



Bermudian Springs High School

CURRICULUM GUIDE

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2022-2023

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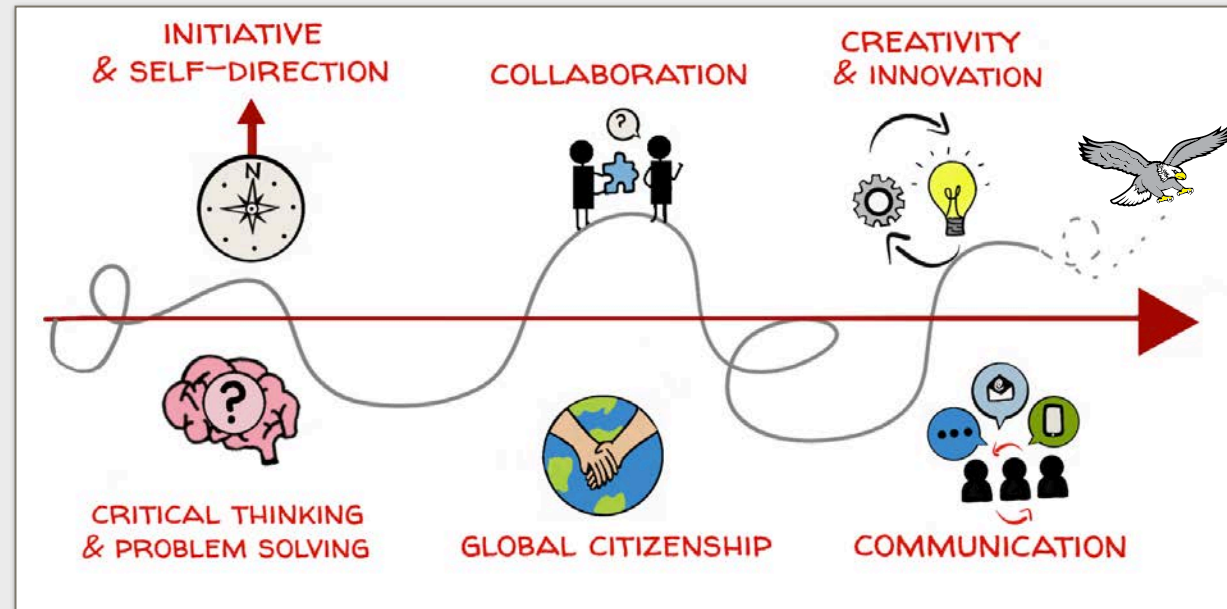
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PORTRAIT OF A GRADUATE



●Balance tactical (short-term) and strategic (long-term) goals

- Utilize time and manage workload efficiently
- Monitor, define, prioritize and complete tasks without direct oversight
- Demonstrate commitment to learning as a lifelong process



●Demonstrate ability to work effectively respectfully with diverse teams

- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work, and value individual contributions made by each team member



●Use a wide range of creation techniques
●Demonstrate originality and inventiveness

- View failure as an opportunity to learn; understand that creativity and innovation are long-term, cyclical processes
- Act on creative ideas to make tangible and useful contributions



●Collect, assess, and analyze relevant information

- Make sound judgements and decisions
- Identify, define, and solve authentic problems and essential questions
- Reflect critically on learning experiences, processes, and solutions



●Demonstrate an awareness that actions have broad implications

- Actively participate in society, as informed citizens, in a complex world
- Show empathy and respect towards a diverse global community
- Promote positive change while respecting the perspectives of a global society



●Articulate thoughts and ideas effectively using oral, written and nonverbal communication

- Communicate for a range of purposes
- Utilize multiple media and technologies, and judge their effectiveness and impact
- Communicate and listen effectively and respectfully in diverse environments



BERMUDIAN SPRINGS SCHOOL DISTRICT

COURSE INFORMATION

Honors Courses (H)

The honors courses require rigorous and in-depth study of additional topics than would be expected of others. The classes also move at an accelerated pace. Teacher recommendation required.

College Preparatory Courses (C.P.)

The C.P. courses are not as demanding as Honors sections. However, teacher expectations of students in C.P. courses are high, and the requirements are greater than for students in the academic level courses. Self-motivation and hard work are expected.

Academic Courses

The courses are designed to prepare students for post high school employment or short term trade/technical training. Students will be exposed to different subject areas as he/she elects, meeting graduation requirements.

Course Difficulty Level

There are four levels of difficulty attached to the courses that are offered. The most difficult courses are prefixed with AP or "CHS" (College in the High School). The 2nd most difficult level is those courses prefixed with "Honors". The 3rd most difficult level is those courses prefixed with "CP" (College Prep).

College in the High School (CHS)-HACC/Harrisburg U

The College in the High School program enables qualified high school juniors and seniors to enroll in college level courses at their high school during the regular school day. CHS students earn concurrent high school and college credit. Course offerings are suggested by the high school and selected from HACC's required courses or core curriculum. Courses are taught by experienced high school instructors who are recommended for teaching excellence and qualified as HACC adjunct instructors. CHS courses are offered to high school students at a reduced tuition rate of \$75.00 per credit. To qualify, a high school senior must meet HACC's Early Admission requirements.

Students who enroll as CHS and do not meet HACC's requirements may still take the course by meeting requirements established by Bermudian Springs High School for enrollment. College textbook fees may apply and are the responsibility of the student. Fees for CHS are subject to change. Additional information about the College in the High School program may be obtained from the guidance office.

Course Minimums

In order for a course to be offered, there must be at least 8 students enrolled. When enrollments fall below this minimum number, courses will only be offered when staff availability permits the course to be scheduled. When determining minimum enrollments for a second level course and above, the number will be determined by calculating 50% of the course that the advance course builds on.

OPPORTUNITIES TO EARN COLLEGE CREDIT



College in the High School (CHS)-HACC

The College in the High School program enables qualified high school juniors and seniors to enroll in college level courses at their high school during the regular school day. CHS students earn concurrent high school and college credit. Course offerings are suggested by the high school and selected from HACC's required courses or core curriculum. Courses are taught by experienced high school instructors who are recommended for teaching excellence and qualified as HACC adjunct instructors. CHS courses are offered to high school students at a reduced tuition rate of \$76.50 per credit. To qualify, a high school senior must meet HACC's Early Admission requirements. Students who enroll as CHS and do not meet HACC's requirements may still take the course by meeting requirements established by Bermudian Springs High School for enrollment. College textbook fees may apply and are the responsibility of the student. Fees for CHS are subject to change. Additional information about the College in the High School program may be obtained from the guidance office.

College in the High School- Harrisburg University

Students can attend classes that are approved by Harrisburg University as College in High School Classes. These courses will follow the BSHS academic calendar. CHS courses are offered to high school students at a reduced tuition rate of \$100.00 per credit.

AP Principals of Computer Science, AP Art, AP Calc AB, AP Literature, AP Stats

Advanced Placement courses are offered in Art, Calculus AB, Statistics, Literature, and Principals of Computer Science. These courses are approved through College Board. At the conclusion of the course, students will take the AP Test. The test has a fee associated with the class and students will be responsible for the cost of the examination (approx. \$96). Students will receive a numerical score report that may transfer to college credits based on the policies of the receiving college/university.

Articulation Agreements

The Agricultural Production Program has articulation credits with Rutgers University and Harrisburg Area Community College. These agreements are in place for students who complete specific courses in the Agricultural Production Program (01.0301). The Agricultural Teachers will be able to assist students with questions.

Various electives have agreements with Central Penn College (see guidance counselor).

Dual Enrollment- Harrisburg University

Interested students who like to consider attending on campus classes or labs at the Harrisburg University, Harrisburg Campus located at 326 Market Street in Harrisburg, PA, should review the course catalog online and visit their School Counselor for more information and eligibility.

*Students should speak with their guidance counselor if interested in taking any other college courses.

COURSE PATHWAYS

What is a Pathway?

A pathway is a selection of a career within a broader related area. Courses are then aligned and recommended to chance career preparation and skill development. An example of the alignment of careers and courses is found on the next page. The listing is not comprehensive as careers change annually.

Why Align Courses To a Career Pathway?

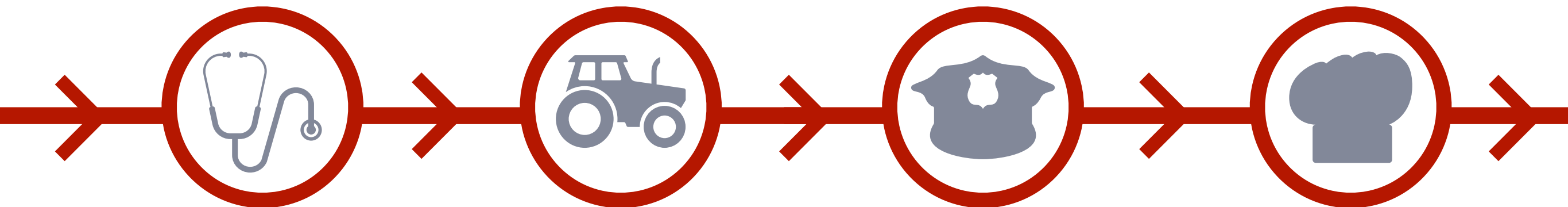
Course alignment will provide you with an aligned learning experience. The course listings are suggested to enhance the skills and foundational content to enhance your career preparation.

Can I Take Courses Outside My Career Pathway?

Absolutely. Other courses not in your career pathway recommendation may be of high interest to you, therefore you should be encouraged to enroll based on your schedule.

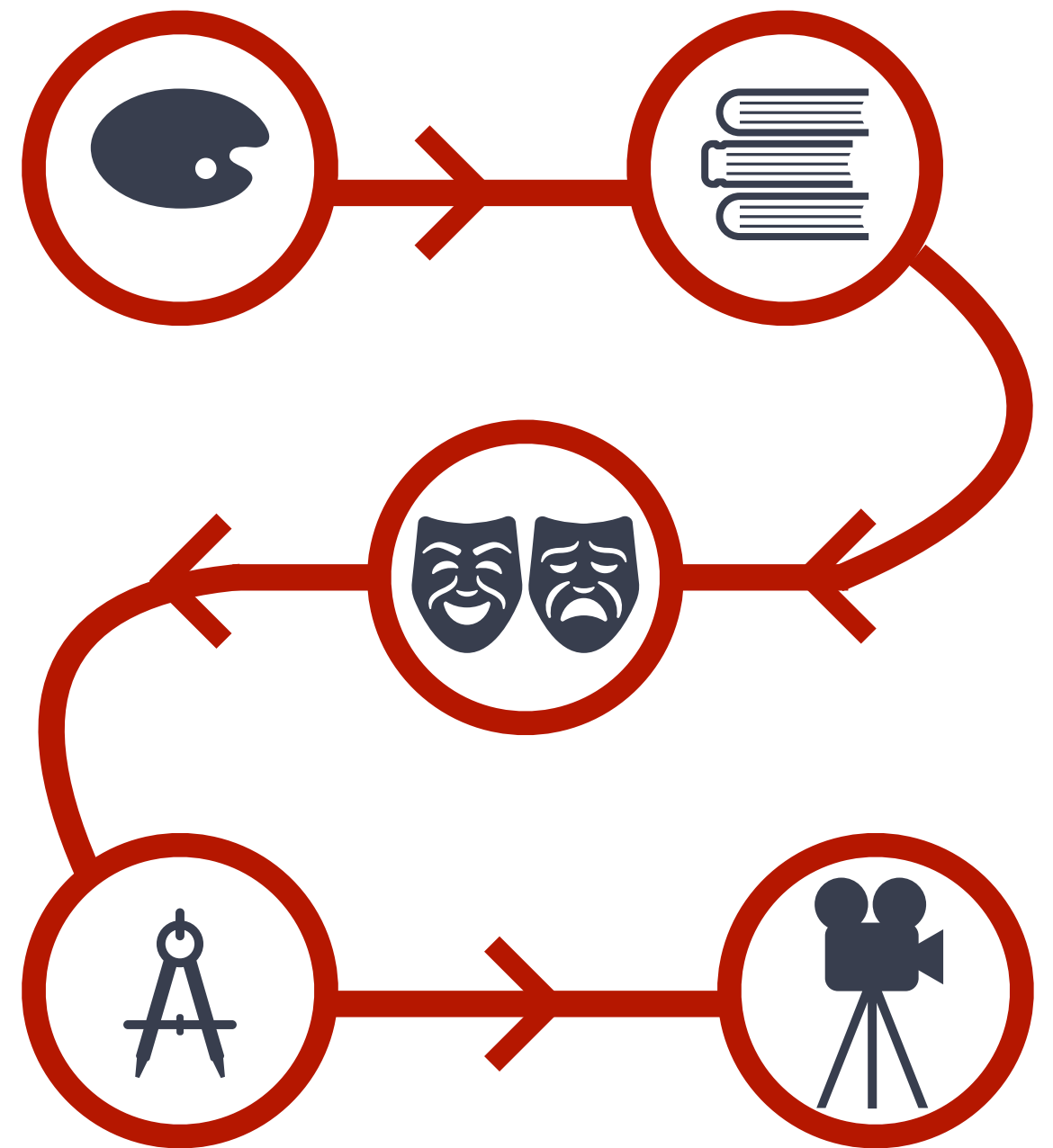
How I Can Determine What Pathway I Should Enter?

