concepts of Algebra I (according to student needs) as well as fundamental concepts of Geometry with real-life applications.

Geometry (217)

Grade Level: 10, 11, 12
Credits: 1

Length of course: Year
Weight: 1.00

Prerequisite: Successful completion of Alg I in 8th or 9th grade or equivalent for transfer students and proficient on Keystone exam OR teacher approval.

Topics include properties of geometric figures and their related theorems, deductive reasoning and proofs, congruence and similarity, and perimeter, area and volume.

Algebra II (214) 10th Grade (232)

Grade Level: 10, 11, 12
Credits: 1

Length of course: Year
Weight: 1.00

Prerequisites: Successful completion of Geometry, and Proficient on Keystone Exam, successful completion of Strategies of Math course, OR Teacher Approval.

Topics introduced in Algebra I are expanded upon and applied in problem solving. Additional topics include factoring, complex numbers, and various types of functions.

Precalculus/Trigonometry (215)*

Grade Level: 11, 12
Credits: 1

Length of course: Year
Weight: 1.10

Prerequisite: Completion of Algebra II with a recommended overall average of 85% or better, Alg II Teacher Approval.

An in-depth study of functions: linear, quadratic, polynomial, rational, exponential, logarithmic, and trigonometric. A graphing calculator is required.

Strategies of Math (212)

Grade Level: 11
Credits: 1

Length of course: Year
Weight: 1.10

Prerequisite: Successful completion of Algebra/Intro to Geometry, Geometry OR Teacher Approval.

Designed to strengthen student skills in problem-solving, essential math concepts ("real-life" math), and techniques to make calculating and solving math problems more successful. This is a good course for those who are not quite ready for Algebra II, but leaves the option open to take the next year.

Harrisburg University Calculus I (235)*

Grade Level: 12
Credits: 1 (3 HU CR)

Length of course: Year
Weight: 1.15

Prerequisite: Completion of Precalculus/Trigonometry and Algebra II with an overall average of 95% or better, Teacher Approval.

Harrisburg University Calculus I presents an introduction to the theory and applications of single variable differential and integral calculus. Three fundamental concepts of calculus will be developed: the Limit, the Derivative, and the Integral. Harrisburg University Calculus I provides a flexible presentation of calculus incorporating a balance of basic mathematical theory with applications from the sciences and engineering. An introduction to first-order differential equations, with applications, will also be presented if time permits. The course emphasizes the development of individual problem-solving skills and the applications of calculus to all of the sciences. **You must be prepared to devote a minimum of 6-8 hours/week outside of class on calculus. ***A graphing calculator is required for this course.

Calculus (219)*

Grade Level: 12
Credits: 1

Length of course: Year
Weight: 1.10

Prerequisite: Successful completion of Precalculus/Trigonometry with a recommended overall average of 90% or better, teacher approval.

A study of differentiation and integration in both the pure and applied forms. A graphing calculator is required.

Probability and Statistics (222)

Grade Level: 11, 12
Credits: 1

Length of course: Year
Weight: 1.00

Prerequisite: Successful completion of a Geometry course and Algebra 1

Students will learn to gather, evaluate and use data. They will also learn to predict and apply probability and odds. Practical, everyday applications will be made throughout the course. Graphing calculators and computers will be introduced as statistical tools.

AP Statistics (234)

Grade Level: 11, 12
Credits: 1

Length of course: Year
Weight: 1.15

Prerequisite: Successful completion of Alg II, AND successful completion of Probability & Statistics OR Precalc/Trig (or currently taking), teacher signature required.

Learn about the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Develop analytical and critical thinking skills as you learn to describe data patterns and departures from patterns, plan and conduct studies, use probability and simulation to explore random phenomena, estimate population parameters, test hypotheses, and make statistical inferences.

MUSIC

Senior High Chorus (752)

Grade Level: 9, 10, 11, 12
Credit: .5

Length of course: 1 Semester
Weight: 1.00

Chorus meets as a scheduled class and is offered to all students in grades 9, 10, 11 and 12. Previously acquired vocal skills are refined and more fully developed through a variety of choral repertoire. Special interest ensembles are formed throughout the semester. Students have the opportunity to perform in recitals and audition for County and District Chorus. Mandatory public performances by the chorus are presented seasonally during the semester.

Senior High Chorus (743)

Grade Level: 9, 10, 11, 12
Credit: 1

Length of course: Year
Weight: 1.00

Chorus meets as a scheduled class and is offered to all students in grades 9, 10, 11 and 12. Previously acquired vocal skills are refined and more fully developed through a variety of choral repertoire. Special interest ensembles are formed throughout the semester. Students have the opportunity to perform in recitals and audition

for County and District Chorus. Mandatory public performances by the chorus are presented seasonally during the semester.

Senior High Concert Band (754)

Grade Level: 9, 10, 11, 12
Credit: .5

Length of course: 1 Semester
Weight: 1.00

Band meets as a scheduled class 3 days out of 6 and is offered to instrumental students in grade 9, 10, 11 and 12. Previously acquired playing skills and music fundamentals are more fully developed with additional emphasis on both interpretation and ensemble accuracy. The band performs mandatory public concerts seasonally during the semester. Students involved in senior high band also have the opportunity to audition for county, district, regional, and state bands. Students are also scheduled for weekly lessons during the school day.

Senior High Concert Band (744)

Grade Level: 9, 10, 11, 12
Credit: 1

Length of course: Year
Weight: 1.00

Band meets as a scheduled class and is offered to instrumental students in grade 9, 10, 11 and 12. Previously acquired playing skills and music fundamentals are more fully developed with additional emphasis on both interpretation and ensemble accuracy. The band performs mandatory public concerts seasonally throughout the year. Students involved in senior high band also have the opportunity to audition for county, district, regional, and state bands. Students are also scheduled for weekly lessons during the school day.

Music Theory (756)

Grade Level: 9, 10, 11, 12
Credit: .5

Length of course: 1 Semester
Weight: 1.00

Prerequisite: Teacher Approval; willing to sing or play/attempt an instrument

This course will teach music elements such as pitch, rhythm, notation, melody, harmony, and music analysis. Students will develop rudimentary understandings of composition, music literacy, and aural skills.

Senior High Marching Band (759)

Grade Level: 9, 10, 11, 12
Credit: .5

Length of course: 1 Semester
Weight: 1.00

Prerequisite: Concert Band or Teacher Approval

The band performs at all football games, pep assemblies, parades, and competitions. The band rehearses two nights a week during the fall and has a two-week long band camp in the summer.

Music Appreciation (775)

Grade Level: 9, 10, 11, 12
Credit: .5

Length of course: 1 Semester
Weight: 1.00

This course includes units of study on the culture of music, the basic elements found in music, and the history of popular music. The course is designed to orient the student to modern issues of music by familiarizing them with recent music history and music technology. This course may be chosen anytime between freshman and senior years.

Beginning Piano (747)

Grade Level: 9, 10, 11, 12
Credit: .5

Length of course: 1 Semester
Weight: 1.00

Students will learn how to read staff notation to play melodies and harmonize on the piano. Once basic reading skills are learned, this class will become student-paced to accommodate the individual player. A final recital is given at the end of the semester. Limited availability.

Beginning Guitar (748)

Grade Level: 9, 10, 11, 12
Credit: .5

Length of course: 1 Semester
Weight: 1.00

Beginning guitar will teach students how to read from staff notation, tablature, and lead sheet to play melodies and accompany with chords to a variety of songs. Both picking and strumming methods will be taught to help give a foundation for students to continue playing songs of their choice when the course is completed. Limited availability.

Intro to Ukulele (745)

Grade Level: 9, 10, 11, 12
Credit: .5

Length of course: 1 Semester
Weight: 1.00

This course is designed to develop students' musicianship skills through the performance of ukulele. Students will learn the basics of reading chord charts, tablature and standard western notation. By the end of the course students will perform on their own instruments alone and with others, be able to read notation that will allow them to learn new repertoire, and will have a rudimentary understanding of theory which they will apply to writing their own original pieces. Most importantly students will get to have fun playing uke all semester!
Please note that students must provide their own instruments.

Unified Music (785)

Grade Level: 9, 10, 11, 12
Credit: .5

Length of course: 1 Semester
Weight: 1.00

Regular education students will be paired up with students from the life skills or autistic classrooms. These students will learn various music skills and strategies through a variety of activities. The regular education students will learn what is needed to design and implement an appropriate activity for these students. Humanities credit will also be given to the regular education students, as they participate in the activity alongside their assigned students.

PHYSICAL EDUCATION

Cardio/Fitness (557)

Grade Level: 9, 10, 11, 12
Credit: .5

Length of course: 1 Semester
Weight: 1.00

The cardio fitness course is designed for students interested in evaluating their own fitness levels while learning about various ways of improving their cardiovascular endurance, muscle strength, and flexibility. Students will use daily logs to track a variety of measurements such as heart rate, calories burned, distance, and total exercise time. A variety of fitness equipment and workouts will be used during this class, such as treadmills, bikes, ellipticals, and various types of workouts using weights or movements.

Introduction to Weight Training and SAQ - Speed, Agility, and Quickness (558)

Grade Level: 9, 10, 11, 12 | Length of course: 1 Semester
Credit: .5 | Weight: 1.00

The goal of this course is to improve overall fitness through strength and conditioning activities. Using all the tools and guidelines of this course, students will eventually tailor their individual fitness programs! The outcome is to use formulas that help each student maintain a healthy and well- balanced conditioned self for the future. Students are trained in areas of conventional resistant lifting, Olympic lifts, flex band training, medicine ball training, stability balls, core and balance, kettlebells, TRX, yoga routines, and a variety of conditioning activities. Once proper body mechanics and conditioning factors have been refined by the student, he or she can create an unlimited mix of (strength) resistant and conditioning routine that works best for them "The Art of Strength and Conditioning"!

Speed, Agility, and Quickness (SAQ) (566)

Grade Level: 10, 11, 12 | Length of course: 1 Semester
Credit: .5 | Weight: 1.00

Prerequisite: Intro to Weight Training and SAQ

This course is for those who have been through the intro strength and conditioning class. You will learn more options with resistant lifts and conditioning aspects of the course. You are more independent with this course but you will follow the general guidelines of the intro course.

Team Sports (560)

Grade Level: 9, 10, 11, 12 | Length of course: 1 Semester
Credit: .5 | Weight: 1.00

This course focuses on an environment that promotes team strategies and cooperation in various team sports. These sports would include soccer, basketball, flag football, floor hockey, lacrosse, etc.

Unified Physical Education (562)

Grade Level: 9, 10, 11, 12 | Length of course: 1 Semester
Credit: .5 | Weight: 1.00

This course is designed to meet the needs of life skills and autistic students with the help of regular education students. Regular education students will be paired up with students from the life skills or autistic classrooms. These students will learn various skills and strategies through a variety of activities and sports. The regular education students will learn what is needed to design and implement an appropriate activity for these students. Physical education credit will also be given to the regular education students, as they participate in the activity alongside their assigned students.

Fitness Walking and Nutrition (564)

Grade Level: 9, 10, 11, 12 | Length of course: 1 Semester
Credit: .5 | Weight: 1.00

The fitness walking course has been developed for those students who want to learn the importance of cardiovascular health through walking and other low impact activities to improve muscular strength, endurance, and flexibility. Students will use daily logs to help track their results from each day using a variety of measures such as average heart rate, total steps, calories burned, distance, and total exercise time. Students will also be working on a personalized fitness plan throughout the semester that tailors to their specific interests and goals.

By the end of this class, students will have a fitness plan of their own design to take with them to continue their lifetime fitness journey.