At the conclusion of grade 8, you will have a developed career plan. This plan will then begin to be implemented in grade 9 as you will explore through the academic departments in the many classes that you will take. At the conclusion of grade 9, we will ask that you reflect on your career plan and experiences and then select a pathway to follow. You are not locked into a pathway for your high school tenure. Changing your views on a career or field is completely understandable. Selecting and changing should be in consultation with your school counselor.



ARTS & COMMUNICATION

Career Interests	<ul style="list-style-type: none">• Performing Arts• Visual Arts• Publishing Arts
Recommended Courses	<ul style="list-style-type: none">• Concert Choir (901)• Band (906-909)• Fundamentals of Art and Design (910, 911)• Studio Art (912-915)• Graphic Design (802)• Fashion Design (701)• Drama (014)• Speech (113)• Creative Writing (017)• Digital Media (019)• Intro. To Film Studies (020)



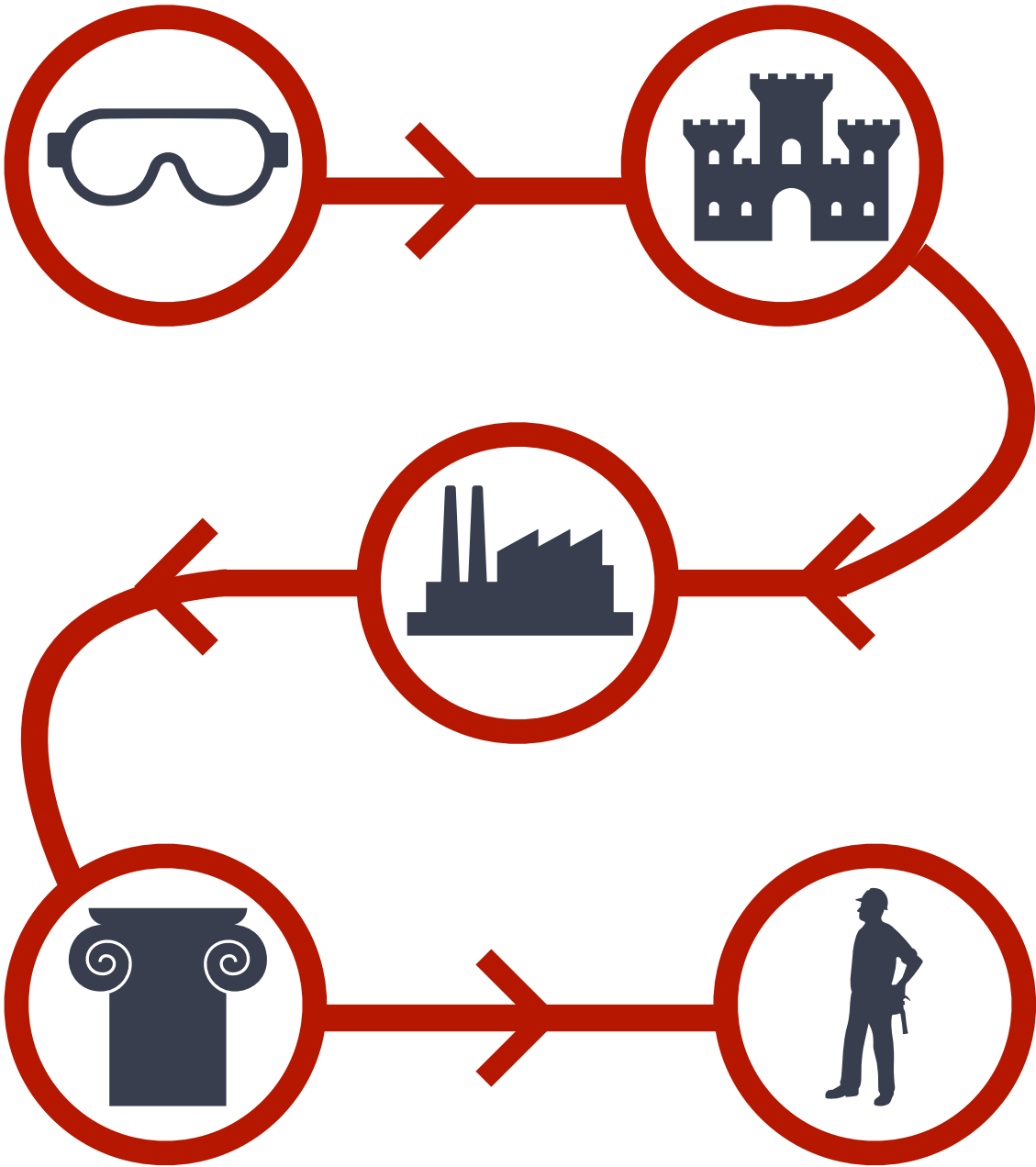
BUSINESS & FINANCE

Career Interests	<ul style="list-style-type: none">• Marketing, Sales and Service• Finance• Business Management
Recommended Courses	<ul style="list-style-type: none">• Introduction to Business Concepts (502)• Sports & Entertainment Marketing (503)• Fundamentals of Coding (507)• Accounting (505, 506)• Statistics (310, 311, 343)• Entrepreneurship and Application of Law (512)• Agribusiness Management (815)



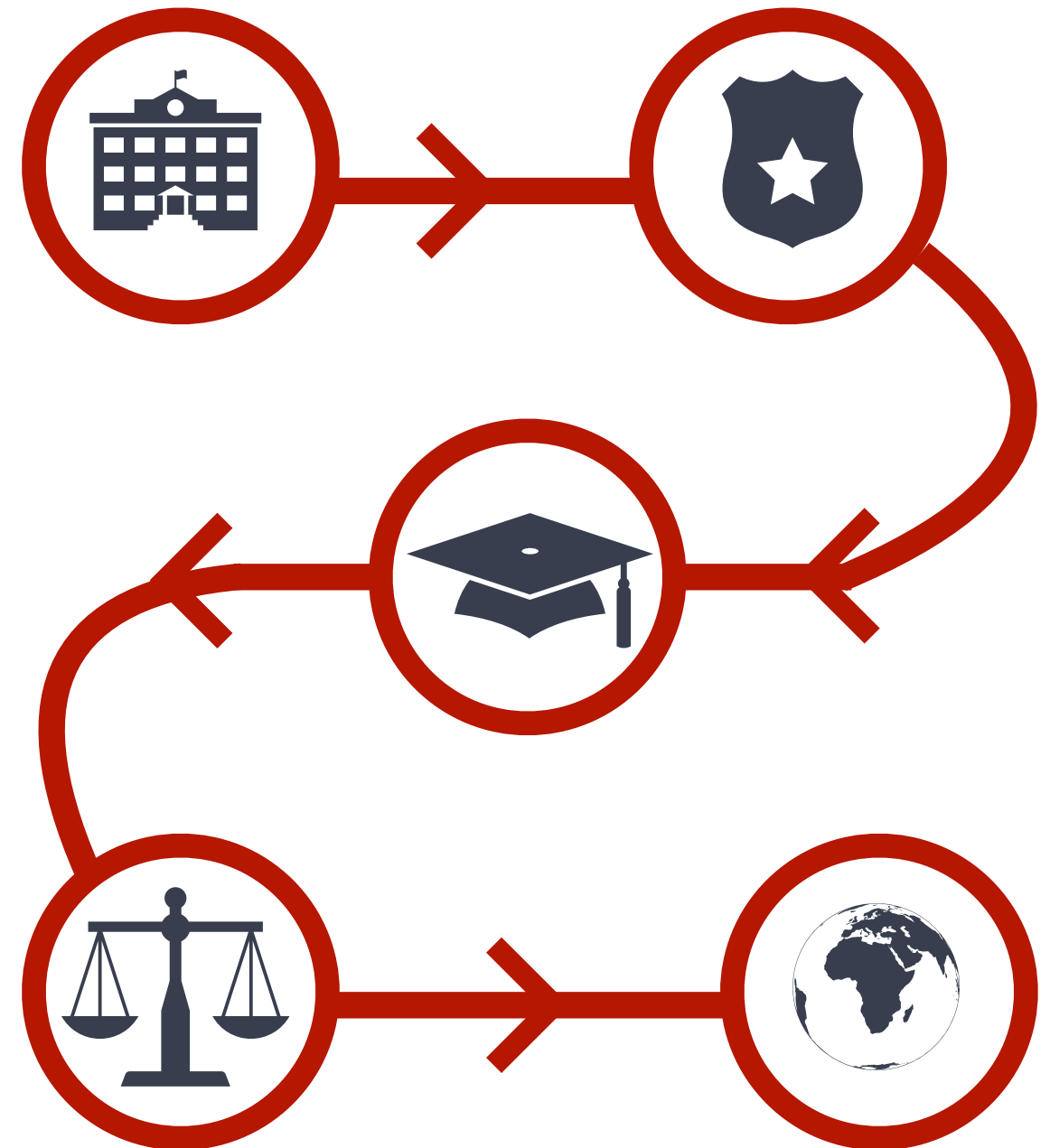
ENGINEERING & INDUSTRIAL TECHNOLOGY

Career Interests	<ul style="list-style-type: none">• Engineering• Construction and Architecture• Manufacturing• Logistics
Recommended Courses	<ul style="list-style-type: none">• Pre-Calculus (307, 308)• Calculus (309, 344)• Physics (207, 208)• Science/Technology (309)• Computer Aided Design Drafting & Design (804)• Construction Technology (807, 808)• Woodworking (836)• Architecture (837)• Agricultural Mechanics and Technology (810-812)• Product Innovation and Design (838)• AP Principals of Computer Science (516)



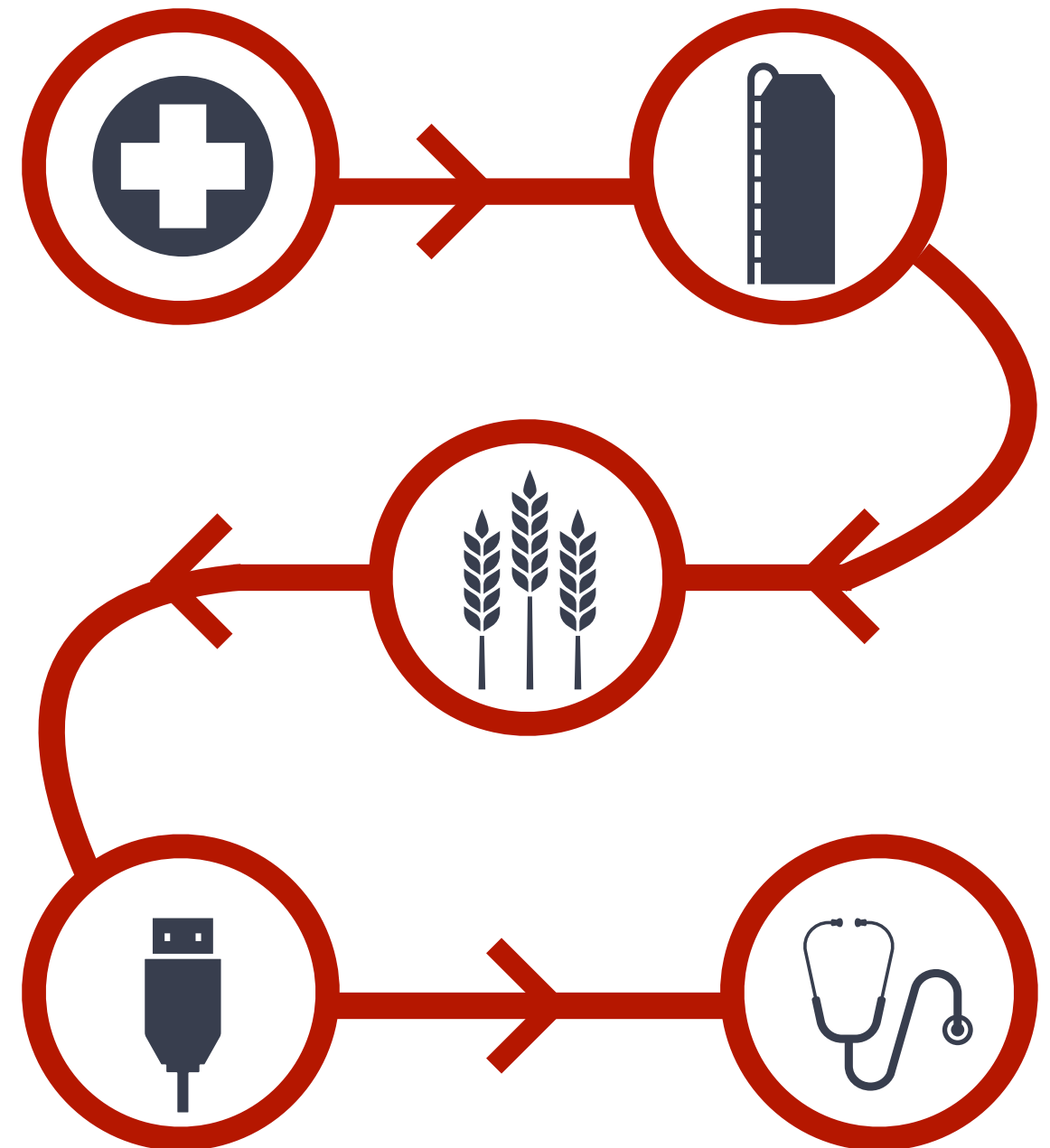
HUMAN SERVICES

Career Interests	<ul style="list-style-type: none"> • Counseling and Personal Care • Criminal Justice/Police Science/Law • Education • Hospitality and Tourism
Recommended Courses	<ul style="list-style-type: none"> • Family Living (702) • Child Care Nursery School (700, 704) • Homes & Interiors (702) • Culinary (705, 706) • Sociology (113) • Psychology (114) • Spanish (400-403) • French (404-407) • CHS Health (063)




SCIENCES & HEALTH

Career Interests	<ul style="list-style-type: none">• Health Science• Agriculture, Food, and Natural Resources• Science, Technology, and Math
Recommended Courses	<ul style="list-style-type: none">• CHS Health (063)• Advanced Biology (212)• Anatomy and Physiology (217)• Agricultural Internship (846)• Plant Science (813)• Greenhouse Production (816)• Forensics (218)



Curricular INFORMATION



Curricula

Honors/Advanced /Honors/College in the High School (CHS), AP

Honors/Advanced Honors/CHS, AP courses are extremely difficult and require a greater commitment of time and effort. These courses are accelerated and are designed to challenge top level students. Higher level thinking and writing skills are stressed in these courses. All honors/CHS courses require teacher recommendation.