Human Anatomy and Physiology (314)

Grade Level: 12
Credit: 1

Length of course: Year
Weight: 1.10

Prerequisite: Students should have successfully completed Biology and Chemistry

The Anatomy and Physiology course is designed to be an advanced study of the human body for those who have an interest in pursuing their careers in health-related fields. We focus on the structure and functions of the various body systems. The learning material will be observed through textbooks, laboratory activities, dissections, technology, drawing references, or animation activities. Teacher's approval and teacher's signature are required on the course selection sheet. (Class size is limited to 28 students.) **NCAA does not recognize this course as a science core credit.**

SCIENCE

9th Grade Science (309)

Grade Level: 9
Credits: 1

Length of course: Year
Weight: 1.00

The main goal of the course is to understand the interrelationships of the natural world and to analyze environmental problems both natural and human-made. Special emphasis is given to Keystone Biology sections Ecology & Biological Evolution in order to prepare students for state mandated testing. However, science class emphasizes a "Results only Learning Environment". In this environment, students are expected to produce results of their learning to demonstrate that they are mastering state standards. Therefore, students will propose, present, create, determine, model, and showcase their learning while reflecting on their progress and products. All of the products will connect with state standards and students are expected to explain how their product demonstrates mastery of the standards.

Advanced 9th Grade Science (325)

Grade Level: 9
Credits: 1

Length of course: Year
Weight: 1.10

Prerequisite: Teacher Approval and recommendation

The Advanced science course will cover all content included in Science 9. As mandated by the state, both courses follow the same set of standards since all students will need to master (be proficient or advanced) the Biology Keystone Exam at the end of their 10th grade year. Additionally, advanced science requires students to move beyond basic requirements and advance their understanding of science through experiential field trips, schoolyard field investigations, or extended research projects. The advanced classes also emphasize more independent learning and the creation and implementation of one student-led scientific investigation throughout the year. This is separate from the required coursework and guided investigations. Moreover, advanced science courses also have opportunities to connect with experts in current fields of study either through video chat or in person experiences when applicable. Finally, Advanced science students are required to participate in several field trips that help advance their understanding of core scientific concepts. These field trips will be funded through grant money and are of no cost to the student.

AgriScience 9 (668)

Grade Level: 9 Length of course: Year
Credits: 1 Weight: 1.00

The AgriScience 9 course is designed for those students enrolled in the agriculture curriculum. This course will introduce students to the various areas of the agricultural field. It will also cover the evolution and ecology portions of the Keystone Biology Exam. Only students planning on working toward being a completer in the agriculture program should schedule this course. **The NCAA does not recognize this course as a science core credit.**

Veterinary Science (663)

Grade Level: 9 Length of course: Year
Credits: 1 Weight: 1.00

An in-depth study of anatomy and physiology of animals. This class is targeted for academic students interested in a career as a veterinarian or a vet technician. **The NCAA does not recognize this course as a science core credit.**

Biology (310)

Grade Level: 10 Length of course: Year
Credits: 1 Weight: 1.00

This course is designed to provide a better understanding of the biological world. General areas of study include basic biological principles, the chemical basis for life, bioenergetics, homeostasis and transport, cell growth and reproduction, and genetics. Laboratory activities offer the student more of a "hands on" approach to the major concepts. Evaluation is based on laboratory activities, homework, projects, quizzes, and tests. In place of a final exam, students will complete the Keystone Biology Exam at the conclusion of the course. It is a graduation requirement for students to pass the Keystone Exam at the completion of the course. Students who do not earn a Proficient or Advanced on the Keystone Exam will be required to complete a project-based assessment (PBA)

Advanced Biology (980)

Grade Level: 10 Length of course: Year
Credits: 1 Weight: 1.10

Prerequisite: Teacher Approval and signature

Advanced Biology will cover all content included in Biology. Additionally, this academically challenging course moves at a faster pace and covers topics in greater depth. In place of a final exam, students will complete the Keystone Biology Exam at the conclusion of the course. It is a graduation requirement for students to pass the Keystone Exam at the completion of the course. Students who do not earn a Proficient or Advanced on the Keystone Exam will be required to complete a project-based assessment (PBA). Teacher's approval and signature are required on the course selection sheet.

General Chemistry (311)

Grade Level: 11, 12
Credits: 1

Length of course: Year
Weight: 1.00

Prerequisites: Algebra II (concurrent okay, no lower than a C) and successful completion of Biology and Algebra Keystone Exams, teacher signature.

This is a science class recommended for students who plan to go to college but not to major in a scientific field. Concepts covered include measurement, lab practice, atomic theory, chemical formulas, chemical equations, solutions, bonding, phases of matter, and acids and bases. Although not as mathematically intensive as advanced chemistry, students should have at least taken Algebra I (with no lower than a C) before general chemistry. Additionally, students must pass the Biology and Algebra Keystones for placement in this class. Teacher's signature is required on the course selection sheet. Due to the laboratory nature of this class, class size is limited to 24 students.

Harrisburg University Chemistry I / Lab (330/352)

Grade Level: 11, 12
Credits: 1 (4 CR HU)

Length of course: Year
Weight: 1.15

Prerequisites: Algebra II completed with a B or better and successful completion of Biology and Algebra Keystone Exams, teacher signature.

This course provides a general introduction to the fundamental facts and principles of chemistry. You will be introduced to chemical phenomena and principles, with an emphasis on developing an understanding of chemistry and appreciation of what chemists do. You will learn to interpret chemical phenomena using chemical vocabulary and principles, and you will acquire skills in manipulating mathematical formulations that describe the chemical behavior of various substances. It is essential that you commit yourself to learning the basic vocabulary of chemistry. The companion laboratory is designed to introduce the student to chemical phenomena and principles. This course will give students practice in critical thinking, reading, and writing as well as an opportunity to further develop collaborative skills in problem-solving and experimental design. The importance of chemistry in the "real world" and our everyday lives will be emphasized. To make the course a complete learning experience, laboratory experiments will be used to supplement the lecture because chemistry is an experimental science.

Physics (312)

Grade Level: 12
Credits: 1

Length of course: Year
Weight: 1.10

Prerequisites: Algebra II (concurrent okay) Trigonometry, Chemistry, teacher signature. Must have received at least a C in these classes. Students must also have passed both the Algebra and Biology Keystones.

This course is an advanced class for students interested in having additional coursework in physical science. Topics covered include motion, forces, Newton's laws, vectors, momentum, energy, work, power, simple machines, thermodynamics, waves, light, sound, optics, and electricity. Mathematical prerequisites are Algebra II, Trigonometry and Chemistry. Students may take Trigonometry concurrently with Physics. Teacher's approval and teacher's signature are required on the course selection sheet. Due to the laboratory nature of this class, class size is limited to 24 students.

Essential Science (313)

Grade Level: 11, 12
Credits: 1

Length of course: Year
Weight: 1.00

Essential Science (ES) provides an overview of how science affects our lives and the aspects around it. To do this, the students will combine knowledge, models, and methods drawn from geology, biology, physics, and chemistry. ES will cover a range of topics from matter and chemicals, water, energy and heat, motion, atmosphere, natural disasters, and space science. As the students move through each part of this course, students will participate in inquiry-based investigations, create models, develop and justify claims based on evidence, and much more. Students will not only gain knowledge of scientific concepts in this course, but also important skills that can apply in all areas of their lives now and in the future.

SOCIAL STUDIES

Grade Civics (409)

Grade Level: 9
Credits: 1

Length of course: Year
Weight: 1.00

This course will study the roots of our United States government and how the United States government has grown and changed to meet the issues and demands of today's American culture. An emphasis is placed on understanding federal, state, and local laws that affect students. Students are encouraged to debate, critique, problem solve, and make decisions on the many issues facing American citizens.

Modern American History (410)

Grade Level: 10
Credits: 1

Length of course: Year
Weight: 1.00

This course focuses on the history of the United States from the Reconstruction Era through World War II. There is an emphasis on non-fiction reading comprehension and non-fiction writing. Further skill development will include reading primary documents, interpreting images, interpreting maps and analyzing different points of view.

Advanced Modern American History (435)

Grade Level: 10
Credits: 1

Length of course: Year
Weight: 1.10

This course focuses on the history of the United States from the Reconstruction Era through World War II. This academically challenging course covers topics in greater depth than the general course and requires students who have an extensive vocabulary and prerequisite social studies skills, including the ability to read and write non-fiction at the tenth-grade level or greater. Students are expected to prepare independently to participate in complex discussions utilizing provided non-fiction sources. Further skill development will include reading primary documents, interpreting images, interpreting maps and analyzing different points of view. The skills taught are advanced in comparison to the general course and are designed to prepare students for the expectations that they will encounter in entry level college social sciences and humanities courses.

Global Studies (411)

Grade Level: 11
Credits: 1

Length of course: Year
Weight: 1.00

In this eleventh-grade social studies class, students will gain a better understanding of the world around them while they study different political and economic systems throughout modern history. This course will begin with the Cold War era and move on to study modern Africa, the Middle East, Asia, and Latin America. Current events will be an integral part of this course as students gain a global perspective.

American Government (412)

Grade Level: 12
Credits: .5

Length of course: 1 Semester
Weight: 1.00

This course focuses on the legislative, executive, and judicial branches of government. While the role of the federal government is emphasized, the functions of state and local government are also examined. The knowledge and skills necessary for responsible citizenship in a democratic society are stressed throughout the semester.

AP Human Geography (403)

Grade Level: 11, 12
Credits: 1

Length of course: Year
Weight: 1.15

This course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socio economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Students are encouraged, but not required, to take the Advanced Placement exam; however, colleges require specific exam performance standards (depending on the institution) to receive any potential credits.

Psychology (417)

Grade Level: 12
Credits: .5

Length of course: 1 Semester
Weight: 1.00

This course is designed to help students think about themselves and their actions. Students concentrate on units about personality, motivation, learning, and mental illness, all geared to an understanding of self. The method of teaching centers on experiments and open discussions of the various theories of psychology.

TECHNOLOGY EDUCATION

Visual Communications I (904)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of course: 1 Semester
Weight: 1.00

The Visual Communications I course will examine typography, design principles, digital photography, Adobe PhotoShop for photo retouching and image creation, and page layout software. Students will create their own website that will serve as a portfolio of their work. This course will introduce students to photography with DSLR cameras. Students will learn composition techniques, the manual controls of the camera and the use of lighting techniques. Logo design will be explored through company identity projects. Students will combine these design and photography skills with their own creativity to create interesting and effective design projects.

Visual Communications II (908)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of course: 1 Semester
Weight: 1.00

Prerequisite: Visual Communication I

The Visual Communications II course will build on the basics of the Visual Communications I course. Students will learn to use Adobe Illustrator as another tool for completing graphic design projects. Advanced digital photography features and effects will be explored. The course will stress good design concepts and emphasize the quality and purpose of the end product. In video production, students will research, organize a storyboard, shoot the video, and edit the video using advanced software. Students will continue to add and build their websites that will serve as a portfolio of all their projects.

Exploring Technology I (905)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of course: 1 Semester
Weight: 1.00

This course will examine a variety of technological systems from transportation, structures to electronics and power. Students will learn about how humans have solved problems in these systems in the past and potentially in the future through hands-on activities. The engineering design process will be utilized as students encounter a unique experience where they must apply science and math knowledge to design and build solutions to design challenges. The creation of prototypes will be done through computer aided drawing (CAD) software. Students will create virtual 3D models as well as 3D printed models to evolve their design ideas. Robotics and basic microcontroller programming will be explored through design challenges. This course will count as a computer credit.

Exploring Technology II (923)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of course: 1 Semester
Weight: 1.00

Prerequisite: Exploring Technology I

This course is a continuation of the Exploring Technology I. This course will emphasize the steps of the engineering design process from ideation, computer aided drawing (CAD), prototyping, and evaluation of the final product/solution. Advanced manufacturing will be explored with an introduction to Computer Numerical Controlled (CNC) machining. Students will explore product design using CAD software to create animations, realistic renderings and 3D models that will lead to working prototypes produced by 3D printers, CNC machines or laser cutter/engravers. Basic electronics will be introduced as well as basic microcontroller circuits. Students will be challenged to create solutions to problems that require the use of autonomous robots.

Technology Student Association (TSA)/Member (TBA)

Grade Level: 10, 11, 12
Credits: .5

Length of course: 1 Semester
Weight: 1.00

A member of the TSA will receive ½ credit for completing and participating in at least three events at the regional level. At least one of these three events must be an individual event. The member must participate in the regional conference, typically held on the first or second Saturday of February.

Technology Student Association (TSA)/Leadership (906)

Grade Level: 10, 11, 12
Credits: 1

Length of course: Year
Weight: 1.00

A current TSA officer (President, Vice President, Secretary and Treasurer) may select this course to fulfill leadership roles within the chapter and receive one credit. These leaders must complete and participate in at least four events at the regional level. Two events will be individual events and the remaining events can be team events.

MISCELLANEOUS OFFERINGS

Driver Education (801)

Grade Level: 10, 11, 12
Credits: .5

Length of course: Year
Weight: 1.00

The primary goal of this curriculum is to focus on the Content Expectations set forth by the Pennsylvania Department of Education. The Content Expectations describe what students should know at the end of the classroom Driver Education course. They include the following: Pennsylvania Laws and Regulations, knowledge of vehicle operations, perceptual skills development, decision-making/risk reduction, driving conditions and influences on driver performance.

Emergency Medical Technician (HACC)

Grade Level: 11, 12
Credits: 3

Length of course: Year
Weight: 1.00

Students interested in this program must meet with their guidance counselor prior to enrolling. Course is offered at Fairfield HS and in Carlisle. See page 52 for more information.

The EMT course is open to students of all academic abilities who have a strong desire to achieve National and State EMT Certification. Students with this desire should have the confidence in knowing that students of all levels have successfully completed this program and have become certified Emergency Medical Technicians. This rigorous course prepares students to become a PA Certified Emergency Medical Technician (EMT). Students who are 18 years of age at the time of the exam will also be eligible to become a Nationally Certified EMT. EMT certification is a prerequisite to the Paramedic Program. Harrisburg Area Community College may provide students who successfully attain EMT Certification with college credits (3 credits for the class & 3 credits for one year of EMS experience). These credits could be transferable to the school the student attends after graduation. This course will set the student apart from other applicants pursuing any career, but particularly in the arena of medicine, and will be invaluable in their preparation to enter the medical field. It will enable the student to obtain a full time, part time or volunteer job as an EMT. One of the objectives of this course is to provide the students with opportunities to explore allied health programs offered by other educational institutions. Additionally, the student will be provided with the necessary skills enabling him/her to successfully deal with emergency situations occurring at school or in their personal life as well as to perform community service. Students will be required to attend evening classes and to purchase supplies and books needed for this course.

Gifted Seminar (138)

Grade Level: 9, 10, 11, 12
Credits: .5 (This is a pass/fail course)

Length of course: 1 Semester
Weight: 1.00

Prerequisite: Identified as gifted according to the Pennsylvania Department of Education guidelines.

This is an exploratory-style class that allows students to grow in an individualized area of study while still engaging with peers on a similar mission. The class combines the open-ended nature of independent study with a structure and coursework of more traditional classes. Examples of possible projects include: art-related, photography, scientific demonstrations, music-related creations, creative writing, a mentorship at a local business, volunteering, medical research, digital and technology development and career exploration. Focus is placed on readings relevant to the area of study, contact with a professional in the field, and creation of an original product.

Health (811)

Grade Level: 10, 11 (required)
Credits: .5

Length of course: 1 Semester
Weight: 1.00

Students may receive certification in the American Red Cross First-Aid and Community Cardiopulmonary Resuscitation if all requirements are met. Students will also be offered a balanced program in health education including changes in life styles, choices (and how they affect their lives), causes and prevention of various types of diseases, mood and behavior modifying substances, and improving your health through physical fitness.

Journalism/Yearbook (113)

Grade Level: 9, 10, 11, 12
Credits: 1

Length of course: 1 Semester
Weight: 1.00

This course helps produce The Mirror, the Biglerville High School yearbook. In this course, students will gain skills in the following areas: page design, publishing techniques, copywriting, editing, photography, record keeping, time management, teamwork, marketing, and leadership skills. Students are tasked with producing a timeless, creative, and innovative publication which will record our school's community, memories and events. Students will use computer programs such as Adobe PhotoShop and Jostens Yearbook Avenue StudioWorks to complete the tasks. In addition, they will learn how to use a digital camera with zoom lens and scanners.

Other Services Provided by Biglerville High School

ACCESS PA computerized card catalog, BHS Library: The ACCESS PA statewide library database allows students and faculty to locate by computer and then borrow materials from over 600 school, public, and academic libraries in Pennsylvania.

Behavioral Intervention Program: The Behavioral Intervention Program provides an appropriate environment for those students who have demonstrated constant disruptive behavior and/or academic non-compliance. Students may also be placed in the program as an interim step for outside placement or transition into school from an outside placement. The program serves students in grades 7 through 12.

The goals of the program are to assess and provide students with experiences that promote academic competency and behavioral/social responsibility. A certified teacher is responsible for all academic instruction and grading. The program curriculum parallels each student's normal class schedule. Behavior/social skills development is a major component of the program. Counseling services are provided as needed. Placement is determined through the Guidance Office and the Director of Student Services.

College in High School (CHS): This program offers qualified high school students the opportunity to earn college credits during their regular school day. Students do not have to leave their school to travel to the College or University. Students should be academically ready for the challenge of a college level course. The courses are taught by our high school teachers who have been certified by that university department as part-time

adjunct faculty members. Exams are written and monitored by the respective departments at the Harrisburg Area Community College and Harrisburg University. Students who register pay less than 10% of the normal tuition.

Students who choose CHS are to be commended! Choosing to make a commitment to succeed in a college level course while still in high school is admirable. One of the first lessons students learn when they come to college is that what they get out of a course is totally dependent on what they put into a course. The responsibility begins to shift from the external world to the internal world - right onto their shoulders. We hope that students will learn this as they go through this experience. It will be a valuable lesson to learn before going to college.

English Language Learners (ELL), Grades K-12: ELL instruction and academic support is available to meet the needs of students whose first language was not English and who are not yet proficient in English.

Gifted Program: Gifted support provides enrichment to students who have unique needs and abilities that require programming appropriate to their potential. A wide variety of educational options are offered to develop creativity, critical thinking and reasoning, originality, and leadership skills. Students may be referred for evaluation by their parents, classroom teacher, building principal or counselor. (See additional information under Education of Exceptional Students.) Gifted students should consult with the gifted teacher and their counselor in order to make their course selections. A wide variety of advanced course selections are available across subjects, and the team will help guide students in developing a well-balanced schedule in order to meet their academic needs. If the students have needs not being met through available course offerings, the team will work to address these needs through accommodations in their gifted individualized education plan (GIEP). Independent studies and accelerated options can be explored based on mastery of course content and academic needs.

Homebound Instruction Procedure: If an accident, injury, illness or other specific circumstance prohibits a student from attending school for at least two weeks a student may qualify for homebound instruction. A homebound instruction application is available either through the guidance office at the high school or through the principal. A certification of illness by a physician, psychiatrist or psychologist must also be on file. If homebound instruction is approved, the teacher who has the child in his/her class will be asked to tutor. If he/she is unable to do so, then certified teachers from outside the Upper Adams School District faculty will be contacted. Homebound instruction will be provided for up to five hours per week. If more than five hours of instruction per week is requested, a written request must be submitted to the guidance office and be approved by the district and the building administrator. Students wishing to attend any classes or in school tutorial services while on homebound instruction must submit a written request to be approved by the principal. Any questions or concerns over a student's program should be directed to the principal through the high school guidance office. This service is not available for pregnancy unless extenuating medical circumstances exist. Medical updates may be requested at intervals to determine if the homebound instruction needs to be continued.

Home Schooling: Section 1327.1 of the Public School Code authorizes parents to teach their children at home, provided they meet certain state requirements. Parents must file affidavits with their home-district superintendent certifying that various specified subjects will be taught. Parents also are required to maintain portfolios of the instructional materials being used by their children that in turn will be subject to evaluation by a teacher, school administrator or school psychologist. Superintendents are authorized to request additional documentation where inadequate education is believed to be taking place. Hearing procedures are specified where such requests are made. School districts also are required to provide parents, upon request, with copies of planned courses, textbooks and other materials for use in homeschooling programs.

Learning Support, Grades K-12: Learning support specialists assist students who are experiencing difficulty in specific learning skills. Students identified as needing learning support may spend all or a small part of their school day in the regular classroom, depending upon the level of support necessary to help them be

academically successful. Students are usually referred for evaluation at the elementary level by their parents or by the Instructional Support Team. At the secondary level, students are generally referred by the counseling department after an intervention period.

Preschool Program, Grades 10-12: Operated by the Child Development classes, the preschool program runs from mid-October until May each year. Students plan and carry out learning activities, crafts, and games. This program is open to children ages 3-5 and is filled on a first-come, first-served basis. For more information, contact Mrs. Laura Fritz at extension 2504.

Special Needs Screenings and Evaluations, Preschool - 12: Upper Adams School District in cooperation with the Lincoln Intermediate Unit provides for the screening of preschool students who may have special needs. In addition, the Upper Adams School District provides on-going screening for the purpose of identifying and following up on those students, kindergarten through grade 12, who may have special needs. All students periodically receive vision and hearing screenings. First year students automatically receive screening for speech/language difficulties. If the results of any of these screenings warrant further evaluation, parents are notified so that follow-up can be arranged. If parents, teachers, or school personnel suspect a learning problem, the district attempts to meet the student's needs through a continuum of instructional services. When this is not possible and further evaluation is warranted, a multi-disciplinary evaluation is scheduled. Parents or the Instructional Support Team may refer the student for a multidisciplinary evaluation at any time. All screenings and evaluations are protected by the district. (See also – Services for Exceptional Children, section in this guide.)

Student Assistance Team Program, Grades 7-12, works to help students who are at high risk of drug/alcohol use, depression, or other mental health problems. A team of specially trained faculty members, guidance counselors, administrators, and drug & alcohol/mental health professionals meet regularly to identify, intervene, and refer students in need.

Tuition for Out-of-District Schooling: Students residing outside the Upper Adams School District may enroll, but will be assessed a yearly tuition. The tuition varies from year to year. Contact the Business Office for the exact dollar amount.

Vocational Education: All students may elect to participate in the District's Vocational Education programs, beginning in the ninth grade. Programs offered at Biglerville High School are in the areas of Agriculture, Business, and Family and Consumer Sciences. For information on specific programs and curriculum, contact the High School Guidance Office at 677-7191, ext. 2130. Vocational programs (Agriculture, Business, and Family & Consumer Sciences) at the Biglerville High School are available to all students regardless of academic interest or "Pathway." Students may also inquire into opportunities with Cumberland/Perry Area Vocational Technical School.

Cumberland-Perry Area Career & Technical Center

Biglerville High School students are introduced to career programs at the Cumberland-Perry Area Career & Technical Center through a comprehensive orientation conducted in the eighth and or ninth grade years. Students and parents are invited to tour the vo-tech where they visit each shop and hear an explanation of the course work. Students choosing to enroll in CPACTC for their sophomore through senior years will participate in Biglerville High School courses in the morning and be transported to their vocational programs in the afternoon. In most cases, students will complete their social studies classes at CPACTC as well as the vocation component of their programs. Admission to CPACTC is limited. Students should see their guidance counselors for details regarding admission. Career program and social studies courses offered at CPACTC include the following:

CUMBERLAND-PERRY SOCIAL STUDIES COURSES
American Studies – Grade 10
World Studies – Grade 11

Participating High Schools at Cumberland-Perry Area Career & Technical Center:

Big Spring	Northern York
Camp Hill	South Middleton
Cumberland Valley	Susquenita
East Pennsboro	*Upper Adams – Biglerville High School*
Greenwood	West Perry
Mechanicsburg	West Shore – Cedar Cliff/Red Land
Newport	

Cumberland Perry Area Career & Technical Center (CPACTC) serves students from fourteen high schools in Cumberland, Perry, York, and Adams County. CPACTC is an extension of your high school, offering comprehensive instruction in 22 career and technical programs. Students attend CPACTC for half of their school day, taking courses in their technical program plus social studies. Students attend their sending high school for English, Science, Mathematics, Physical Education, and other graduation requirements.

The full scope of skills and competencies in the technical programs at CPACTC are taught over a three-year course sequence. However, students may attend CPACTC for one or two years to support their career goals.