College Preparatory

The courses in this curriculum are designed to prepare the student for admission to a school of higher education. The school record, high school grades, and rank in class are extremely important when applying for admission to a school of higher education.

Business Education

The courses in this curriculum are designed primarily to prepare the student for post high school employment in entry-level office positions and/or entry into business schools and colleges. These courses can also provide valuable personal-use skills.

Agriculture Education

The courses in this curriculum are designed to complement each other in a sequential manner over a four year period. Careful selection of agriculture courses and electives will enable a student to meet college admission requirements. Students are encouraged to follow the suggested sequence of courses outlined later for each grade, as well as becoming active participants in the FFA.

Academic Education

The courses in this curriculum are designed to prepare the student for post high school employment or short term trade/technical training. The student will be exposed to different subject areas as he/she elects, while meeting graduation requirements.

Arts/Humanities

The 2 credit requirements in the Arts and/or Humanities may be fulfilled by electing courses in Art, Music, Agriculture Education, Tech Ed Electives, Foreign Languages, Family Consumer Science Electives, Sociology, Journalism, Psychology, and Speech and Drama.

STUDENT COURSE SELECTION



[Student Sapphire Login](#)



- Student Course Selection will occur in the Sapphire Student Portal.
- Students will select the appropriate Grade Level and click "Fill Out Course Selection."
- Select your courses by clicking the appropriate boxes.
- All students must select one course from each of the required disciplines.
- "Mandatory Courses" will be selected for your grade level.
- Click on the expand button to view "Electives."
- Remember to pick 2-4 alternatives for your course selections.
- When you have completed your selections, click on "Save Course Selection."
- Check the Course Request form for accuracy.
- Print 1 copy of the form and get it signed by a parent/guardian.
- Return the signed copy to the Guidance Office.

SUBJECT REQUIREMENTS

Grade 9	
English	1 Credit/Cycle
Citizenship in a Global Community	1 Credit/Cycle
Science	1 Credit/Cycle
Math	1 Credit/Cycle
Physical Education	1/2Credit/Cycle
Health	1/2Credit/Cycle
Essential Personal Skills - FCS	1/4 Credit/Cycle
Essential Finance Skills - Business	1/4 Credit/Cycle

Grade 10	
English	1 Credit/Cycle
World Cultures	1 Credit/Cycle
Science	1 Credit/Cycle
Math	1 Credit/Cycle
Physical Education	1/2Credit/Cycle

Grade 11	
English	1 Credit/Cycle
American History	1 Credit/Cycle
Science	1 Credit/Cycle
Math	1 Credit/Cycle
Physical Education	1/2Credit/Cycle
Health	1/2 Credit/Cycle

Grade 12	
English	1 Credit/Cycle
Gov't/Economics	1 Credit/Cycle
Physical Education	1/2Credit/Cycle

Year-long classes that meet 6 periods per cycle receive a full (1) credit. Semester courses that meet 6 periods per cycle receive ½ credit. Any course that meets less than 6 periods per cycle receives 1/2 credit. (Exception: Essential Personal Skills – FCS and Essential Finance Skills-Business are ¼ credit per semester)

COURSE LISTINGS

The following is a list of all courses, both required and elective, that are offered during the 2021-2022 school year. The courses are arranged by subject area. The number located in parenthesis to the left of each course is the computer code and should be used, along with the course title, when selecting courses for next year.

Agriculture

Art

Business

Diversified Occupations

English

English as a Second Language

Family & Consumer Sciences

Foreign Languages

Health & Physical Education

Lab Assistant

Mathematics

Music

Keystone

Release Time

Safety Education

Science

Social Studies

Technology Education

Special Education

AGRICULTURE

Agriculture & Environmental Awareness - (CASE Natural Resource & Ecology) (809)

Grades 9, 10, 11, 12	1 credit	6 pds. per cycle
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Students will explore hands-on projects and activities while studying topics such as land use, water quality, stewardship, and environmental agencies. Study of the natural world including biomes, land, air, water, energy, use and care as well as a focus on issues surrounding man's interaction with the Earth will be addressed in this course. Students will select an ecosystem to study throughout the course and apply principles of natural resources and ecology from each unit of study to that ecosystem. Also included in this course will be units related to consumer awareness relating to the agriculture industry. This course will also provide an introduction to the various opportunities and pathways of agriculture. Problem-solving and communication skills are used regularly to develop a better prepared 21st century learner. Students will be required to complete an experiential learning project (SAE) to allow them to begin building job-related skills that will enhance their resumes. Membership and active participation in FFA, the agriculture student-led leadership organization is highly encouraged.



Ag Mechanics and Technology I (810)

Grades 9, 10, 11, 12	1 credit	6 pds. per cycle
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Students explore the foundational mechanics course to understand various career pathways in agriculture mechanics. Safety, work-place expectations, tool identification and equipment operation are covered in this course. Science and math principles are relied upon to understand procedures and concepts related to electrical wiring, SMAW welding, Oxyfuel cutting, GMAW welding, and small engine maintenance. Career exploration, FFA and leadership development are also units covered in this class. Students are required to complete a Supervised Agriculture Experience Project (SAE) of which they can apply knowledge from class to outside areas of interest, hobbies and potential careers. This experiential learning coupled with class and shop assignments will help students create industry desired skills such as problem-solving, critical thinking, teamwork and conflict resolution. Membership and active participation in FFA will enhance students' experiences and will help build their resumes.


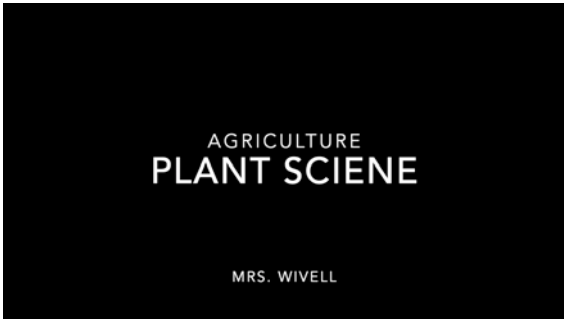




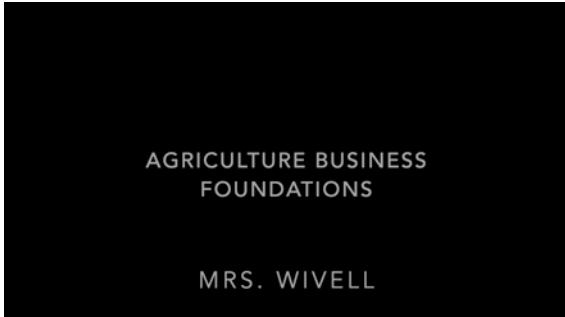

Ag Mechanics and Technology II (811)



Grades 10, 11, 12	1 credit	6 pds. per cycle
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Students apply concepts learned in the foundational mechanics course to various career pathways in agriculture mechanics as they learn advanced skills in safety, work-place expectations, tool identification and equipment operation. Further science and math principles related to electrical wiring and motors, SMAW welding, Oxyfuel cutting and welding, GMAW welding, and small engine troubleshooting and repair provide students in this course a chance to develop a well-rounded understanding of mechanics that can prepare them for a career as a mechanic, technician, welder and more. Career exploration, FFA and leadership development are also units covered in this class. Students are required to complete a Supervised Agriculture Experience Project (SAE) of which they can apply knowledge from class to outside areas of interest, hobbies and potential careers. This experiential learning coupled with class and shop assignments will help students create industry desired skills such as problem-solving, critical thinking, teamwork and conflict resolution. Membership and active participation in FFA will enhance students' experiences and will help build their resumes. Successful completion of Ag Mechanics and Technology I required.

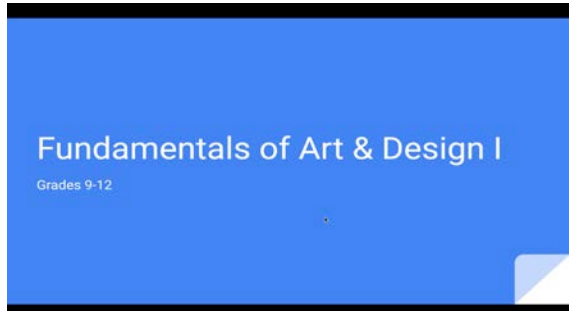
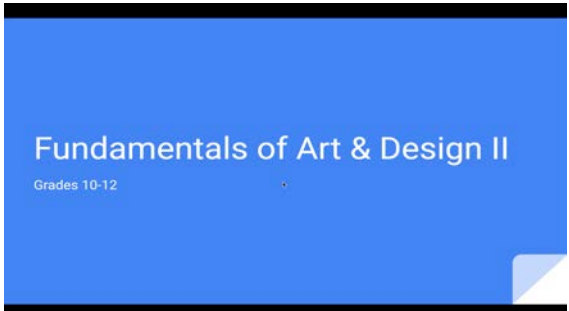
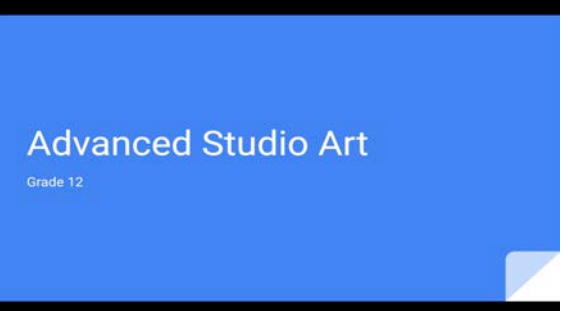


Ag Mechanics and Technology III / CHS HACC Welding 103 (812)			Plant Science, Principles of Ag (813)			Animal Science, Principles of Ag (814)		
Grades 11, 12	1 credit	6 pds. per cycle	Grades 10, 11, 12	1 credit	6 pds. per cycle	Grades 11, 12	1 credit	6 pds. per cycle
<p>Advanced exploration of agriculture mechanics careers related to surveying, plumbing, career preparation and metalworking provide students who desire to take the final mechanics course to round out their understanding of the diversity within the pathway. FFA and leadership development are also units covered in this class. Students are required to complete a Supervised Agriculture Experience Project (SAE) of which they can apply knowledge from class to outside areas of interest, hobbies and potential careers. This experiential learning coupled with class and shop assignments will help students create industry desired skills such as problem-solving, critical thinking, teamwork and conflict resolution. Membership and active participation in FFA will enhance students' experiences and will help build their resumes. Successful completion of Ag Mechanics and Technology II required. **CHS HACC Welding 103 taught in Spring Semester during this course.</p>			<p>Students will learn how to apply scientific knowledge and skills to use plants effectively for agricultural and horticultural production. Students will discover the value of plant production and its impact on the individual, the local, and the global economy. Lessons throughout the course will provide an overview of the field of agricultural science with a foundation in plant science. These lessons include working in teams and exploring hands-on projects. Students will work on major projects and problems similar to those that plant science specialists, such as horticulturalists, agronomists, greenhouse and nursery managers, and plant research specialists, face in their respective careers. Students will be required to complete an experiential learning project (SAE) to allow them to begin building job-related skills that will enhance their resumes. Membership and active participation in FFA, the agriculture student-led leadership organization is highly encouraged. Recommended prerequisite is Biology.</p>			<p>Student experiences will involve the study of animal anatomy, physiology, behavior, nutrition, reproduction, health, selection, and marketing. For example, students will acquire skills in meeting the nutritional needs of animals while developing balanced, economical rations. Throughout the course, students will consider the perceptions and preferences of individuals within local, regional, and world markets. Students will explore hands-on projects and activities to learn the characteristics of animal science and work on major projects and problems similar to those that animal science specialists, such as veterinarians, zoologists, livestock producers, and industry personnel, face in their respective careers. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community. Students will be required to complete an experiential learning project (SAE) to allow them to begin building job-related skills that will enhance their resumes. Membership and active participation in FFA, the agriculture student-led leadership organization is highly encouraged. Prerequisite is Biology and/or Plant Science.</p>		
 <p>Ag Mech & Tech 3 Bermudian Springs Agriculture Department</p>			 <p>AGRICULTURE PLANT SCIENCE MRS. WIVELL</p>			 <p>Animal Science Bermudian Springs Agriculture Department</p>		