CPACTC students are expected to be responsible and respectful, demonstrating safe work habits at all times. Students must be able to understand and comply with all school rules and procedures. CPACTC has a competitive application process. Students are admitted based on their application score and school district enrollment quotas. See your sending school counselor for an application. Clicking on the program names below will connect you to the program web page at www.cpatech.org.

Services for Exceptional Children and Alternative Placement

Education of Exceptional Students
It is the responsibility of the Pennsylvania Department of Education to ensure that all children with disabilities residing in the Commonwealth, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated. A federal law called the Individuals with Disabilities Education Act (IDEA) mandates this responsibility. The IDEA requires the provision of a free appropriate public education to children with disabilities who are between 3 years of age and 21 years of age. Eligible young children are afforded the rights of school age exceptional children, including screening, evaluation, individualized education program planning, and the provision of appropriate programs and services. The Pennsylvania Department of Education is responsible for providing programs and services to eligible young children under Act 212 of 1990, the Early Intervention Services System Act. For more Information, contact Dr. Wesley Doll at (717) 677-7191 extension 2701.

Pre-referral/Instructional Support: Every effort should be made to adapt the regular classroom program prior to referral of a child for multidisciplinary evaluation (MDE). Classroom adjustments may include curricular adaptations, modifications in assignments, and/or changes in the instructional or behavior management approach being used. Parents may request assistance for their child by contacting the building principal or Guidance Counselor.

Evaluation Report (ER): An Evaluation Report (ER) is designed to assist in determining the continuing needs of pupils by parent / teacher request. An ER may be initiated if there is determined to be a need or by request;

an obvious severe disability exists; an instructional assessment indicates that the child may be exceptional; or, if you, as a parent, make a referral. In order for an ER to occur, written parental consent must be obtained. It will include information from parents and direct classroom observations; it may also include measurement of academic functioning, adaptive behavior, social behavior, learning strengths and needs, and/or assessment of a pupil's life skills. There is no requirement for the team to meet in a formal meeting. The findings of the ER are presented in a typed or handwritten document, a copy of which is given to all team members. The ER is designed to determine a pupil's needs and to make accommodations for an IEP meeting if an exceptionality is found. For more information, contact the building principal or District Administration Office.

IEP: The Individualized Education Plan is developed during a conference, which is scheduled at a mutually agreeable time and is attended by the education team members and parent(s). Special education, related services, and any regular education programs or activities in which a child participates are described in the IEP. To ensure that your child's IEP is appropriate for continued growth, the plan is reviewed when major changes must be made, but at least once a year. Please keep a copy of the IEP handy to follow your child's progress; and, if you have any concerns, contact your child's teacher.

NOREP: During the IEP planning conference, a **Notice of Recommended Educational Placement (NOREP)** may be given or mailed at some time after the conference, to reflect the program which has been determined to be appropriate for the child. This legal document notes the type of program in which the child is to be enrolled (e.g., regular education, special education, a combination of regular and special education). The child's **NOREP** will be reviewed whenever programming is changed. A reevaluation of the student's educational program will occur at least every three years.

Due Process: Due process is a series of steps to assure pupils a free, appropriate public education. At each step in determining a child's needs for a special education program, you have the right to disagree with the decisions. These decisions may be reviewed in a pre-hearing conference of a due process hearing with members of the education team, the District, and LIU administrators. In addition, the Pennsylvania Department of Education offers the services of a third-party mediator to attempt to resolve differences between parents and educators. For further information, call Special Education Mediation Services at **1-800-992-4332**.

Procedural Safeguards: Procedural Safeguards are handed out at each multi-disciplinary team meeting and each IEP meeting. This packet of information provides guidance to parents of children with disabilities as to their rights under federal laws. Procedural Safeguards are available upon request in the main office of all district schools.

Pupil Records: Staff members of the Upper Adams School District respect the privacy and confidentiality of pupil records. The District is required by law to keep records of special education pupils. Teacher records include pupil worksheets, workbooks, results of informal testing, and other information of short-term importance. Supplementary records may include consent forms, assessment reports, multidisciplinary team meeting minutes, reports from outside agencies, verified teacher reports, IEPs and requests for release of information or file review. When appropriate, records, forms, rights, and notices can be provided in the native languages of various population groups in the school district. As your child is reevaluated, information is continually added to the file. According to District board policy, parents can review their child's file and challenge, in writing, the validity of any record or report and/or the maintenance of any information in the file. Only school personnel and authorized education officials are permitted to see your child's file. Any other persons must have your written approval before they are allowed to see the file, or to receive copies of information in the file. If you have questions about pupil records, contact Dr. Wesley Doll at the District Administration Office (717-677-7191).

Pupil Rights and Responsibilities: Parents often feel that the responsibility for the education of their children rests entirely with the public school system. In fact, many parents consider the school personnel to be experts and therefore to know what is best for their child. You, too, are an expert when it comes to the needs of your

child. As you participate in the process of obtaining a public education for your exceptional child, you will find it necessary to work with many different school personnel. Here are a few suggestions: make all requests in writing; keep copies of all correspondence you send and receive; keep a diary of names and dates of conversations, letters, and appointments; request copies of reports on your child for your files. It is important to remember that all disabled pupils will be provided with support services and/or accommodations to allow them to participate in the same nonacademic and extracurricular services and activities as their non-disabled peers. The Individuals with Disabilities Education Act (IDEA) includes many pupil rights. For answers to specific questions about the education rights of your exceptional child, contact your local school district (717-677-7191), Lincoln Intermediate Unit 12 (or the Pennsylvania Department of Education, Division of Regional Review (717-783-6913).

Types of Classes/Services: The District provides a free appropriate public education to all exceptional students determined to be in need of "specially designed instruction." These services may be provided solely by the District or in conjunction with the Lincoln Intermediate Unit. A range of educational placements are available to meet the individual needs of each student including: supportive intervention in the regular class, supplemental intervention in the regular class, supplemental intervention on an itinerant basis or in a resource room, part-time and full-time special education classes, and full-time classes outside of the regular school.

Services for Exceptional Students
(ES) Emotional support: inappropriate behavior and inability to develop interpersonal relationships.
(S/LI) Speech and Language Impaired: language, voice, fluency or articulation impairments, affecting communication.
(LS) Learning Disabled: average intelligence, basic learning skills, limited ability to reason, think, read, write, spell or do mathematical calculations.
(LS/NI) Neurological impaired: severe academic, sensory motor and/or language disorders.
(HI) Hearing Impaired and Deaf: hearing loss, ranging from mild to severe, interfering with communication
(VI) Visually Impaired: loss of vision, affecting educational performance.
(MHS) Physically Handicapped: orthopedic or other health impairment requiring special classroom accommodations and educational program.
(PDD/AS) Pervasive Developmental Disorder/Autism Spectrum: affects thought, perception and attention, are a broad spectrum of disorders that ranges from mild to severe.
The content of this notice has been written in straightforward, simple language. If a person does not understand any of this notice, he/she should contact the District and request an explanation. The District will arrange for an interpreter for parents with limited English proficiency. If a parent is deaf or blind or has no written language, the district will arrange for communication of this notice in the mode normally used by the parents (e.g., sign language, Braille, or oral communication).

River Rock Academy

River Rock is a non-residential alternative educational placement for adolescents displaying behavior problems. River Rock provides an individually designed program of intensive therapeutic services with a holistic approach in addressing behavior problems. The educational program beyond traditional classroom instruction includes the completion of self-paced competency-based curriculum, experiential learning activities, and computer assisted tutorials. Educational options available for students are remediation, GED preparation, and earning graduation credits for public schools. Instruction in pro-social skills is a core component of the program. River Rock teaches competencies in communications, conflict resolution, problem solving, and anger management. Individual counseling is available to all students. River Rock is primarily used to provide educational placement through the Adams County Juvenile Probation Program for adjudicated students or for alternative placement of students facing Secondary Campus Special Education Program.

Whether you are planning to attend college, seek employment, join the military, or pursue other options, **Cumberland Perry Area CTC programs give students an advanced career pathway by the time they graduate high school.**

Cumberland Perry Area Career & Technical Center (CPACTC) is jointly owned and operated by thirteen regional school districts. The programs are an extension of your high school electives, offering comprehensive instruction in 22 career and technical programs. Students attend CPACTC for half of their school day, taking courses in their technical program plus social studies. Students attend their sending high school for English, Science, Mathematics, Physical Education, and other graduation requirements.

The full scope of skills and competencies in the technical programs at CPACTC are taught over a three-year course sequence. However, students may also attend CPACTC for one or two years to support their career goals.

CPACTC has a competitive application process that includes attendance, grades, teacher recommendations, and a career readiness interview. Click here to apply, or go to https://www.cpatech.org/page/apply-to-cpactc.

Clicking on the program names below will connect you to the program web page at www.cpatech.org.

2023-2024 CAREER PATHWAYS AND PROGRAMS AT CPACTC

CONSTRUCTION AND MAINTENANCE Carpentry Electrical Construction and Maintenance Heating/Ventilation/Air Conditioning (HVAC) Horticulture/Landscaping Masonry	**ARTS & TECHNOLOGY** Advertising Art & Design Computer Networking Computer Programming
MANUFACTURING Advanced Manufacturing Technology Automation, Robotics & Electronics Welding Technology	**HEALTH SCIENCES** Dental Assisting Healthcare Pathways Emerging Health Professionals
HUMAN SERVICES AND HOSPITALITY Cosmetology Criminal Justice Culinary Arts Early Childhood Education	**TRANSPORTATION & LOGISTICS** Auto Collision Technology Automotive Technology Diesel Technology Logistics & Warehouse Management

Additional information on curriculum, college credit opportunities, and uniform requirements is available online at www.cpatech.org.

ADVANTAGES FOR STUDENTS ATTENDING CPACTC

Learn Real World Skills

Students learn real world skills using the same tools and equipment as industry professionals. By demonstrating their knowledge and abilities, students can earn a Pennsylvania Skills Certificate through the PA Department of Education. To earn the Pennsylvania Skills Certificate, students must achieve at the "Advanced" level on the end of program NOCTI test. The test consists of two parts – theory and performance. The Theory portion covers factual knowledge, technical information, understanding of academic principles and problem solving related to the technical field. The Performance portion of the NOCTI test allows students to demonstrate their skills to industry professionals who proctor the exam.

Earn College Credits

College in the High School Program

The College in the High School (CHS) program allows high school students to take college classes while enrolled at the CTC during the regular school day. Students who are eligible to take College in the High School courses can earn credits toward high school graduation and credits towards a college degree at the same time. Depending on the program, participating colleges and universities include HACC, Pennsylvania College of Technology (Penn College), and Harrisburg University (HU). The courses are taught by CPACTC instructors, who have been approved by the college/university to teach these courses. HACC, Penn College, and HU award college credits and a college transcript to students who complete the courses with a passing grade. These credits are often eligible to transfer to other colleges and universities that a student may attend. For College in the High School course details go to www.cpatech.org.

College Credit Articulation Agreements

EVERY PROGRAM at CPACTC has the opportunity to earn articulated credit at a participating post-secondary school. This means that college credits are awarded when students meet certain requirements and enroll at a participating school. Program specific articulation agreements can be found at www.cpatech.org.

SOAR Program

Twenty programs at CPACTC (visit www.cpatech.org) qualify under the Pennsylvania Department of Education's SOAR program, which grants college credit at various post-secondary schools in Pennsylvania when students meet the following requirements:

1. Graduate from high school with a 2.5 in the CTC program
2. Achieve a score of "Advanced" or "Competent" on the NOCTI exam
3. Successfully complete all tasks on the Program of Study task list (generally requires student to complete all three years of a program)

Earn Industry-Recognized Credentials

CPACTC students have the opportunity to earn industry credentials which employers recognize and indicate a student has achieved particular skills and knowledge. There are MANY CREDENTIALS offered at CPACTC and they are specific to a student's program and career pathway. Examples include PA State Inspection certification for Auto Tech students and Certified Nursing Assistant certification for nursing students. A complete list of credentials is listed under each program at www.cpatech.org. description. During the 2020-2021 school year, CPACTC students earned 1145 credentials!

Suggested Course Sequence for
For Students Enrolled in Career and Technical Programs:

Grade 9	Grade 10	Grade 11	Grade 12
English	English	English	English
Earth Science	Biology	Chemistry	Elective
Social Studies	Social Studies	Social Studies	Social Studies
Algebra I or Pre-Algebra	Geometry or Algebra I	Algebra II or Geometry	Additional Math
Physical Education	Physical Education	Physical Education	Physical Education
Electives	**CPACTC Program**	**CPACTC Program**	**CPACTC Program**

CONSTRUCTION AND MAINTENANCE PROGRAMS

CARPENTRY

There are two types of carpentry work: rough and finish. Rough carpentry includes framing, boarding, sheathing, bracing, roofing, and studding; finish carpentry includes the installation of finished flooring, stair work, siding, trim, wallboards, windows, and hardware. Students in the **Carpentry** program will learn the basics of both rough and finish carpentry, including such areas as blueprint reading, using power and hand tools, framing techniques, installing trim and hardware, estimating, and identifying materials. Many of these skills are developed through live work projects performed throughout the school. Safety instruction is emphasized throughout the program.

Potential Career Pathways
(w/ 2020 Median Wage)

Carpenters-$46,080.00
Construction Laborers-$37,920.00*
Construction Managers-$95,260*
pervisors-Construction & Ext. Workers-$68,310*
Construction and Building Inspectors-$57,110
Cabinet Makers & Bench Carpenters-$36,410
…and many more!

Industry Credentials

OSHA-10
ASHI Basic First Aid
ASHI CPR & AED
JLG Aerial Work Platform
JLG Material Handler
JLG Scissor Lift
PA Builders Association

College Credits

(Visit our website to view all college articulation partners)

2020 PA Dept. of Labor In-Demand Occupation List
2020 PA Dept. of Labor High Priority Occupation
*ONET Online Bright Outlook Occupation 2020

ELECTRICAL CONSTRUCTION AND MAINTENANCE

Students in the **Electrical Construction & Maintenance** program receive classroom training and practical experience in the installation of circuits, switches, conduits, circuit breakers, and other electrical devices; instruction includes the proper use and care of hand tools and equipment used to install electrical systems on a construction site. Students learn to connect and disconnect electrical equipment and determine proper installation and operation of electrical work, apply procedures used in interior circuits and outlets, and troubleshoot electrical malfunctions. Special emphasis is placed on the National Electric Code Specifications used in residential, commercial, and industrial electrical construction projects.

Potential Career Pathways
(w/ 2020 Median Wage)

Electrical Engineers-$98,530*
Electrical Power-Line Installers & Repairers $81,380.00
Supervisors-Construction & Ext. Workers-$68,310*
Electricians-$57,300.00*
Security and Fire Alarm Installer-$48,970*
…and many more!

Industry Credentials

OSHA-10
NJATC 1st Year Apprenticeship
IEC 1st Year Apprenticeship
PA Builders Assoc. Skills Cert

College Credits

(Visit our website to view all college articulation partners)

2020 PA Dept. of Labor In-Demand Occupation List
2020 PA Dept. of Labor High Priority Occupation
*ONET Online Bright Outlook Occupation-2020

HEATING, VENTILATION, AIR CONDITIONING, AND REFRIGERATION

The **Heating, Ventilation and Air Conditioning (HVAC)** program provides the fundamentals of installation, repair, and maintenance of equipment and accessory parts used for heating, air conditioning, and cooling systems. Students learn basic electricity as it applies to the electrical power source and activities used in air conditioning, heating, and refrigeration units. Various equipment and training simulators are used to teach basic refrigeration in chilling and freezing systems. They will learn to solder and braze while developing skills required for the installation, repair, and maintenance of air conditioning, heating, and refrigeration units. Instruction includes: connecting ducts, refrigerant lines, and electrical hookups to power sources; the removal and/or replacement of parts by using torches, electrical meters, testing equipment, gauges, and hand tools; diagnosing unit breakdowns; disassembling and reassembling systems; making adjustments to ensure efficient operations; and reading basic blueprints and writing diagrams. The program also covers many of the basic skills needed in the plumbing trade, providing these interested students an opportunity to pursue a career in plumbing.

Potential Career Pathways
(w/ 2020 Median Wage)

Energy Engineers-$99,040
√AC Mechanics & Installers-$51,880.00
Geothermal Technicians-$39,830
…and many more!

Industry Credentials

OSHA 10
EPA 608
PA Builders Association Skills Cert.

College Credits
(Offered Thru HACC)

HVAC 100-EPA Refrigeration
HVAC 101-Basic Elec. Func.
HVAC 103-Fund. Of A/C
HVAC 109-Heating Systems

(Visit our website to view all college articulation partners)

2020 PA Dept. of Labor In-Demand Occupation List
2020 PA Dept. of Labor High Priority Occupation

HORTICULTURE AND LANDSCAPING

There are several career pathways in the **Horticulture & Landscaping** program**.** Greenhouse managers, soil and plant scientists, groundskeepers, and landscape designers are just a few of the occupations in this wide-ranging field. Students spend time in the greenhouse, classroom, and outdoors as they learn identification, botany, proper plant care, and other factors impacting care and growth of plant materials. This knowledge is then utilized in the design and preparation of decorative and functional sites. Topics include sustainable practices such as hydroponics and environmental issues facing today's society, design and installation of plants, ponds, and hardscaping, laws and zoning regulations, business ethics and practices, safety and equipment operation, floral design, turf management and irrigation, and other related areas. We also offer college in the high school along with certifications for OSHA. Come explore the opportunity waiting for you!

Potential Career Pathways
(w/ 2020 Median Wage)

Farmworkers/Laborer (Greenhouse)-$32,070
Landscaper/Groundskeeper-$31,600
pervisor-Landscapers and Groundskeepers-$49,370*
Pesticide Handler, Sprayer, Applicator-$35,840
Grounds Maintenance Workers-$32,090*
Soil and Plant Scientist-$63,200
…and many more!

Industry Credentials

OSHA 10
PA Certified Horticulturist Assoc.
Pesticide Certification

College Credits
(Offered thru Pennsylvania Coll. Of Tech.)

HORT 101-Intro. Ornamental Horticulture
HORT 113-Ornamental Plants

(Visit our website to view all college articulation partners)

2020 PA Dept. of Labor In-Demand Occupation List
2020 PA Dept. of Labor High Priority Occupation
*ONET Online Bright Outlook Occupation-2020

MASONRY

The **Masonry** program provides the fundamental skills needed to work with bricks, blocks, and concrete. Students learn brick and block laying; mortar mixing; scaffold construction; building construction; the proper use of masonry tools; and how to read blueprints to determine an accurate brick layout following the builder's specifications. Additionally, students check alignment and positioning of bricks by using a dry course; check for horizontal or vertical straightness by using a mason's level; gauge lines, and plumb lines; and use story gauge rods to check work. Special emphasis is placed on mortar mixing and proper spreading of mortar to ensure accurate spacing of the joints. Students learn the safe use and proper care of hand tools such as trowels, jointers, rules, squares, brick hammer, mason levels, and gauge lines.

Potential Career Pathways
(w/ 2020 Median Wage)

Brickmason and Blockmason-$55,320
Cement Masons/Concrete Finishers-$54,910
Tile and Stone Setters-$54,240
Helpers-Brick/Block/Stonemason-$46,130
…and many more!

Industry Credentials

OSHA 10
Rough Terrain Forklift Class 7
PA Builders Assoc. Skills Cert.
Mobile Elevating Work Platform (MEWPS)

College Credits

(Visit our website to view all college articulation partners)

2020 PA Dept. of Labor In-Demand Occupation List
2020 PA Dept. of Labor High Priority Occupation

ARTS AND TECHNOLOGY PROGRAMS

ADVERTISING ART & DESIGN

A large percentage of merchandising and advertising for modern promotion is done through the medium of **Advertising Art and Design**. The purpose of this course is to help prepare students for an entry-level job or to prepare the student to advance into post-secondary training at colleges and art schools. Throughout the program, students will maintain a portfolio to promote their work and talent when they graduate. The major emphasis is on the basic principles of design: color, development of skills, exploration of media, and Advertising Art and Design practices. Special emphasis is placed on manual illustration and layout skills in the area of art production, technical features of design, layout and composition, and color theory. Students will prepare graphic and advertising projects from the idea stage through to pre-press using the current Adobe Creative Suite software.

Potential Career Pathways
(w/ 2020 Median Wage)

Graphic Designers-$49,150
Desktop Publishers-$45,390
Special Effects Artists and Animators-$75,270
Commercial and Industrial Designer-$68,890
…and many more!

Industry Credentials

Adobe Photoshop
Adobe InDesign
Adobe Illustration

College Credits

(Visit our website to view all college articulation partners)

2020 PA Dept. of Labor In-Demand Occupation List

COMPUTER NETWORKING

The **Computer Networking** program is designed to give students a broad background in the fundamentals of designing, installing, and maintaining a computer network. Specifically, students will cover the following topics: Computer hardware, troubleshooting, repair, and maintenance, operating systems and software, network technologies, network media and topologies, network devices, network management, network tools and troubleshooting, and security fundamentals. Emphasis will be placed on preparing students to test for industry credentials and certifications.

Potential Career Pathways
(w/ 2020 Median Wage)

ıformation Security Analyst-$101,390*
ɛtwork/Comp. System Admin.-$80,250
Web Developer-$72,190*
ɔmputer User Support Spec.-$53,530*
…and many more!

Industry Credentials

CompTiA A+
CompTiA Net+
CCNA
Linux+
Server+
PCCCT

2020 PA Dept. of Labor In-Demand Occupation List
2020 PA Dept. of Labor High Priority Occupation
*ONET Online Bright Outlook Occupation-2020

College Credits
(Offered thru HACC)

CNT 120-Network Tech. Communications

CNT 125-Network Tech. Communications

(Visit our website to view all college articulation partners)

COMPUTER PROGRAMMING

In **Computer Programming** students will learn to write, develop, and test code for applications to run on computer systems. In addition, they will learn about analyzing and designing solutions to troubleshoot software issues. Students will cover the following topics: understanding computer basics, interpret logical expressions using Boolean Algebra, create simple programs using algorithms, apply program analysis for evaluating algorithms and testing and debugging systems, and learn about computing practice focusing on data structures and object-oriented program design. Emphasis will be on completing college level coursework leading to earning college credits through our agreement with Harrisburg University of Science and Technology.

Potential Career Pathways
(w/ 2020 Median Wage)

Software Developers-$99,280*
Web Developer-$72,190*
Computer Net. Supp. Spec.-$53,530*
…and many more!

Industry Credentials
PCEP Certified Entry Level Python Programmer - Python Institute

2020 PA Dept. of Labor In-Demand Occupation List
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*ONET Online Bright Outlook Occupation-2020

College Credits
(Offered thru Harrisburg University)

CISC 120-Fund. Of Computing
CISC 160-Data Structures
CISC-Essential Algorithms

(Visit our website to view all college articulation partners)

HEALTH SCIENCES PROGRAMS

DENTAL ASSISTING

Students in the **Dental Assisting** program learn how to properly aid dentists and dental hygienists. During the course of the program, they will learn the proper techniques that go into every aspect of assisting in a dental office, from taking x-rays to scheduling appointments. To ensure that students are trained as accurately as possible, they practice on modern dental equipment and become familiar with tools common to the profession. Other tasks assigned in this program include learning proper sterilization, instrument transferal, infection control, and preventative healthcare techniques; and assisting with basic dental procedures. While students emerge from the Dental Assisting program fully equipped to work as a dental assistant, further education is required before the student can achieve other positions in the field.

Potential Career Pathways (w/ 2020 Median Wage)	**Industry Credentials**	**College Credits**
Dental Assistant-$40,290* Dental Lab Technician-$41,340* Dental Hygienist-$67,910* …and many more!	DANB Radiation Health and Safety DANB Infection Control ASH CPR & AED ASHI Basic First Aid	. (Visit our website to view all college articulation partners)

2020 PA Dept. of Labor In-Demand Occupation List
2020 PA Dept. of Labor High Priority Occupation
*ONET Online Bright Outlook Occupation-2020

HEALTHCARE PATHWAYS

The Healthcare Industry employs over 600,000 Pennsylvanians and is the largest private employer in Cumberland County. Employment is projected to increase 15% by 2026 and there is a tremendous need for skilled workers to fill the current and future skills gap. The Healthcare Pathways Program at Cumberland Perry Area CTC prepares students with the theoretical knowledge and tangible skills needed for a variety of different pathways within the Healthcare Industry, including employment and post-secondary education opportunities.