Animal Science II, Advancement in the Animal Industry (818)			Agriculture Business Foundations (CASE) (817)			Plant Growth & Marketing (816)		
Grade 11, 12	1 credit	6 pds. per cycle	Grade 12	1 credit	12 pds. per cycle	Grades 10, 11, 12	1 credit	6 pds. per cycle
<p>Students enrolling in this course must be interested in pursuing an animal science pathway occupation interested in further developing skills and understanding of animal agriculture. Career interest areas could be, but aren't limited to, animal nutrition, vet technician, veterinary science, animal geneticist or animal producer. SAE projects related to the career choice will be required and FFA membership and participation in various animal related CDE's will be highly encouraged.</p> <p>Recommended prerequisite is Biology and/or Plant Science. (For Animal Science II: Animal Science and/or Biology).</p>			<p>Introduces students to business management in agriculture. Mathematics, reading, and writing components are woven in the context of agriculture and students will use the introductory skills and knowledge developed in this course throughout subsequent CASE (Curriculum for Ag Science Education) courses. Throughout the course are practical and engaging activities, projects, and problems to develop and improve business and employability skills. Additionally, students investigate and develop viable business plans in order to solve local problems. The business plan ideas are communicated to student peers and members of the professional community. Students will be required to complete an experiential learning project (SAE) to allow them to begin building job-related skills that will enhance their resumes. Membership and active participation in FFA, the agriculture student-led leadership organization is highly encouraged.</p>			<p>Students will take the plant science concepts learned from prior ag courses along with new knowledge to properly tend to plants in the greenhouse. They will learn various marketing trades, communication, and skills used in a commercial and hobby greenhouse. While learning how to properly prepare a greenhouse, equipment, and plants, they will also learn the value of pest management, plant ID, and other valuable skills necessary in a greenhouse career. Students will be required to complete an experiential learning project (SAE) to allow them to begin building job-related skills that will enhance their resumes. Membership and active participation in FFA, the agriculture student-led leadership organization is highly encouraged.</p>		
								

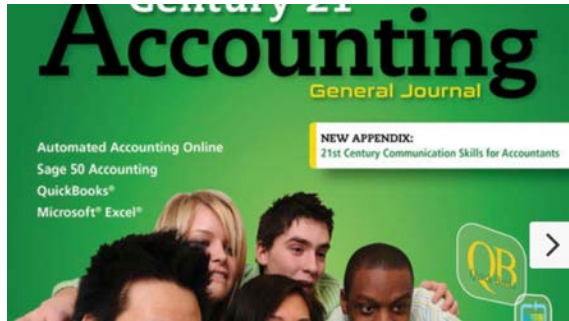


Leadership/SAE (824)			Agricultural Internship (846)		
Grades 10, 11, 12	Credit awarded by hours completed	6 pds. per cycle	Grades 9, 10, 11, 12	1/2 credit	As approved by pathway teacher
<p>Supervised Agriculture Experience is a record book keeping class for these students who plan to enroll in an agriculture science course and complete an SAE project. Each SAE project must complete a minimum of 150 total hours in their projects for credit. This is an independent study course. Students are required to meet with the instructor at least once per week during the regular school year which may be scheduled with the instructor individually. Grading for this course will be Pass/Fail. Students who satisfactorily meet the requirements of the SAE project will be granted a pass grade for the year. Pre-Requisite: Students must be in an agriculture class and be a member of the FFA. **credit would be based on hours completed (.25 credit for 45 hours, .50 credit for 90 hours, .75 credit for 135 hours, 1 credit for 180+ hours)</p>			<p>In order to allow students to develop further skills in their chosen pathway, students will be assigned to a teacher, administrator or staff member to assist by being a lab assistant. The lab assistant will report to the assigned teacher, administrator or staff member during their assigned class period and complete tasks as designated by the supervising adult. These tasks may vary from day to day and will relate to the student's chosen pathway. This is a non-paid opportunity for students to receive work related skills. Teacher recommendation required.</p>		
 Supervised Agriculture Experience Program					


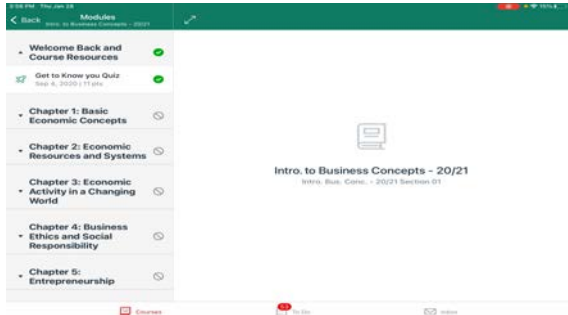
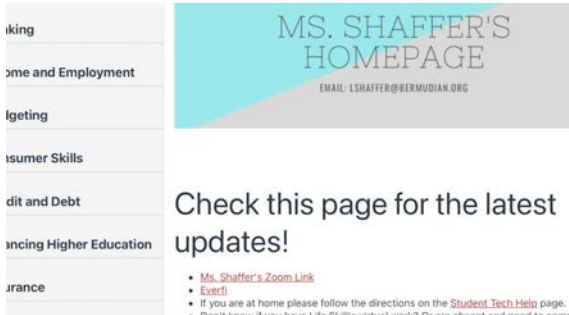

ART

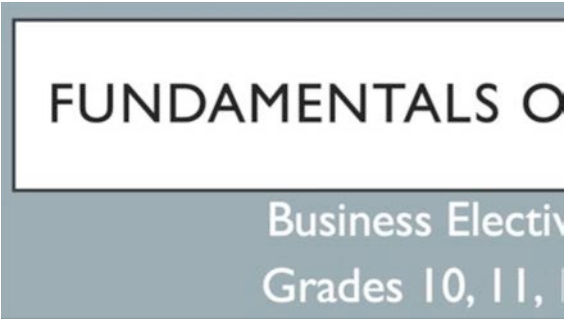
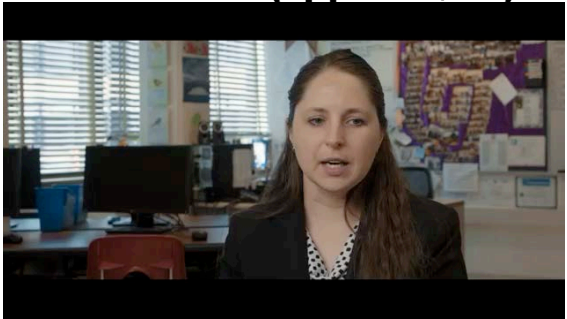
Fundamentals of Art and Design I (910)			Fundamentals of Art and Design II (911)			Studio Art (912)			Advanced Studio Art (912)		
Grades 9, 10, 11, 12	1 credit	6 pds. per cycle	Grades 10, 11, 12	1 credit	6 pds. per cycle	Grades 11, 12	1 credit	6 pds. per cycle	Grade 12	1 credit	6 pds. per cycle
<p>This course curriculum is built upon the study of the Elements and Principals of Design. Unit studies will include, but won't be limited to the following topics in art: line, color, value, shape, form, space, texture. Basic clay construction techniques are taught along with instruction on the proper use of select art materials. Artists, Art styles, and Artistic time periods will be explored in a written critique format. Every student will be required to maintain a sketchbook of assigned drawings. This course is a prerequisite for all other art courses in the high school.</p>			<p>This course curriculum will be a continuation of FAD1. Basic skills and techniques from FAD1 will be enhanced-with new media introduced for students to explore. Artists, art styles, and artistic time periods will be examined in a written critique format. Every student will be required to maintain a sketchbook of assigned drawings. A passing grade in FAD 1 (65%) and teacher signature required. This course may NOT be scheduled as an independent course.</p>			<p>This course curriculum will include the use of a variety of media including, but not limited to: acrylics, pastels, ink, pencil, oil paints, colored pencil, mixed media, and the computer. Students are expected to have a thorough understanding of the basic elements and principles of art to build upon in this course. In-depth assignments will cover a variety of media and subject areas including the use of the computer. Every student will be required to maintain a sketchbook of assigned drawings. Artists, art styles, and artistic time periods will be researched by the students and will also be explored in written critique format. A passing grade of 74% in FAD II and teacher signature required. This course may NOT be scheduled as an independent course.</p>			<p>This course will cover a multitude of subjects and media in art. Experimental and multi-media projects will be explored. Students are expected to have a thorough understanding of basic art styles and techniques to build upon in creating their own personal style in their work. Research will be required in this course. Every student will maintain a sketchbook of assigned drawings and will complete written critiques of their own work and the work of the masters. A passing grade of 74% in Studio Art and teacher signature required. This course may NOT be scheduled as an independent course.</p>		
											

AP 2-D Art and Design (913)			AP Drawing (914)			AP 3-D Art and Design (915)		
Grades 11, 12	1 credit	6 pds. per cycle	Grades 11, 12	1 credit	6 pds. per cycle	Grades 11, 12	1 credit	6 pds. per cycle
<p>This course is designed to prepare you with knowledge and practice in the contemporary theories of two-dimensional design. Students will be required to complete an original body of artwork that is reflective of diverse interests and personal reflections. Students will be able to identify principles and elements of art in original art pieces and be able to form a strong underlying visual idea in the form of a concentration. Students will be able to critically analyze their work through class and individual critique formats. Complete original student artworks will be used to create a portfolio of 24 pieces, which serves as the Advanced Placement Test and can also serve as college entrance requirements. The fee for this test is approximately \$94; students may apply for financial assistance.</p> <p>Students must be enrolled in Studio Art or Advanced Studio Art as well as this course. Teacher signature is required.</p>			<p>This course is designed to prepare you with knowledge and practice in the contemporary and traditional theories of drawing. Students will be required to complete an original body of artwork that is reflective of diverse interests and personal reflections. Students will be able to identify principles and elements of art found in the works of the masters and in original art pieces. Knowledge gained will be used to form a strong underlying visual idea in the form of a sustained investigation. Students will be able to critically analyze their work through class and individual critique formats. Complete original student artworks will be used to create a portfolio of 15 sustained investigation works of art and 5 selected works, which serves as the Advanced Placement Test and can also serve as college entrance requirements. The fee for this test is approximately \$94; students may apply for financial assistance. Students must be enrolled in Studio Art or Advanced Studio Art as well as this course. Teacher signature is required.</p>			<p>This course is designed to prepare you with knowledge and practice in the contemporary theories of three-dimensional design. Students will be required to complete an original body of artwork that is reflective of diverse interests and personal reflections. Students will be able to identify principles and elements of art found in the works of the masters and in original art pieces. Knowledge gained will be used to form a strong underlying visual idea in the form of a concentration. Students will be able to critically analyze their work through class and individual critique formats. Complete original student artworks will be used to create a portfolio of 18 pieces, which serves as the Advanced Placement Test and can also serve as college entrance requirements. The fee for this test is approximately \$94; students may apply for financial assistance. Students must be enrolled in Studio Art or Advanced Studio Art as well as this course. Teacher signature is required.</p>		
								



BUSINESS

Accounting I (505)			Accounting II (506)			Entrepreneurship & Application of Law (512)			Leadership & Management in Careers (501)		
Grades 10, 11, 12	1 credit	6 pds. per cycle	Grades 11, 12	1 credit	6 pds. per cycle	Grades 10, 11, 12	1 credit	6 pds. per cycle	Grades 9, 10, 11, 12	1/2 credit	6 pds. per cycle
<p>Any student with aspirations of owning and operating their own business or planning to pursue a business degree at a 2 or 4 year college should take this course. This is an elective course where the students learn basic accounting skills and terminology (both manual and computerized) from beginning journal entries to the ending financial statements, while demonstrating accuracy, neatness, and legibility. Business simulations are used to provide students with real life experience. Calculators are required.</p>			<p>This is an elective course where the students further develop their basic accounting skills and terminology (both manual and computerized) learned in Accounting I. Additional journals, ledgers, and financial statements introduce new accounting theory pertaining to payroll, accruals, adjustments, depreciation, uncollectibles, petty cash, etc. Business simulations are used to provide students with real life experience. Throughout the year students will manage the finances for Berm Brew Coffee Shop. Accounting I is required. Calculator required.</p>			<p>This course will serve as an introduction to Entrepreneurship and will highlight the history and development of Anglo-American law helping students develop an understanding of the legal rights from both the business and consumer perspective. You will learn the agencies responsible for regulation and enforcement; criminal and tort law as applied to business, consumer protection, contracts and sales. This course will be helpful for students going to college or directly into the work force. The course will be an ongoing project based authentic experience by working in conjunction with the Berm Brew Coffee House.</p>			<p>This course will serve as an introduction to leadership styles and management practices. There will be an emphasis placed on development of leadership skills and how best to utilize them in a career setting. Some of the topics discussed communication (electronic, verbal, written), time management, and other essential entrepreneurial skills. You will use career awareness to produce appropriate Microsoft and Google document projects including: resumes and cover letters. The course will be an ongoing project based authentic experience by working in conjunction with the Berm Brew Coffee House.</p>		
											