After a core curriculum that includes an Introduction to Healthcare, Patient Care Skills, Anatomy and Physiology, and Medical Terminology, students will have the ability to select options within the program that best fit their future career goals, including the potential attainment of stackable credentials and college credits. Elective options include Phlebotomy, EKG, and Pharmacy Technician courses, Cooperative Education, and seniors may apply for the Emerging Health Professionals program.

Potential Career Pathways (w/ 2020 Median Wage)	**Industry Credentials**	**College Credits**
Nursing Assistants-$31,590 Home Health Aide-$25,810 Registered Nurse-$73,300* …and many more!	Certified Nursing Assistant Personal Care Aide ASHI CPR & First Aid + Basic First Aid Act 31 Mandated Reporter OSHA 10 (Healthcare)	(Visit our website to view all college articulation partners)

2020 PA Dept. of Labor In-Demand Occupation List
2020 PA Dept. of Labor High Priority Occupation
*ONET Online Bright Outlook Occupation-2020

EMERGING HEALTH PROFESSIONALS

The Emerging Health Professionals Programs is SENIOR ONLY program that combines college level dual enrollment courses, job shadowing in various healthcare facilities, and a skills-based patient care curriculum. The program is designed for high school seniors interested in a pathway towards careers requiring post-secondary education in the healthcare industry. The Emerging Health Professionals Program is a half-day program that runs the duration of the school year in conjunction with required high school curriculum. Students spend two days a week taking college courses, two days a week in a health care setting and one day a week developing skills. Students in this program take Anatomy and Physiology I and II at our partner college for a total of eight college credits. Applicants must have completed one year of high school Biology and one year of high school Chemistry with a GPA of 3.0 (or % equivalent). Students must provide their own transportation and are responsible for college dual-enrollment costs. This program has a separate application, which may be found at www.cpatech.org Programs Health Sciences Emerging Health Professionals.

Potential Career Pathways
(w/ 2020 Median Wage)

Family and General Practitioners-$210,220*
Physician Assistants-$102,620*
Nurse Practitioners-$101,950*
Physical Therapists-$88,450

Program offers various other health career pathways as well.

Industry Credentials

Personal Care Aide
ASHI CPR & First Aid + Basic First Aid
Act 31 Mandated Reporter
OSHA 10 (Healthcare)

College Credits
(Offered thru Messiah College)

BIO185/185L-Anatomy and Phys. I
BIO186/186l-Anatomy and Phys. II
(Each Course is 4 Credits)

(Visit our website to view all college articulation partners)

2020 PA Dept. of Labor In-Demand Occupation List
2020 PA Dept. of Labor High Priority Occupation
*ONET Online Bright Outlook Occupation-2020

HUMAN SERVICES AND HOSPITALITY PROGRAMS

CULINARY ARTS

Culinary Arts is a program that offers a broad range of skills and knowledge concerning the selection, preparation, and handling of foods. Skill development will focus on: safety and sanitation; dining room service; preparation of food; buffet service; meat cutting; baking; store room procedures; and basic management skills. Unlike the home economics courses offered by most general high schools, the instruction and on-the-job training will be conducted in a fully equipped cafeteria and restaurant at Cumberland Perry Area CTC.

Potential Career Pathways
(w/ 2020 Median Wage)

Chefs/Head Cooks-$59,040*
Food Service Manager-$55,320
upervisor-Food Prep. & Servers-$38,960
Cooks, Ins. & Café.-$30.090
Cooks-Restaurant-$26,770
…and many more!

Industry Credentials

Servsafe Manager
Servsafe Allergens
ProStart
ACF Certified Fundamentals Cook

College Credits

(Visit our website to view all college articulation partners)

2020 PA Dept. of Labor In-Demand Occupation List
2020 PA Dept. of Labor High Priority Occupation
*ONET Online Bright Outlook Occupation-2020

COSMETOLOGY

The **Cosmetology** program at CPACTC gives students a great head start to a lucrative career. Our curriculum is rigid, however, by the time student's graduate they will have skills desirable to employers in the Cosmetology industry. Students in the program learn all aspects of hair care, skin care, and nail care, and not only do they practice on mannequins, but they practice on each other as well. Once the student earns 300 hours they are ready to apply skills to customers in the Cosmetology clinic. Instruction also includes resume writing, interviewing, marketing and retailing, so students are prepared to start the job search process. Students need to earn 1250 hours to be eligible to test for the PA Cosmetology License Exam.

Potential Career Pathways
(w/ 2020 Median Wage)

Spa Manager-$110,630
Skincare Specialist-$34,090*
Cosmetologist-$27,290
Manicurist and Pedicurist-$25,770
…and many more!

Industry Certifications

PA State Board of Cosmetology License

College Credits

(Visit our website to view all college articulation partners)

2020 PA Dept. of Labor In-Demand Occupation List
2020 PA Dept. of Labor High Priority Occupation
*ONET Online Bright Outlook Occupation-2020

CRIMINAL JUSTICE

Students in the **Criminal Justice** program learn administrative procedures, vehicle code and accident investigation, crime codes and criminal investigation, prevention of crime, laboratory procedure, and supplemental activities. Simulated

activities develop skills in procedures used in police patrol, criminal investigations, accident investigation, report writing, use of PA Crime Code and Pennsylvania Vehicle Code, first aid, and firearms training. Special emphasis is given towards each student's career objectives. Students develop skills needed to perform effectively in police departments and security agencies, and receive a good foundation for continued study in Police Administration, Criminal Justice or Police Science.

Potential Career Pathways
(w/ 2020 Median Wage)

Supervisor-Police & Detectives-$91,090*
tectives and Criminal Investigators-$83,170
mergency Management Directors-$74,590*
Police/Sheriff Patrol Officer-$68,940*
Correctional Officers/Jailers-$55,330
…and many more!

Industry Credentials

NIMS IS 100 SERIES
NIMS IS 200 SERIES
NIMS IS 700 SERIES
NIMS IS 800 SERIES
Act 235 Lethal Weapons Training (HACC)
ASHI CPR/AED Pro
ASHI Basic First Aid

College Credits
(Offered thru Penn. Coll. Of Tech)

BEM 101-Into Emerg. Mgmt. Oper
BEM 103-Hist. & Evol. Of Emerg. Mgmt.

(Visit our website to view all college articulation partners)

2020 PA Dept. of Labor In-Demand Occupation List
2020 PA Dept. of Labor High Priority Occupation
*ONET Online Bright Outlook Occupation-2020

EARLY CHILDHOOD EDUCATION

The **Early Childhood Education** program instructs students in the preparation and presentation of nutritional snacks, instructional materials, schedules, and curriculum plans. They will also cover how to manage parent involvement, enrollment, safety and health factors, and discipline. A portion of the program is devoted to child development and preschool child growth patterns. Students will develop techniques that will be applied in the preschool program. Time will be provided to do classroom observations of the preschool children, as well as peer observations while teaching. The student will be responsible for supervising the entire preschool laboratory school program including the children's schedule, attendance, greeting children, enrollment, art, music, science, and indoor/outdoor play activities. Students have a portion of the preschool day set aside for "Learning Centers", a time in which they work independently with an assigned preschool child in an area that the child is currently strengthening.

Potential Career Pathways
(w/ 2020 Median Wage)

Elementary School Teacher-$59,670*
ildcare Admin.-Preschool & Daycare-$48,210
Preschool Teachers-$31,380
Childcare Workers-$23,610*
…and many more!

Industry Credentials

Health and Safety Basics/Better Kid Care
Act 31 Mandatory Reporter Training
ASHI CPR & AED Pro
Child Development Associate (Ready)

College Credits

(Visit our website to view all college articulation partners)

2020 PA Dept. of Labor In-Demand Occupation List
*ONET Online Bright Outlook Occupation-2020

TRANSPORTATION AND LOGISTICS PROGRAMS

AUTOMOTIVE COLLISION TECHNOLOGY

The **Automotive Collision Technology** Program provides students with the training necessary to repair damaged automotive vehicles. Instruction includes the repair and replacement of defective parts to restore a vehicle to good condition. Students learn how to operate hydraulic jacks, how to use pry bars, dolly blocks, and mallets for the removal of dents. Various techniques of metal finishing used to fill the damaged areas of vehicles with body plastics and how to grind and sand until the body is smooth are also covered. Our students also learn to replace auto body parts by installing new sections, and by welding new pieces and panels. Instruction in braising, soldering, and welding practices are stressed. Students develop skills in the preparation of surfaces to be painted, matching and mixing paint, and various spraying techniques. In addition, students install trim and glass, use gauges necessary for frame straightening, and estimate the cost of the repair service.

Potential Career Pathways
(w/ 2020 Median Wage)

Automotive Body & Related Repairers-$47,970
Insurance Appraiser-$63,270
Claims Adjuster, Examiner, Investigator-$66,790
…and many more!

Industry Credentials

I-CAR (various)
PA Emissions Inspection
PA Safety Inspection
SP/2 Automotive
EPA 609-A/C
OSHA Certification

College Credits
(Offered thru Penn. Coll. Of Tech)

ABC 100-Intro. to Non-Structural Repair
ABC 104-Intro.to Non-Structural Repair Apps.

(Visit our website to view all college articulation partners)

2020 PA Dept. of Labor In-Demand Occupation List
2020 PA Dept. of Labor High Priority Occupation

AUTOMOTIVE TECHNOLOGY

The **Automotive Technology** program provides students with the entry-level skills and knowledge needed for a career in the automotive field. Specialized classroom and shop exercises are designed to provide instruction in the following areas: engine repair, suspension and steering, brakes, electrical/electronic systems, heating and air conditioning, engine performance, manual drivetrain and axles, automatic transmission/transaxle, emissions control, hybrid technology, and alternative fuels. Students are taught to use computerized technical service manuals and are also trained to participate in the Pennsylvania State Department of Transportation (PENNDOT) safety and emissions inspection program and test. Qualified level 3 students are able to participate in the cooperative education program. This program allows students to gain paid work experience at participating repair facilities while attending school.

Potential Career Pathways (w/ 2020 Median Wage)	**Industry Credentials**	**College Credits** (Offered thru Penn. Coll. Of Tech)
Automotive Service Technicians-$42,010 Automotive Engineers-$88,430 Automotive Engineering Technicians-$56,980 Auto Parts Salesperson-$31,710 …and many more!	I-CAR (various) PA Emission Inspection PA Safety Inspection EPA 609-A/C OSHA 10 Certification	AMT 112-Brake Systems AMT 113-Steering & Suspension (Visit our website to view all college articulation partners)

2020 PA Dept. of Labor In-Demand Occupation List
2020 PA Dept. of Labor High Priority Occupation

DIESEL TECHNOLOGY

Students in the **Diesel Technology** course will receive training in all areas of diesel engine construction, operation, troubleshooting and repair. Students also received instruction in maintenance, servicing, and repair of over-the-road trucks, trailers and transportation equipment. The first year of instruction will focus on diesel powered engines that are primarily related to transportation equipment, but can also be applied to diesel powered construction equipment, high lifts, farm machinery and other diesel-powered equipment. Electrical systems, turbo chargers, engine speed governors and lubrication systems are a few examples of the engine subsystems that are covered. Students will be assisted in developing a keen attention to detail, which is necessary for success in this trade. The second and third year students study the other components and systems of the truck such as transmissions, rear axles, clutches, drive lines, batteries, starters, alternators, steering, suspension, alignment and air conditioning, just to name a few. Instruction will be provided in oxyacetylene, AC/DC and MIG welding operations. Students who qualify will also be eligible to take the Pennsylvania State Department of Transportation (PENNDOT) safety and emissions inspection program and test for mechanics. They will also be eligible to gain the EPA, type 609 air conditioning certification.

Potential Career Pathways (w/ 2020 Median Wage)	**Industry Credentials**	**College Credits** (Offered thru Penn. Coll. Of Tech)
Transportation Vehicle, Equipment, Sys. Inspector-$75,820 Bus/Truck Mechanic & Diesel Engine Spec.-$48,330 Automotive Service Technicians-$42,010 …and many more!	Cat 1-7 Safety Inspector PA Emissions EPA 609-A/C SP/2 Safety (various)	DSM 119-Fuel Systems DSM 141-Heavy Duty Brake Systems (Visit our website to view all college articulation partners)

2020 PA Dept. of Labor In-Demand Occupation List
2020 PA Dept. of Labor High Priority Occupation

LOGISTICS AND WAREHOUSE MANAGEMENT

Logistics & Warehouse Management students will receive training in the technical and "hands on" aspects of operating a warehouse. Instruction will center on "inventory control", which is a plan for supply needs, control of goods received, efficient accessible storage, and proper distribution of materials. Effective record keeping is also a learned skill. Additional activities will include: materials organization, inspection of goods and accounting for warehouse merchandise, receiving and shipping practices, and the use of power equipment such as forklifts, electric pallet jacks, rollers, and conveyor belts for loading, unloading, or placement of packaged merchandise in warehouse or storage areas. Students will receive actual training in "live" work situations. His/her experience will consist of working in a warehouse area that stores in excess of $100,000 of stock merchandise a year and will become familiar with handling merchandise that ranges in weight from one ounce to three tons. The program also offers the use of database (computer) entry system for stored materials

Potential Career Pathways
(w/ 2020 Median Wage)

Material Handlers-$30,290
Forklift Operators-$36,800
Stock Clerks and Order Fillers-$27,910*
Shipping, Receiving, Inventory Clerk-$36,650
Transportation, Storage and Distrib. Mgr-$103,260
Supply Chain Manager-$94,560
Logistics Analyst-$74,750
…and many more!

Industry Credentials

Certified Logistics Associate
NSC Forklift Operator
OSHA 10-General Industry

College Credits

(Visit our website to view all college articulation partners)

2020 PA Dept. of Labor In-Demand Occupation List
2020 PA Dept. of Labor High Priority Occupation
*ONET Online Bright Outlook Occupation-2020

MANUFACTURING PROGRAMS

AUTOMATION, ROBOTICS & ELECTRONICS

Automation, Robotics & Electronics (also commonly called “Electromechanical Technology” or “Mechatronics”) is a three-year program that prepares students for employment and for continued education. Students will learn to design, install, troubleshoot, and repair today’s modern automation, robotic, and industrial equipment. Instructional topics include: industrial motor controls, robotics and electronics, programmable logic controls, mechanical power transmission systems, fluid power systems/hydraulics/pneumatics, blueprints and schematics, electricity and electrical systems, and A/C and D/C Circuitry.

Potential Career Pathways
(w/ 2020 Median Wage)

Industrial Machinery Mechanics-$52,510
Electrical and Electronic Engineering Tech.-$65,260
Robotics Technician-$58,350
Industrial Engineering Tech.-$56,550
Electromechanical Technician-$46,960
…and many more.

College Credits

(Visit our website to view all college articulation partners)

ADVANCED MANUFACTURING TECHNOLOGY

The **Advanced Manufacturing Technology** program prepares students for a challenging and rewarding career in the manufacturing industry. In this program, students learn to use tools to shape the parts and components used in virtually every industry in the world. Students will begin with bench work, blueprint reading, and layout. They will then progress to learning precision measuring tools and techniques to ten thousandths of an inch (.0001"). Students will also learn machining techniques on manual vertical milling machines and manual lathes before progressing to CNC (Computer Numerical Control) machines. An emphasis on the programming and set up are also included in the CNC training along with instruction on MasterCam and SolidWorks computer software. The course is designed to prepare students for a career as a machinist, but is an excellent choice for a student with the desire to become an engineer.

Potential Career Pathways
(w/ 2020 Median Wage)

CNC Machine Tool Programmers-$58,550*
Machinists-$46,340
CNC Machine Tool Operators-$42,260
…and many more!

Industry Credentials

National Institute of Metalworking Skills (NIMS) – Various (11)
OSHA 10-General Industry

College Credits
(Offered thru HACC)

MDES 207-Mach Shop Theory
MDES 101-Engineering Drawing
IA 205-Numerical Control CNC

(Visit our website to view all college articulation partners)

2020 PA Dept. of Labor In-Demand Occupation List
2020 PA Dept. of Labor High Priority Occupation
*ONET Online Bright Outlook Occupation-2020

WELDING TECHNOLOGY

Welding offers training in oxyacetylene and AC/DC arc welding, semi automatic MIG, plasma cutting, and TIG welding systems. Starting with planning and layout work, the student progresses to setting up and operating welding, brazing, and cutting equipment, oxyacetylene welding light gauge metals in all positions, and shielded metal arc welding in all positions. Emphasis is placed on blueprint reading to identify properties of metal, metal types, types and use of electrodes and welding rods, electrical principles, and welding symbols. The use of manuals and specifications charts and the understanding of welding standards established by the American Welding Society are stressed. Training will be offered in the planning, layout, forming, joining and fabrication of various shapes in light and heavy gauge metals and pipe. Students learn to use specialized hand tools and to operate shears, forming and shaping machines, drill presses, and metal cutting saws.

Potential Career Pathways
(w/ 2020 Median Wage)

Welders, Cutters, Solderers, & Brazers-$44,480
Structural Metal Fabricators & Fitters-$40,390
…and many more!

Industry Credentials

AWS Shielded Metal Arc Welding (SMAW)-3G
AWS Shielded Metal Arc Welding (SMAW)-4G
AWS Gas Metal Arc Welding (GMAW)-3G
AWS Gas Tungsten Arc Welding (GTAW)-3G
AWS Fluxcore Arc Welding D1.1 A100
OSHA Certification

College Credits
(Offered thru HACC)

WELD 102-Oxy Fuel W & C
WELD 103-Shielded Metal Arc I
WELD 120-Gas Metal Arc I

(Visit our website to view all college articulation partners)

2020 PA Dept. of Labor In-Demand Occupation List
2020 PA Dept. of Labor High Priority Occupation

Emergency Medical Technician (EMT)

Emergency Medical Technician (EMT)

Apply for Scholarships
No FAFSA Required!

Learn about the Pennsylvania Department of Health Emergency Medical Technician (EMT) Certification program.

What does the program cover?

The EMT course is 220 hours of instruction that covers the following in accordance with the National EMS Education Standards:

- Anatomy and physiology
- Assessment of injuries and illnesses (Medical and Trauma)
- Cardiopulmonary resuscitation (CPR) & Automated External Defibrillation (AED)
- Pediatric and geriatric emergencies
- Environmental emergencies
- Lifting, moving and transportation of patients
- Assisting patients with their own prescribed medications
- The overall roles and responsibilities of the EMT

The EMT programs, both in-classroom and blended require mandatory corequisite courses listed below. The due dates for these courses are determined by your specific course syllabus and are to be completed in order to be eligible for your NREMT certification exam. More information will be provided at the first class session.

Hazardous Materials Response - Awareness

NIMS IS-100.B: Introduction to Incident Command System

NIMS IS-700.A: National Incident Management System (NIMS), An Introduction

NIMS IS-200.B: ICS for Single Resources and Initial Action Incidents (Prerequisites: NIMS 100 and 700)

NIMS IS-800.B: National Response Framework, An Introduction

Recognizing and Reporting Child Abuse - www.reportabusepa.pitt.edu/

How do I register?

Please see your guidance counselor if you are interested in this program.

Register online (**Reference the Section Number as locations cannot be displayed within this link**) or call 717-780-2414. We will not accept registrations less than 14 days before the program start date. **Payment is due at the time of registration.**

Students must be at least 16 years old.

Please be advised that the Pennsylvania Department of Health, Bureau of EMS conducts criminal background checks.

Having a criminal history may affect your ability to complete the required testing for certification. For more information, please call 717-780-1969.

How much does the program cost?

Tuition for the EMT program is $825.00.

The required textbook is:

Emergency Care and Transportation of the Sick and Injured, 11th ed.

The textbook may be obtained directly from the publisher or other retailers such as Amazon.

Digital format options from Google e-books or CourseSmart are acceptable.

It is the responsibility of the EMT student to obtain the required textbook for the EMT Program. Students MUST have a textbook by the first class session.

Students are required to wear a uniform to every class session. HACC provides uniform shirts. Students are responsible for navy blue work pants, black work boots, and a black belt.

Upon successful completion of the EMT Program students are eligible for their EMT certification exams.

These exams are administered by the Pa. Department of Health–Bureau of EMS/National Registry of EMTs (Psychomotor) and the National Registry of EMTs/Pearson-Vue test centers (Cognitive).

Please note that **there is a separate fee** associated with the Cognitive exam ($80.00/attempt) that is paid to the National Registry of EMTs.

Start YOUR Career now; maybe the EMS Academy is the program for you!

EMT Online/Blended

Emergency Medical Technician (EMT) Program.

Our online/blended EMT program is a combination of self-paced online modules with interactive assignments and discussions through the Desire2Learn (D2L) online platform. Students are required to attend in-classroom lab sessions throughout the program to demonstrate their competency in numerous psychomotor skills, complete testing requirements and prepare for the National Registry examinations.

We encourage you to complete the Self-Assessment for Online Learning to determine your potential aptitude for this learning platform.

Frequently Asked Questions (.pdf)

Register Online (Reference the Section Number as locations cannot be displayed in this link) or call 717-780-2414. We will not accept registrations less than 30 days before the program start date.

Payment is due at the time of registration.

Upon successful completion of the EMT Program students are eligible for their EMT certification exams.

These exams are administered by the Pa. Department of Health–Bureau of EMS/National Registry of EMTs (Psychomotor) and the National Registry of EMTs/Pearson-Vue test centers (Cognitive).

Please note that **there is a separate fee** associated with the Cognitive exam ($80.00/attempt) that is paid to the National Registry of EMTs.

Registration for the online classes closes 30 days prior to the start date.

EMR to EMT BRIDGE

Emergency Medical Responder (EMR) bridge to Emergency Medical Technician (EMT) program.

How do I register?

To register, please call 717-780-2414. **Payment is due at the time of registration.**

***A copy of your current Pennsylvania Emergency Medical Responder card and CPR card must be submitted before the start of the program.**

How much does the program cost?

Tuition for the program is $475.00.

The required textbook is:

Emergency Care and Transportation of the Sick and Injured, 11th ed.

The textbook may be obtained directly from the publisher or other retailers such as Amazon.

Digital format options from Google e-books or CourseSmart are acceptable.

It is the responsibility of the EMT Bridge student to obtain the required textbook for the EMT Program. Students MUST have a textbook by the first class session.

Where can I get more information?

Please see your guidance counselor if you are considering this program.

For more information, please call 717-780-1969 or email emstrng@hacc.edu.

What Is AP?

The College Board's Advanced Placement Program® (AP®) enables willing and academically prepared students to pursue college-level studies — with the opportunity to earn college credit, advanced placement or both — while still in high school. AP Exams are given each year in May. A score of 3 or higher on an AP Exam can typically earn students college credit and/or placement into advanced courses in college.

Myth	Reality
AP is for students who always get good grades.	AP courses are for any student who is academically prepared and motivated to take on college-level courses.
Taking AP courses could hurt my child's GPA.	Many schools use GPA weighting to acknowledge the additional effort required by AP. In addition, a decision to take an AP course shows admission officers a willingness to take on the academic challenge of college-level course work and expectations.
AP courses are too stressful.	It's no secret that AP courses are challenging, but the support students receive from their classmates and teachers can help ease their worries.
I don't know if my child will score high enough on the AP Exam to get college credit.	You don't need to score a 5. Many colleges grant credit — and placement as well — based on a 3 or better on an AP Exam.

Did your child take the PSAT/NMSQT®?

Performance on this test can be an indicator of success in specific AP courses. Talk to your child's counselor for details or go to **collegeboard.org/quickstart**.