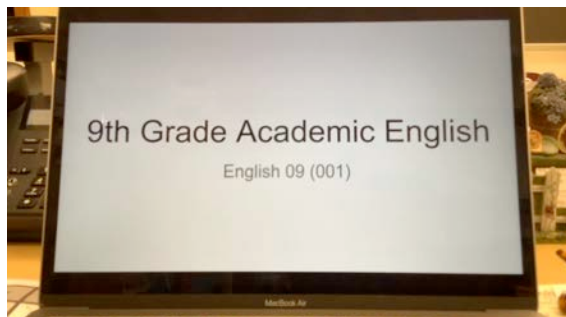
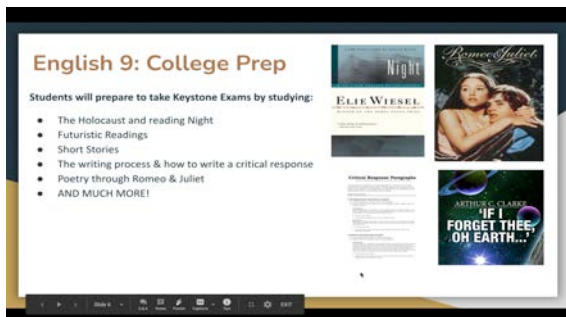
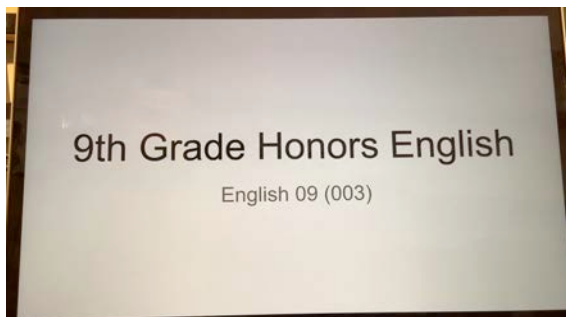

Computer Applications (514)	Introduction to Business Concepts (502)	Essential Finance Skills - Business (515)	Sports & Entertainment Marketing (503)
Grades 9, 10, 11, 12 1/2 credit / Semester Course 6 pds. per cycle	Grades 9, 10, 11, 12 1/2 credit / Semester Course 6 pds. per cycle	Grade 9 1/4 credit 2 pds. per cycle/ semester	Grades 10, 11, 12 1 credit 6 pds. per cycle
<p>This course is for students who are uncomfortable with and have limited access to technology outside of school. Students will learn basic fundamental keyboarding by touch using word processing. Content would be focused on keyboarding skills, an introduction to Microsoft: Word, Excel, and PowerPoint. Students will observe the importance of these programs in school and the workforce. An emphasis will be placed on proofreading and improving keyboarding speed and accuracy. All of these skills are essential in the workforce and academic setting. The skills developed will be used in other courses throughout your high school career.</p> 	<p>Basic business concepts that are universal across all careers are introduced and discussed in this fundamental class. Every student should take this course, specifically students with aspirations of owning and/or managing a business or pursuing a business degree at a 2 or 4 year college prior to entering the work force. Topics covered include Basic Economic Concepts, Economic Resources and Systems, Business Ethics and Social Responsibility, and Entrepreneurship and Small Business.</p> 	<p>This course builds knowledge; skills, attitudes, and behaviors students will need as they prepare to take the next steps toward adulthood in today's ever-changing society. Topics include financial management and technology as it applies to the responsibilities of families and individuals. This course is designed for students in order to build skills needed for assuming the roles and responsibilities they will encounter as they prepare to complete high school and enter the adult world.</p> 	<p>Marketing is everywhere in our lives and is a driving force in almost all industries in a free-market economy. Understanding the concepts involved in marketing goods and services not only can help you succeed in whatever occupation you pursue but can also make you a savvy consumer. Students will be exposed to multiple facets of marketing. This course will be project based. Students will apply their marketing knowledge to market the Berm Brew Coffee Shop and manage the students needs and wants that pertain to the merchandise available. Students should come with original ideas and energy to produce products based on areas of interest in: retail, sports, entertainment, hospitality and service marketing.</p> 




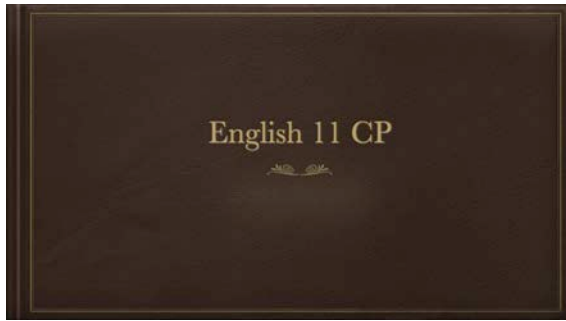
Fundamentals of Coding (507)			AP Principles of Computer Science (516)		
Grades 10, 11, 12	1 credit	6 pds. per cycle	Grades 9, 10, 11, 12	1 credit	6 pds. per cycle
<p>What is the difference between the Internet and the World Wide Web? While much of our time is spent in “cyberspace”, how is this online environment created? The development and function of computer networks including the Internet are explored as you create content with multiple coding tools. Among the languages explored are Apple’s Swift as well as HTML and CSS. In addition to structured business projects, students may design their own websites with multimedia elements.</p>			<p>AP Computer Principles of Computer Science introduces students to the fundamental concepts of computers, networking, and explores how computing and technology can impact the world around us. The class focuses on a mixture of problem solving, real world applications, and the theoretical knowledge of networking to prepare students for both college and career advancement. Beyond simply just coding, students will develop skills and knowledge that foster innovation and creativity to explore the computing world. . At the end of the course students will be required to take the AP exam for course credit. There is a fee for this course (approx. \$96).</p>		
 <p>FUNDAMENTALS OF Business Elective Grades 10, 11, 12</p>					

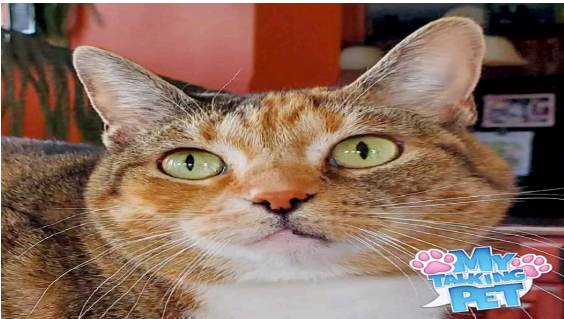
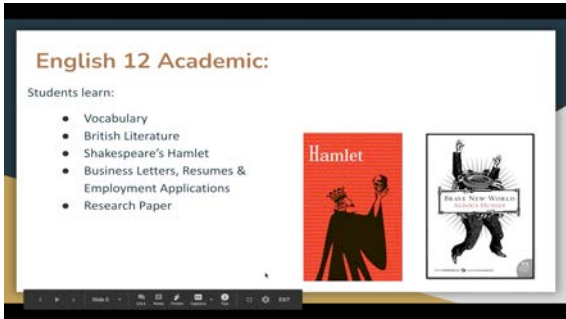

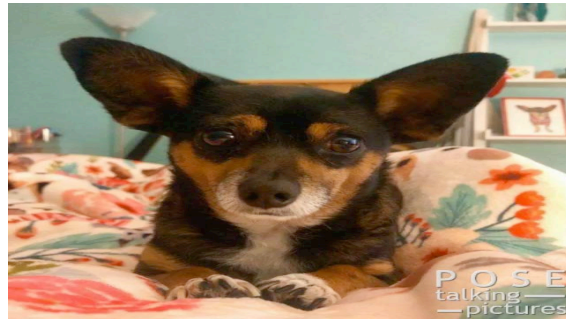
DIVERSIFIED OCCUPATIONS


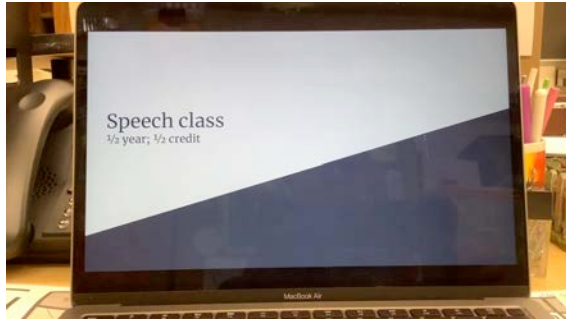


Diversified Occupations Theory (520)			Diversified Occupations Work Experience (950)		
Grades 12	1 credit	6 pds. per cycle	Grades 12	1/2 credit/ 1 credit	6 pds. per cycle
<p>This course is only for seniors who are on track to graduate this year. Topics that will be covered include assessing your strengths and weaknesses, steps in preparing yourself for the job market, succeeding on the job, personal resource management, human relations and decision making, and the economics of work. This course coincides with actual work experience.</p>			<p>This is the early dismissal work experience section of Diversified Occupations. Students will take their required academic courses and the diversified occupations theory course in the morning and then leave to work a minimum of 17 hours per week. A half-credit will be earned if a student works a minimum of 10 hours per week. This is an excellent opportunity to learn transferrable employability skills, learn how to employ time management skills, explore career options, and begin to build your resume work history. A passing grade in the theory class, and all other courses where the credit is needed for graduation, must be maintained in order to participate in early dismissal work experience. Students will be excused during the last two periods as their schedule permits.</p>		
					


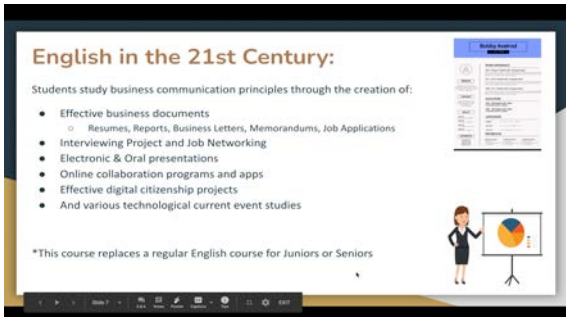
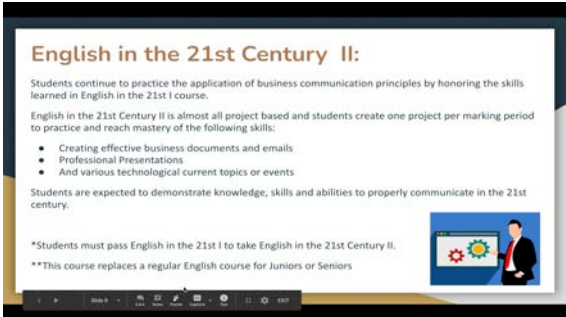
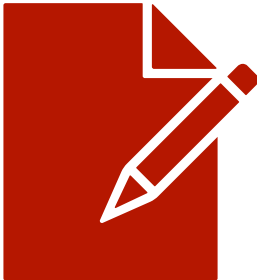
ENGLISH

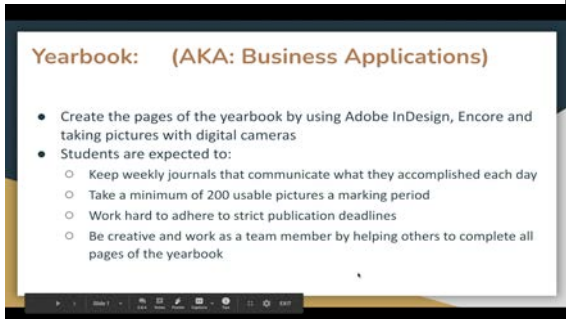

English 9 (001)			C.P. English 9 (002)			Honors English 9 (003)			English 10 (004)		
Grades 9	1 credit	6 pds. per cycle	Grades 9	1 credit	6 pds. per cycle	Grade 9	1 credit	6 pds. per cycle	Grades 10	1 credit	6 pds. per cycle
<p>The general English course is designed to review and refine students' understanding of the key elements of reading fiction and non-fiction texts. The standards based instruction will focus on the active reading skills students need to think critically about texts. Students will analyze various types of literature and write constructed responses to demonstrate their understanding of the readings.</p> <p>English 9 students will not take the Literature Keystone until the end of their 10 grade year. They will take Academic English 10.</p>			<p>The college prep English 9 course is structured to provide standards based instruction on the key elements of reading fiction and non-fiction. Students will analyze various types of texts and write constructed responses to demonstrate their understanding of the readings. Independent reading to develop and implement these skills will be required. Students will take the Literature Keystone at the end of this course and will be permitted to take College Prep or Honors English 10 only if they pass the exam. Teacher Recommendation is required.</p>			<p>The Honors English 9 course is structured to provide accelerated standards based instruction on the key elements of reading fiction and non-fiction. Students will analyze various types of texts and write constructed responses to demonstrate their understanding of the readings. Independent reading to develop and implement these skills will be required. Students will take the Literature Keystone at the end of this course and will be permitted to take College Prep or Honors English 10 only if they pass the exam. Teacher Recommendation is required.</p>			<p>The English 10 course is structured to provide detailed standards based instruction on the key elements of reading fiction and non-fiction. Students will analyze various types of texts and write constructed responses to demonstrate their understanding of the readings.</p> <p>Students will take the Literature Keystone exam at the completion of this course.</p>		
											

C.P. English 10 (005)			Honors English 10 (006)			English 11 (007)			C.P. English 11 (008)		
Grades 10	1 credit	6 pds. per cycle	Grades10	1 credit	6 pds. per cycle	Grade 11	1 credit	6 pds. per cycle	Grades 11	1 credit	6 pds. per cycle
<p>The college prep English 10 course is designed to teach students reading, writing, organizational, and communication skills they will find useful in college level studies of all kinds. These skills are taught in connection with a study of World literature. The college prep and honors English 10 courses utilize the same textbook. Teacher recommendation is required.</p>			<p>The Honors English 10 course is designed to allow students independent study and analysis. Intense examination of World literature is supplemented with written and oral projects, paperback texts, and handouts. Required work includes reading and analyzing one novel each marking period. Teacher recommendation is required.</p>			<p>An array of literature is studied including the emphasis of literary elements through the study of short stories, plays, novels, poetry, essays, and nonfiction selections, especially as evident in literary classics and prominent authors. Students will also focus on essential writing and speaking skills through the study of paragraph writing, essay writing, grammar usage, and vocabulary.</p>			<p>American literature and various literary classics will be studied in a cumulative and chronological manner through the reading of various short stories, plays, essays, poems, and novels. Students will read and analyze works of literature through a rigorous schedule of independent reading and in-class reading of many types of literature. Students will also enhance their communication and writing skills through the study of grammar usage, vocabulary, and essay writing. Teacher recommendation is required for College Prep. English 11.</p>		
											