Benefits of AP

1 AP can set students apart in the college admission process.

Students who take AP courses send a signal to colleges that they're serious about their education and that they're willing to challenge themselves with rigorous course work. Eighty-five percent of selective colleges and universities report that a student's AP experience favorably impacts admission decisions[2].

2 The financial benefits of AP are important to consider.

Students who take five years or more to graduate can spend $21,500 for each additional year in college, to cover tuition, fees, living expenses, transportation and other costs[3]. Research shows that students who take AP courses and exams are much more likely than their peers to complete a college degree on time[4].

3 AP teaches more than subject-area facts. Students build skills that last a lifetime.

AP courses give students access to rigorous college-level work, but with the support of high school teachers and peers. Students build confidence and learn the essential time management and study skills needed for college and career success. Students have the opportunity to dig deeper into subjects that interest them, develop advanced research and communication skills, and learn to tap their creativity and their problem-solving and analytical skills to address course challenges. AP students learn what will be expected of them in college.

Exploring the Benefits

- College credit for qualifying AP Exam scores
- Competitive advantages in the college admission and scholarship process
- Better preparation for college-level work
- An opportunity to deeply explore subjects students enjoy
- Opportunities to advance further and faster once a student is enrolled in college

Tips for AP Success

1 Sometimes all it takes is a little encouragement.

Often, students don't believe that they're AP "material." But the truth is that many students have the ability and motivation to succeed in AP courses, if they give themselves a chance. Students do need solid academic preparation and, of course, the commitment to meet the challenge head on. Parents can build students' confidence by reminding them that they already show that determination when they do the things that matter to them in areas such as sports, music or school subjects they're passionate about. That commitment, creativity and curiosity can make all the difference in AP courses.

2 Talk to your child about AP.

It's always a good idea to remind students to pick courses that match their interests, talents and priorities. Remind them to consider the classes they've already taken and the ones they were strong in, enjoyed more or found to be most interesting. Chances are, those courses can be launching pads for successful AP experiences.

3 Set reasonable expectations.

AP courses require students to do research and reading outside of class, and many students participate in study groups or tutoring sessions to stay on track. It's important for students to think about the amount of work they'll have so they can succeed in the courses they choose. You can support your child by designating specific areas in your home for schoolwork and study, and helping prioritize classes, activities, and home and work commitments.

4 It's never too early to start thinking about and planning for AP.

Students can consider taking AP throughout high school, but it's never too early to start the process. There may be honors-level courses or other academic opportunities that can start a student on the road to AP. You can talk to your child's counselor in middle school or high school to map out a course plan.

Visit **exploreap.org** and share this helpful site with your child.

It's a great place to start a successful AP journey.

AP Resources and Support

Financial help for AP Exams is available.

AP Exam fees for 2015 are $91 per exam — for students with financial need, the College Board provides exam-fee reductions. There are also additional sources of federal and state funding that may be available for your child. Be sure to check with your child's counselor or AP counselor or AP Coordinator early to arrange for assistance if needed.

Connect AP, college majors and careers.

At **exploreap.org**, your child can make connections between AP, college majors and careers that can open a world of ideas and inspiration.

Check out the AP credit policies of the colleges your child is exploring.

The College Board has created a website so you and your child can gather information about AP credit and placement policies at many colleges and universities.

You'll find this resource at **collegeboard.org/apcreditpolicy**.

Take the next steps together.

Encourage your child to talk to peers, counselors and teachers to learn more about the challenges and benefits of participating in AP courses. Each school has specific processes for enrolling students in AP. Your child will need to speak with a counselor or teacher to get the details about your school's AP program. If your school offers AP informational events, take advantage of these to learn more. You might also want to get advice from parents of AP students.

NCAA Eligibility Center

DIVISION I ACADEMIC REQUIREMENTS

CORE-COURSE REQUIREMENTS

Complete 16 core courses in the following areas:

ENGLISH	MATH (Algebra I or higher)	NATURAL/ PHYSICAL SCIENCE (Including one year of lab, if offered)	ADDITIONAL (English, math or natural/physical science)	SOCIAL SCIENCE	ADDITIONAL COURSES (Any area listed to the left, foreign language or comparative religion/philosophy)
4 years	3 years	2 years	1 year	2 years	4 years

FULL QUALIFIER

College-bound student-athletes enrolling at an NCAA Division I school need to meet these academic requirements to practice, compete and receive an athletics scholarship in their first year of full-time enrollment.

- Complete 16 core courses in the appropriate areas.
  - Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
  - Seven of the 10 core courses must be in English, math or natural/physical science.
- Earn a core-course GPA of at least 2.300.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division I sliding scale.
- Submit proof of graduation to the Eligibility Center.

ACADEMIC REDSHIRT

All Division I academic redshirts may receive an athletics scholarship and practice during their first year of full-time enrollment at a Division I school, but may NOT compete.

- Complete 16 core courses in the appropriate areas.
- Earn a core-course GPA of at least 2.000.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division I sliding scale.
- Submit proof of graduation to the Eligibility Center.

INTERNATIONAL STUDENTS

Please review the **international initial-eligibility flyer** for information and academic requirements specific to international student-athletes.

For information on Division II, view the **Division II academic requirements flyer.**

TEST SCORES

If a student-athlete plans to attend an NCAA Division I college or university, they should use the sliding scale to review the core-course GPA and SAT/ACT score they will need to meet Division I full qualifier standards. When registering for the SAT or ACT, students should use code **9999** to ensure their test scores are sent directly to their Eligibility Center account. More information regarding the impact of COVID-19 and test scores can be found at on.ncaa.com/COVID19_Fall2022.

An SAT combined score is calculated by adding critical reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. Students may take the SAT or ACT an unlimited number of times before they enroll full time in college. If a student takes either test more than once, the best subscores from each test are used for their academic certification process.

CORE-COURSE LIST

Student-athletes should check to see if their high school has a list of NCAA-approved core courses. No core-course list means courses taken from that high school will not count toward NCAA eligibility.

ONLINE COURSES/ NONTRADITIONAL

Nontraditional courses are classes taught online or through distance learning, hybrid/ blended, independent study, individualized instruction, correspondence or similar means.

These types of courses may be acceptable for use in the NCAA initial-eligibility certification process; however, it is important to make sure the nontraditional program has been approved and appears on the high school's list of NCAA-approved core courses.

BE AHEAD OF THE GAME

If student-athletes want to get ahead of the game, they need to register with the NCAA Eligibility Center during their freshman/9th year.

After college-bound student-athletes complete their sophomore, junior and senior years, it is important for them to ask their counselor at each high school or program they attended to upload their official transcript to their Eligibility Center account.

DIVISION I

FULL QUALIFIER SLIDING SCALE

Core GPA	SAT*	ACT Sum*	Core GPA	SAT*	ACT Sum*
3.550	400	37	2.750	810	59
3.525	410	38	2.725	820	60
3.500	430	39	2.700	830	61
3.475	440	40	2.675	840	61
3.450	460	41	2.650	850	62
3.425	470	41	2.625	860	63
3.400	490	42	2.600	860	64
3.375	500	42	2.575	870	65
3.350	520	43	2.550	880	66
3.325	530	44	2.525	890	67
3.300	550	44	2.500	900	68
3.275	560	45	2.475	910	69
3.250	580	46	2.450	920	70
3.225	590	46	2.425	930	70
3.200	600	47	2.400	940	71
3.175	620	47	2.375	950	72
3.150	630	48	2.350	960	73
3.125	650	49	2.325	970	74
3.100	660	49	2.300	980	75
3.075	680	50	2.299	990	76
3.050	690	50	2.275	990	76
3.025	710	51	2.250	1000	77
3.000	720	52	2.225	1010	78
2.975	730	52	2.200	1020	79
2.950	740	53	2.175	1030	80
2.925	750	53	2.150	1040	81
2.900	750	54	2.125	1050	82
2.875	760	55	2.100	1060	83
2.850	770	56	2.075	1070	84
2.825	780	56	2.050	1080	85
2.800	790	57	2.025	1090	86
2.775	800	58	2.000	1100	86

ACADEMIC REDSHIRT

*Full sliding scale research between the new SAT and ACT is ongoing.

Want more information? Visit ncaa.org/playcollegesports.

Follow us: @ncaaec @playcollegesports @ncaaec

May 2021
NCAA is a trademark of the National Collegiate Athletic Association.

NCAA Eligibility Center

DIVISION II ACADEMIC REQUIREMENTS

CORE-COURSE REQUIREMENTS

Complete 16 core courses in the following areas:

ENGLISH	MATH (Algebra I or higher)	NATURAL/ PHYSICAL SCIENCE (Including one year of lab, if offered)	ADDITIONAL (English, math or natural/physical science)	SOCIAL SCIENCE	ADDITIONAL COURSES (Any area listed to the left, foreign language or comparative religion/philosophy)
3 years	2 years	2 years	3 years	2 years	4 years

FULL QUALIFIER

College-bound student-athletes enrolling at an NCAA Division II school need to meet these academic requirements to practice, compete and receive an athletics scholarship in their first year of full-time enrollment.

- Complete 16 core courses in the appropriate areas.
- Earn a core-course GPA of at least 2.200.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division II full qualifier sliding scale.
- Submit proof of graduation to the Eligibility Center.

PARTIAL QUALIFIER

College-bound student-athletes that do not meet Division II full qualifier standards will be deemed a partial qualifier. All Division II partial qualifiers may receive an athletics scholarship and practice during their first year of full-time enrollment at a Division II school, but may NOT compete.

INTERNATIONAL STUDENTS

Please review the **international initial-eligibility flyer** for information and academic requirements specific to international student-athletes.

For information on Division I, view the **Division I academic requirements flyer**.

TEST SCORES

If a student-athlete plans to attend an NCAA Division II college or university, they should use the sliding scale to review the core-course GPA and SAT/ACT score they will need to meet Division II full qualifier standards. When registering for the SAT or ACT, students should use code **9999** to ensure their test scores are sent directly to their Eligibility Center account. More information regarding the impact of COVID-19 and test scores can be found at on.ncaa.com/COVID19_Fall2022.

A combined SAT score is calculated by adding critical reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. Students may take the SAT or ACT an unlimited number of times before they enroll full time in college. If a student takes either test more than once, the best subscores from each test are used for their academic certification process.

CORE-COURSE LIST

Student-athletes should check to see if their high school has a list of NCAA-approved core courses. No core-course list means courses taken from that high school will not count toward NCAA eligibility.

ONLINE COURSES/ NONTRADITIONAL

Nontraditional courses are classes taught online or through distance learning, hybrid/blended, independent study, individualized instruction, correspondence or similar means.

These types of courses may be acceptable for use in the NCAA initial-eligibility certification process; however, it is important to make sure the nontraditional program has been approved and appears on the high school's list of NCAA-approved core courses.

BE AHEAD OF THE GAME

If student-athletes want to get ahead of the game, they need to register with the NCAA Eligibility Center during their freshman/9th year.

After college-bound student-athletes complete their sophomore, junior and senior years, it is important for them to ask their counselor at each high school or program they attended to upload their official transcript to their Eligibility Center account.

For more information on Division II, visit ncaa.org/D2.

DIVISION II
FULL QUALIFIER SLIDING SCALE

Core GPA	SAT*	ACT Sum*
3.300 & above	400	37
3.275	410	38
3.250	430	39
3.225	440	40
3.200	460	41
3.175	470	41
3.150	490	42
3.125	500	42
3.100	520	43
3.075	530	44
3.050	550	44
3.025	560	45
3.000	580	46
2.975	590	46
2.950	600	47
2.925	620	47
2.900	630	48
2.875	650	49
2.850	660	49
2.825	680	50
2.800	690	50
2.775	710	51
2.750	720	52

Core GPA	SAT*	ACT Sum*
2.725	730	52
2.700	740	53
2.675	750	53
2.650	750	54
2.625	760	55
2.600	770	56
2.575	780	56
2.550	790	57
2.525	800	58
2.500	810	59
2.475	820	60
2.450	830	61
2.425	840	61
2.400	850	62
2.375	860	63
2.350	860	64
2.325	870	65
2.300	880	66
2.275	890	67
2.250	900	68
2.225	910	69
2.200	920	70 & above

*Full sliding scale research between the SAT and ACT is ongoing.

NCAA Division II

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