Honors English 11 (009)			English 12 (010)			C.P. English 12 (011)			Honors English 12 (012)		
Grades 11	1 credit	6 pds. per cycle	Grades 12	1 credit	6 pds. per cycle	Grade 12	1 credit	6 pds. per cycle	Grades 12	1 credit	6 pds. per cycle
<p>Students survey American literature including the novel <i>The Great Gatsby</i>, and plays, <i>The Crucible</i>, and <i>A Raisin in the Sun</i>. Supplemental related literary and non-fiction pieces are scattered among these main works. Students are required to do one independent reading activity per marking period including the play, <i>A Streetcar Named Desire</i> and the novel, <i>A Separate Peace</i>. Techniques for analyzing, discussing, and writing about literature along with many opportunities for a variety of writing and oral presentations are provided. There is also required summer reading for this course. Students complete an MLA Research project. There are bi-weekly vocabulary tests and weekly discussion board prompts. Students should possess excellent reading and writing skills for this course. Teacher recommendation is required Honors English 11.</p>			<p>Students learn to determine the definitions of vocabulary words by examining the context in which they are used and are able to identify and create correct usage of words. Students learn about British literature and study the aspects of oral history, vocabulary, and the use of classical allusions in today's world through the study of Shakespeare's <i>Hamlet</i>. A business writing unit is included which explores the techniques for writing various business letters and for completing resumes and employment applications. Students also complete an extensive 5-7 page research project. The students acquire a proficiency in using the M.L.A. style of research writing. A study of essay writing including completion of prewriting strategies, outlines, rough drafts, and peer editing is completed. Independent reading is required.</p>			<p>Students explore American diversity through fictional and non-fictional texts. Included are Shakespeare's <i>Othello</i>, <i>A Raisin in the Sun</i>, <i>Muchacho</i>, and various works addressing racism and xenophobia and exploring other cultures in America. Students complete an MLA research paper, many literary analysis essays, and numerous creative projects. They have bi-weekly vocabulary tests and weekly discussion boards. Teacher recommendation required.</p>			<p>Students explore dystopian literature including <i>1984</i>, <i>Brave New World</i>, and <i>Anthem</i>. Students read, discuss, and write about Shakespeare's <i>Hamlet</i> and complete an independent project for <i>Othello</i>. Students learn techniques for writing about literature and for using M.L.A. documentation through bi-weekly typed essays. Many opportunities for a variety of writing are provided. Students complete an extensive 7-10 page MLA research project. Students are responsible for bi-weekly vocabulary assessments and weekly discussion boards. Students are required to complete a summer reading project and independent reading projects throughout the school year. Teacher recommendation required.</p>		
											

Drama (014)			Speech (021)			Graphic Novels (016)			Creative Writing (017)		
Grades 10, 11, 12	1/2 credit / Semester Course	6 pds. per cycle	Grades 10, 11, 12	1/2 credit / Semester Course	6 pds. per cycle	Grade 9, 10, 11, 12	1 credit	6 pds. per cycle	Grades 10, 11, 12	1 credit	6 pds. per cycle
<p>Students will study the basic techniques of acting, focusing on pantomime and vocal exercises. Individual and group performances are essential to this course. Grades are derived through class participation and completion of assigned performances. Preparation must be completed both in class and independently.</p>			<p>Students will focus on the value of effective communication skills through various types of speeches. Students will study types of speeches and will study different techniques for giving speeches, including the use of Power Point and other visual aids when necessary. Grades are derived through class participation and completion of assigned speeches. Preparation must be completed both in class and independently.</p>			<p>Students who love to read novels should consider this class. Various manga, comics, and graphic novels will be read and explored throughout the year. Students will analyze literary techniques and graphic novel elements throughout the study of many novels. Themes, race, justice, existentialism, heroism, and historical relevance will be studied and discussed as evident throughout the readings. Students will learn to appreciate memoirs and the special effects created through the sequential art narrative form as created through the understanding of graphics novels, comics, and the manga format.</p>			<p>This course will be an introduction to creative writing including: poetry, short story, personal narrative, drama, and novel. Students will be expected to write weekly and share their work by participating in constructive writing workshops. This class will provide a challenging, fun, safe, and engaging forum to explore and refine your creative writing talents. While the central focus of this class is on honing creative writing skills, to do that we will also read and analyze works in each of these genres as well. Students will be expected to enter their work into at least one writing contest during the year, and the course will culminate in the development of personal digital portfolios.</p>		
											

Intro to Film Studies (020)			English in the 21st Century I (029)			English in the 21st Century II (030)			CHS English 101/102 (018)		
Grades 10, 11, 12	1 credit	6 pds. per cycle	Grades 11, 12	1 credit	6 pds. per cycle	Grade 12	1 credit	6 pds. per cycle	Grades 12	1 credit	6 pds. per cycle
<p>As an introduction to the study of film, this course will provide students with the basic vocabulary and understanding necessary to critically view films. Through screenings, readings, discussion and writing, students will develop a formal and aesthetic appreciation of film, and acquire a general awareness of film history and its key movements. We will examine how elements like mise-en-scene, cinematography, editing and sound work together to create meaning in a range of films. After studying basics of cinematography, students will complete a project based assessment in which they work in a group to produce a film, critically analyze thematically connected films, or pursue an independent study reflecting their mastery of these critical concepts. Students will turn in written analysis, participate in verbal and written critiques, and work collaboratively with their peers.</p>			<p>English in the 21st Century I offers the application of business communication principles through the creation of effective business documents using mail and email, effective oral presentations using online collaborative programs and apps, and effective digital citizenship using various forms of social media. The course also includes the study and application of team communication and use of technology to facilitate the communication process. Students are expected to demonstrate the knowledge, skills, and abilities to properly communicate in the 21st century. This course will replace a regular English course for Juniors or Seniors.</p>			<p>English in the 21st Century II will continue practicing the application of business communication principles by honing the skills learned in English in the 21st Century I. The course will be completely project based, creating one project per marking period to practice and reach mastery of the following skills: creating effective business documents using mail and email, effective oral presentations using online collaborative programs and apps, and effective digital citizenship using various forms of social media. Students are expected to demonstrate the knowledge, skills, and abilities to properly communicate in the 21st century. This course will replace a regular English course for Seniors.</p> <p>Students must pass English in the 21st Century I.</p>			<p>The course objective is the development of fluency in writing clear, forceful, effective prose. This course is intended for students who need or wish to develop their thinking, writing and editing skills. Part one of this course will include basic college level writing techniques and major papers with focus in the areas of event narration, conceptual explanation, and literary analyses. Part two of this course will build on English 101, connecting thinking, reading, and writing, emphasizing research, interpretation, and argumentation. A comprehensive writer's notebook will be required. Readings in the text, supplemental readings, teacher handouts and written exercises will also be utilized. Students must apply for and be accepted into the course subject to the criteria set forth by HACC in order to earn six (6) college credits, but can still take the course even without HACC clearance. Independent reading is required Taking CHS English 101/102 replaces English 12. There is a fee for this course (see page 4). Teacher recommendation required.</p>		
											

Business Applications (YEARBOOK) (511)			Digital Media Production (019)			AP Literature (054)		
Grades 9, 10, 11, 12	1 credit	6 pds. per cycle	Grades 9, 10, 11, 12	1 credit	6 pds. per cycle	Grades 11, 12	1 credit	6 pds. per cycle
<p>Meeting specified deadlines in this elective course will produce a quality yearbook. Students will demonstrate an understanding of desktop publishing including the mastery of Adobe InDesign, and basic skills using PhotoShop. Students are responsible for page layout, picture taking, editing, and final distribution of the yearbook. Course can be taken more than one year.</p> <p>Teacher approval required.</p>			<p>This project based course is designed to prepare students for media production and design through real world activities and hands on learning. The course is designed to develop skills necessary to enter a field in Digital Media, such as video and audio production, along with digital journalism, animation, and social media presence. Students within the course will engage in the creation of video production, specifically news.</p>			<p>AP English Literature and Composition is an introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works. At the end of the course students will be required to take the AP exam for course credit. There is a fee for this course (approx. \$96). Teacher recommendation required.</p>		
								


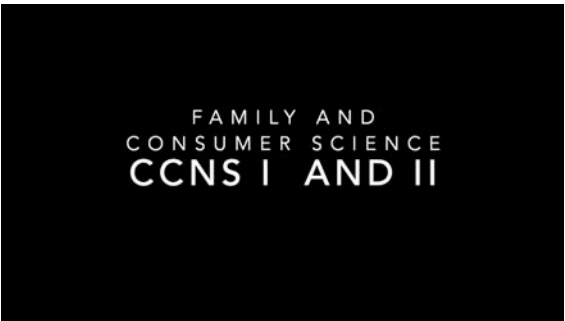

ENGLISH AS A SECOND LANGUAGE



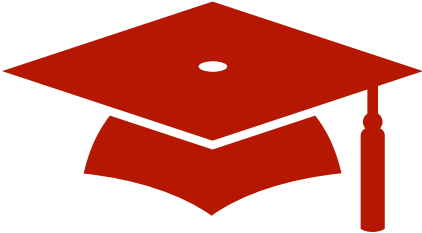
(Administrative Assignment Only)

English as a Second Language (990/992)			English as a Second Language (991)		
Grades 9, 10, 11, 12	1 credit	6 pds. per cycle	Grades 9, 10, 11, 12	2 credit	12 pds. per cycle
<p>This course is designed for the student for who English is not his/her first language, but who has acquired basic personal and academic English language skills. The curriculum focuses on continued development of English language skills in speaking, reading, writing, and listening. The goal is to help the student acquire the English language skills necessary for academic success.</p> <p>Teacher recommendation required.</p>			<p>This course is designed for the student for whom English is not his/her first language, and who has recently entered U. S. schools. The curriculum provides daily instruction in listening, speaking, reading and writing English. Instruction focuses on providing English skills to help students adapt to a new language and culture, and to help students acquire the basic English skills necessary to make academic progress in content area classes.</p>		

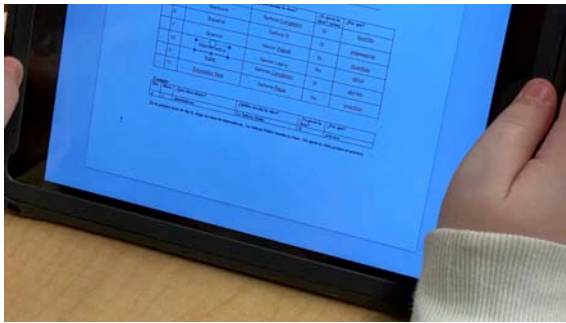



FAMILY & CONSUMER SCIENCES





Essential Personal Skills - FCS (070)			Fashion Design (701)			Home Interiors (702)		
Grades 9, 10, 11, 12	1/4 credit	2 pds. per cycle/ semester	Grades 10, 11, 12	1/2 credit	6 pds. per cycle/ semester	Grades 10, 11, 12	1/2 credit	6 pds. per cycle
<p>This course uses hands-on activities to build knowledge the students will need as they prepare to take the next steps toward adulthood in today's ever-changing society. Topics include personal priorities, decision making, family and relationships, clothing care, child care, food preparation and nutrition. This course is intended to help students to prepare for the roles and responsibilities they will encounter as they complete high school and enter the adult world. This course is mandatory for all high school students. It is also a prerequisite for all other Family and Consumer Science Courses</p>			<p>This course will allow students to explore all aspects of fashion and the fashion industry. Students will be researching fashion careers, textiles, history of fashion, elements of design and garment construction. Students will also explore clothing upcycling and the impact that the fashion industry has on society and the environment. This course is designed for students with any level of sewing skills and the purchase of materials and supplies is required. Students must have passed Essential Personal Skills - FCS</p>			<p>Students will explore a variety of housing design concepts, both interior and exterior, as well as careers related to the industry. Topics will include elements of design, design styles, design concept boards, floor plans, design finishes and design costs. The student will be involved in many hands-on activities and projects and use interior design based technology. Students must have passed Essential Personal Skills - FCS.</p>		
<p>FAMILY AND CONSUMER SCIENCE ESSENTIAL PERSONAL SKILLS</p>			<p>FAMILY AND CONSUMER SCIENCE FASHION DESIGN</p>			<p>FAMILY AND CONSUMER SCIENCE HOME INTERIORS</p>		

Family Living (703)			Child Care/Nursery School I (704)			Child Care/Nursery School II (700)		
Grades 10, 11, 12	1/2 credit	6 pds. per cycle/ semester	Grades 11, 12	1 credit	6 pds. per cycle	Grades 11, 12	1 credit	6 pds. per cycle
<p>This course is designed to help students develop the necessary decision-making skills for successful management of their life span. The course will explore family and personal relationships, career planning, independent living, personal finances and budgeting, pregnancy, child care, parenting and retirement. Students will be involved in many hands-on activities including use of the RealCare pregnancy and baby simulations. Students must have passed Essential Personal Skills - FCS.</p>			<p>This course concentrates on child development from birth to 6 years of age. Topics include child care, nutrition, developmental stages and career opportunities in the child care field. A preschool is operated by the students, which simulates a real-life child care facility, where students experience dealing with toddlers, ages 4-5. Students will work to plan, prepare and teach lessons to the toddlers throughout the year. Students will also evaluate their teaching and incorporate observations of the social, emotional, physical, and education development of the toddlers in the program. Students must have passed Essential Personal Skills - FCS.</p>			<p>This course is an extension of the Child Care/Nursery School I course. A preschool is operated by the students, which simulates a real-life child care facility, where students experience dealing with toddlers, ages 4-5. Level two students plan, prepare and teach lessons to the toddlers, designate weekly themes, organize field trips and plan the end of the year preschool graduation ceremony. Level two students also mentor and supervise the level one students. Students will create a portfolio of their work, track their hours and work toward their CDA. Students must have passed CCNS I.</p>		
								





Culinary I (705)			Culinary II (706)			FCS Internship (735)		
Grades 10, 11, 12	1/2 credit	6 pds. per cycle/ semester	Grades 10, 11, 12	1/2 credit	6 pds. per cycle/ semester	Grades 10, 11, 12	1/2, 1 credit	As approved by the pathways teacher
<p>This is an introductory course in food preparation. Students will learn to prepare a wide variety of foods and will give the student the skills necessary to be self-sufficient in the kitchen. Topics covered include kitchen safety, kitchen basics, kitchen equipment and food preparation. Students will learn various cooking techniques and prepare many types of food. Students must have passed Essential Personal Skills - FCS. This course is a prerequisite for the Culinary Arts II Course.</p>			<p>This course will continue to build food preparation skills with a focus on baking and decorating, as well as exploring world foods. Students will learn baking techniques and apply various cake decorating skills to those baked goods. Students will also be introduced to foods of the most common ethnic and racial groups of various regions of the United States and other countries of the world. A wide variety of foods selected from these groups will be prepared in this course. Students must have passed the Culinary I Course.</p>			<p>In order to allow students to develop further skills in their chosen pathway, students will be assigned to a teacher, administrator or staff member to assist by being a lab assistant. The lab assistant will report to the assigned teacher, administrator or staff member during their assigned class period and complete tasks as designated by the supervising adult. These tasks may vary from day to day and will relate to the student's chosen pathway. This is a non-paid opportunity for students to receive work related skills. Teacher recommendation required.</p>		
								



FOREIGN LANGUAGE

Spanish I (400)			Spanish II (401)			Spanish III (402)			Spanish IV (403)		
Grades 9, 10, 11, 12	1 credit	6 pds. per cycle	Grades 10, 11, 12	1 credit	6 pds. per cycle	Grades 10, 11, 12	1 credit	6 pds. per cycle	Grades 11, 12	1 credit	6 pds. per cycle
<p>Students speak and maintain basic face to face conversations in Spanish. In addition, they will manipulate the language in order to communicate in basic survival situations. Students will discuss culture and demographics, read for detailed information, create various written works, and listen for information from various listening resources. This course is designed to prepare students for college admissions.</p>			<p>Students speak and maintain face to face conversations in Spanish. In addition, they will manipulate the language in order to communicate in survival situations. Students will discuss culture and demographics, read for detailed information, create various written works, and listen for information from various listening resources. This course will be fast paced and demanding at times. Students should have a solid foundation and above average grades in English before taking Spanish. This course is designed to prepare students for college admissions. Teacher recommendation required and students should have received a 74% or above Spanish I.</p>			<p>Students learn to maintain face to face conversations in Spanish. In addition, they will manipulate the language in order to communicate in complex survival situations. Students will discuss Spanish culture, demographics and historical figures, read for detailed information, create various written works, and listen for information from various listening resources. This course will be fast paced and demanding at times. Students should have a solid foundation and above average grades in English before taking Spanish. This course is designed to prepare students for college admissions. Teacher recommendation required and students should have received a 74% in Spanish II.</p>			<p>Students learn to maintain face to face conversations in Spanish. In addition, they will manipulate the language in order to communicate in complex survival situations. Students will read for detailed information, create various written works, listen for information from various listening resources, build vocabulary, and examine different aspects of the target culture. This course will be fast paced and demanding at times. Students should have a solid foundation and above average grades in English before taking Spanish. This course is designed to prepare students for college admissions. Teacher recommendation required and students should have received a 74% in Spanish III.</p>		
											

French I (404)			French II (405)			French III (406)			French IV (407)		
Grades 9, 10, 11, 12	1 credit	6 pds. per cycle	Grades 10, 11, 12	1 credit	6 pds. per cycle	Grades 11, 12	1 credit	6 pds. per cycle	Grade 12	1 credit	6 pds. per cycle
<p>Students learn to communicate in French through oral, listening, written and reading actives. Conversation time/speaking practice is an integral part of this course. Emphasis on simple survival skills, basic grammar and vocabulary necessary for the novice foreign language learner. Students will also learn the customs and culture of French speaking people around the globe, geography relating to Europe and other French speaking countries, history of France, art and music of French speaking countries. Students should have a solid foundation and above average grades in English before taking French. This course is designed to prepare students for college admissions.</p>			<p>The students continue to expand their listening, speaking, reading and writing skills. Conversation time/speaking practice is an integral part of this course. Emphasis on foundational grammar and vocabulary necessary to hold a short conversation/dialog in French. Students will move from novice level conversation to intermediate level, speaking in complete sentences and paragraph length dialog. Students should have a solid foundation and above average grades in English before taking French. Teacher recommendation required and students should have received a 74% in French I to continue to French II.</p>			<p>Students continue to use speaking, reading, and writing skills to express their personal thoughts, opinions, and ideas. Reading and writing skills are more strongly developed than levels I and II, but conversation time/speaking practice continues to be an essential and integral part of this course. Additional cultural information such as customs, travel, celebrations, and current developments are discussed. Students will also be introduced to French literature in this course. Students should have a solid foundation and above average grades in English before taking French. Teacher recommendation required and students should have received a 74% in French II.</p>			<p>Students continue to increase their reading, writing, listening and speaking ability. Students will move from intermediate level to Advanced level reading, writing, speaking and listening ability. Authentic written materials, poetry, literary works and short stories are used. Students will be creating complex dialogs, making presentations and holding classroom discussions. Weekly journal writing is essential to the course. This course is designed to prepare students to succeed in college level French courses! Teacher recommendation required and students should have received a 74% in French III.</p>		
											

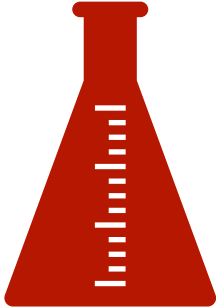
HEALTH & PHYSICAL EDUCATION

Physical Education (Girls - 061/Boys - 065)			Physical Education (Girls - 064/Boys - 066)			Advanced Physical Conditioning (Co-Ed 067)			Health (060)		
Grades 9, 10	1/2 credit	2 pds. per cycle	Grades 11, 12	1/2 credit	2 pds. per cycle	Grades 10, 11, 12	1/2 credit	6 pds. per cycle/semester	Grade 9	1/2 credit	2 pds. per cycle
<p>Physical Education is a requirement each year. Students are expected to come prepared to participate in activities that include team sports, lifetime sports, and other physical activity. This course will be evaluated on a pass/fail basis.</p>			<p>Physical Education is a requirement each year. Students are expected to come prepared to participate in activities that include team sports, lifetime sports, and other physical activity. This course will be evaluated on a pass/fail basis.</p>			<p>Advanced Physical Conditioning is a progressive strength and conditioning class in which each student will participate in an individualized conditioning program. The class is based on the BFS Total Program Principles. Students will participate in a variety of activities designed to improve all aspects of athletic performance including strength, power, speed, agility, flexibility, and the reduction of injuries. Active, intense physical participation is required. Teacher recommendation required. This course replaces the regular Physical Education requirement for the year. Students may still elect to take regular PE if they wish. Maximum enrollment of 16 students per semester.</p>			<p>The emphasis for 9th grade health is the preparation for his/her maximum health potential. The major units of study will include, but not limited too: growth and development, nutrition, fitness, drugs and alcohol, human sexuality, mental health (stress management/mindful practice) and environmental health.</p>		
											

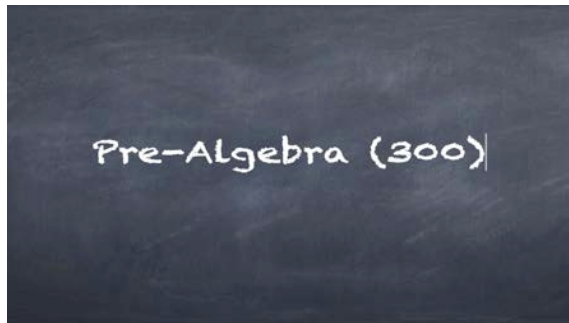
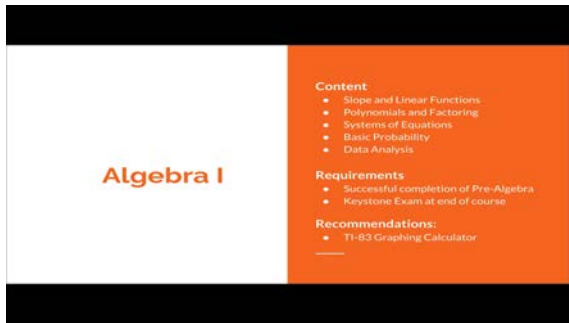
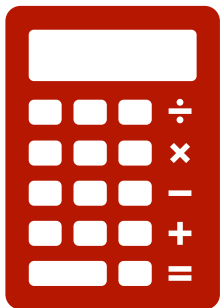
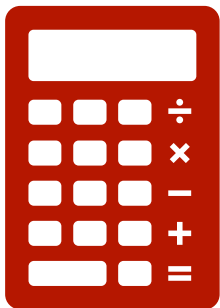
HEALTH (062)			CHS Health (063)		
Grade 11	1/2 credit	2 pds. per cycle	Grade 12	1/2 credit	2 pds. per cycle/ semester
<p>The emphasis for 11th grade health is the preparation of health into adulthood. The major units of study will include, but not limited to: growth and development, nutrition, fitness, drugs and alcohol, human sexuality, mental health (stress management/mindful practice) and environmental health.</p>			<p>This course will study current knowledge concerning attitudes and practices which promote and maintain the present and future health of the individual and the community. This course emphasizes the prevention of disease, and a positive health attitude. Nutrition, fitness, drugs, and sexuality are some of the topics discussed. Teacher recommendation required and it is recommended that a student have received an (A) average in 9th and 11th grade health class and a GPA of 80% or higher at the end of their junior year. There is a fee for this course (see page 4).</p>		
					

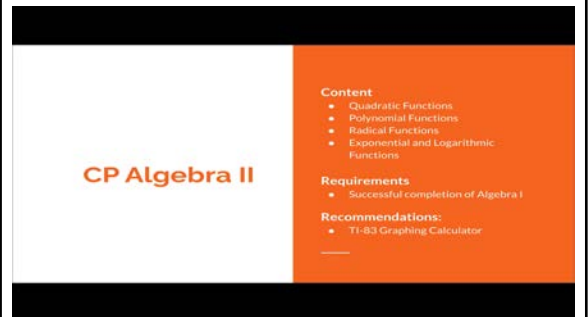
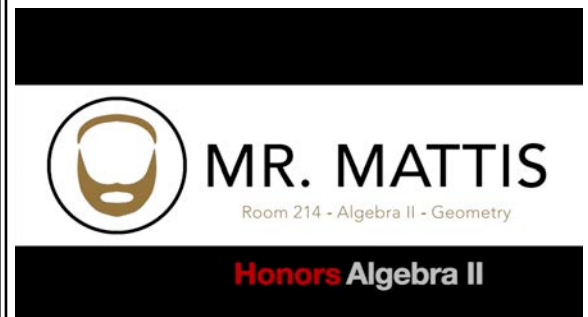
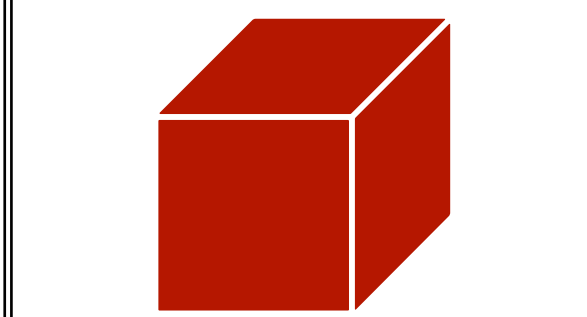

LAB ASSISTANT


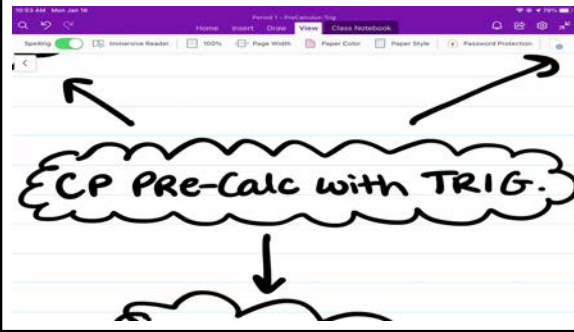


(Administrative Assignment Only)

Lab Assistant (530)		
Grades 9, 10, 11 12	0 credit	As requested by the teacher
<p>In order to support teachers in accomplishing tasks related to their classroom setting, students may be asked by a teacher to help out by being a lab assistant. The lab assistant will report to the teacher on a regular basis and completed task at the direction of a teacher. These tasks may vary from day to day but the student must report to the scheduled room each day that they are assigned. Teacher recommendation required.</p>		
		

MATHEMATICS

Pre-Algebra (300)			Algebra I (301)			Keystone Algebra I (314)			Algebra II (315)		
Grades 9, 10	1 credit	6 pds. per cycle	Grades 9, 10	1 credit	2 pds. per cycle	Grade 9	1/2 credit	3 pds. per cycle	Grades 10, 11	1 credit	6 pds. per cycle
<p>This is a beginning course in algebraic principles. Topics covered include real numbers, algebraic expressions, writing and solving linear equations, rational expressions, relations and functions. Administrative/teacher recommendation required.</p>			<p>This is a second year course in algebraic principles. Topics covered include linear functions, systems of equations and inequalities, quadratic equations, exponents and exponential functions, and polynomials. A Keystone Exam is taken at the end of this course.</p>			<p>This course is a supplement to Algebra I which provides additional preparation to enable students to be successful on the Algebra Keystone exam. Students will be assigned to this course based on their performance in 8th grade pre-algebra and PSSA exam performance. This course is a mandatory elective for those students assigned. Administrative/teacher recommendation required.</p>			<p>This course is an extension of and builds upon the topics taught in Algebra I. Areas taught include linear functions, systems of equations, quadratic relations and systems. Students who pass Algebra I, but aren't proficient or advanced on the Keystone Algebra exam will be placed in this course. Algebra I and teacher recommendation are required.</p>		
											

C.P. Algebra II (302)	Honors Algebra II (303)	Geometry (304)	C.P. Geometry (305)
<div>Grades 9, 10, 11, 12</div> <div>1 credit</div> <div>6 pds. per cycle</div>	<div>Grades 10, 11</div> <div>1 credit</div> <div>6 pds. per cycle</div>	<div>Grade 10, 11</div> <div>1 credit</div> <div>6 pds. per cycle</div>	<div>Grades 9, 10, 11</div> <div>1 credit</div> <div>6 pds. per cycle</div>
<p>This course is an extension of topics covered in Algebra I. Areas taught include quadratic equations, polynomial equations, radical functions, exponential and logarithmic functions. Algebra I and teacher recommendation are required.</p>	<p>The honors section of Algebra II is structured to provide a greater in-depth study of such topics as logarithms, trigonometric functions, progressions, and series. This course will afford the top mathematics students an opportunity to accelerate their math study. Algebra I and teacher recommendation are required.</p>	<p>Students learn the basic concepts of Euclidean Geometry including definitions, postulates, theorems, and applications. Algebra 1 is required or taken simultaneously.</p>	<p>This course is the classical study of Euclidean Geometry including definitions, postulates, theorems, and applications. Completion of Algebra I and teacher recommendation required.</p>
			

Honors Geometry (306)			C.P. Pre-Calculus with Trigonometry (307)			Honors Pre-Calculus with Trigonometry (308)			CHS Calculus (309)		
Grades 9, 10	1 credit	6 pds. per cycle	Grades 11, 12	1 credit	6 pds. per cycle	Grades 11, 12	1 credit	6 pds. per cycle	Grade 12	1 credit	6 pds. per cycle
<p>Honors geometry is an in-depth and accelerated study-of Euclidean Geometry including definitions, postulates, theorems, and applications. Completion of Algebra I and teacher recommendation required.</p>			<p>This course will provide an advanced study of algebraic and transcendental functions. It is intended for the student who plans on attending college or post-secondary school where calculus or advanced mathematics will be required. Instructional approaches will emphasize algebraic and graphical analyses, interpretation, and application to problem solving. Functions studied will include: linear, quadratic, polynomial, rational, trigonometric, exponential, and logarithmic. A graphing calculator (TI-83 or better) is recommended. Completion of Algebra II and Geometry is required.</p>			<p>This course is intended for the student who plans on enrolling in the subsequent study of Calculus. It will provide an accelerated study of the material in Pre-Calculus with Trigonometry without as much review of the basic algebra II concepts and a greater focus on the theory and abstract concepts behind the functions. Students planning on taking CHS Calculus should take this course as a prerequisite. A graphing calculator (TI-83 or better) is recommended. Completion of Algebra II and Geometry as well as teacher recommendation is required.</p>			<p>Calculus is a college level mathematics course intended for students who have a thorough knowledge of college preparatory mathematics, including algebra, axiomatic geometry, trigonometry, and analytic geometry. This course will be taught as part of the "College in the High School" program. College-level credit will be offered through HACC. The class will be organized and run according to the time and material commitments required by HACC to give the students the experience of taking a college level course while still in high school. Students must apply for and be accepted into the program subject to the criteria set forth by HACC. This includes an adequate score on the placement test for this course. Success in the course will require a large time commitment on the part of the student. There is a fee for this course. Teacher recommendation required.</p>		
											

C.P. Statistics (310)

Grades 11, 12	1 credit	6 pds. per cycle
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This is a formal, introductory course to the study of statistics and probability. Included will first be the study of descriptive statistics, probability, and probability distributions. That will be followed by the study of inferential statistics which includes confidence intervals, hypothesis testing, correlation and regression analysis. A graphing calculator (TI-83 or better) is recommended. **Completion of Algebra II is required.**

C.P. Statistics (310)

Grades 11, 12

1 credit

6 pds. per cycle

This is a formal, introductory course to the study of statistics and probability. Included will first be the study of descriptive statistics, probability, and probability distributions. That will be followed by the study of inferential statistics which includes confidence intervals, hypothesis testing, correlation and regression analysis. A graphing calculator (TI-83 or better) is recommended. **Completion of Algebra II is required.**

CHS Statistics (311)

Grades 11, 12	1 credit	6 pds. per cycle
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CHS Statistics is structured to provide a more comprehensive study of the inferential branch of statistics. It is intended for those students who will go on to college and major in subjects requiring a full course in introductory statistics. It will provide a more accelerated study of the basic concepts of descriptive statistics with more a more in-depth study of hypothesis testing and analysis in the second half of the course. This course will be taught as part of the "College in the High School" program. College-level credit will be offered through HACC. The class will be organized and run according to the time and material commitments required by HACC to give the students the privilege of taking a college level course while still in high school. Students must apply for and be accepted into the program subject to the criteria set forth by HACC. This includes taking the mathematics placement test administered by HACC and achieving an adequate score to be placed in this course. Success in the course will require a large time commitment on the part of the student. A graphing calculator (TI-83 or better) is recommended. **There is a fee for this course. Teacher recommendation required. Completion of Algebra II and an adequate placement test score is required.**

CHS Statistics (311)

Grades 11, 12

1 credit

6 pds. per cycle

CHS Statistics is structured to provide a more comprehensive study of the inferential branch of statistics. It is intended for those students who will go on to college and major in subjects requiring a full course in introductory statistics. It will provide a more accelerated study of the basic concepts of descriptive statistics with more a more in-depth study of hypothesis testing and analysis in the second half of the course. This course will be taught as part of the "College in the High School" program. College-level credit will be offered through HACC. The class will be organized and run according to the time and material commitments required by HACC to give the students the privilege of taking a college level course while still in high school. Students must apply for and be accepted into the program subject to the criteria set forth by HACC. This includes taking the mathematics placement test administered by HACC and achieving an adequate score to be placed in this course. Success in the course will require a large time commitment on the part of the student. A graphing calculator (TI-83 or better) is recommended. **There is a fee for this course. Teacher recommendation required. Completion of Algebra II and an adequate placement test score is required.**

AP Statistics (343)

Grade 11, 12	1 credit	6 pds. per cycle
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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. **At the end of the course students will be required to take the AP exam for course credit. There is a fee for this course (approx. \$96). Teacher recommendation required.**

AP Statistics (343)

Grade 11, 12

1 credit

6 pds. per cycle

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. **At the end of the course students will be required to take the AP exam for course credit. There is a fee for this course (approx. \$96). Teacher recommendation required.**

AP Calculus AB (344)

Grade 12	1 credit	6 pds. per cycle
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AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions. **At the end of the course students will be required to take the AP exam for course credit. There is a fee for this course (approx. \$96). Teacher recommendation required.**

AP Calculus AB (344)





Grade 12





1 credit

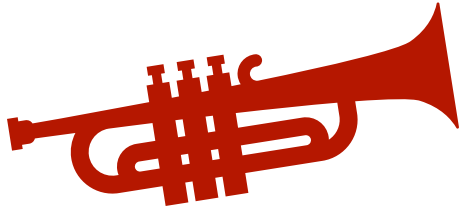
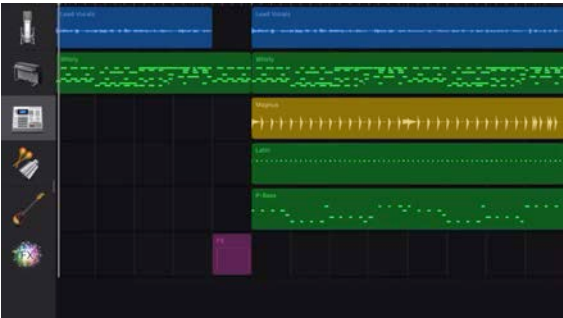


6 pds. per cycle

AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions. **At the end of the course students will be required to take the AP exam for course credit. There is a fee for this course (approx. \$96). Teacher recommendation required.**

MUSIC

Concert Choir (901)			Women's Choir (918)			Concert Band (902)			Music Theory and Application (904)		
Grades 9, 10, 11, 12	1 credit	6 pds. per cycle	Grades 9, 10, 11, 12	1 credit	6 pds. per cycle	Grades 9, 10, 11, 12	1 credit	6 pds. per cycle	Grade 10, 11, 12	1 credit	6 pds. per cycle
<p>Concert Choir is a group for any interested singer who wishes to be a part of a large choral ensemble. Singers need not have any previous experience, although it can be helpful. Students will receive fundamental musicianship training, including honing their skills in music reading, solfege, and performance. Music of varied periods, languages, and styles (both sacred and secular) will be studied, rehearsed, and performed. Students who take this class should enjoy singing and want to get better at it. Students are encouraged to enroll in other choirs in addition to Concert Choir as long as they have room in their schedule.</p>			<p>Women's Choir is a group for advanced female singers who are interested in performing choral music written specifically for treble voices. There is no audition required for this class, but it is an advanced ensemble. Students will need approval from Mr. Carlson (or Mrs. Throckmorton for incoming 9th grade students) before enrolling in Women's Choir. Students are encouraged to enroll in other choirs in addition to Women's Choir as long as they have room in their schedule.</p>			<p>Band is available to students in grades 9-12. Students in concert band are required to participate in 3-4 public concerts a year. Students that have not had previous band experience should contact the guidance office for more information. Teacher approval is required. Those students who would like to participate in marching band will select it as an extracurricular activity.</p>			<p>Students will learn the skills of reading music and learning to use those skills to write music. Students who might want to major in music education or elementary education will find this class helpful for their college curriculum in either of these majors.</p>		
											

Band (Chorus) (906)			Chorus (Band) (907)			Steel Band (908)			Steel Band (926)		
Grades 9, 10, 11, 12	1/2 credit	6 pds. per cycle	Grades 9, 10, 11, 12	1/2 credit	6 pds. per cycle	Grades 9, 10, 11, 12	1/2 credit	3 pds. per cycle	Grade 9, 10, 11, 12	1 credit	6 pds. per cycle
Students selecting both Band and Chorus should select this course along with (907) Chorus/ Band.			Students selecting both Band and Chorus should select this course along with (906) Band (Chorus).			Students will be able to study in-depth, the culture of pan, and be able to learn to fine tune performance skills, and arrange music for the ensemble. Students are required to participate in scheduled performances which are primarily scheduled outside the normal school day. Students who play drum set, bass guitar, and electric guitar are welcome to participate in this ensemble. This is a year-long class to be taken in conjunction with jazz band for 1 credit.			Students will be able to study in-depth, the culture of pan, and be able to learn to fine tune performance skills, and arrange music for the ensemble. Students are required to participate in scheduled performances which are primarily scheduled outside the normal school day. Students who play drum set, bass guitar, and electric guitar are welcome to participate in this ensemble.		
											

Jazz Band (909)	World Music (921)	Sound Engineering (922)	Eagle Singers (900)
Grades 9, 10, 11, 12 1/2 credit 3 pds. per cycle	Grades 9, 10, 11, 12 1/2 credit 6 pds. per cycle	Grades 10, 11, 12 1/2 credit 6 pds. per cycle	Grade 9, 10, 11, 12 1 credit 6 pds. per cycle
<p>Students will study the art of improvisation, soloing, and the history of one of America’s own musical art forms. Students will play music in various styles and settings. The opportunity to learn an instrument needed for the Ensemble will be available. Students are required to participate in scheduled performances as part of this class. Students that play bass guitar and piano are invited to play. Teacher permission is required. This is a year-long class to be taken in conjunction with steel band for 1 credit.</p> 	<p>This course explores the relationship between music and culture using examples from around the world. Students begin by examining cultural elements of American popular music, and use these skills to analyze music from outside the United States. Students explore music and its culture through listening, group discussion, and performance.</p> 	<p>Students in this class will learn and practice the art of running sound systems in many diverse venues and for a variety of events. Students will also learn recording, mixing, and production techniques, as well as professional practice in music entertainment services.</p> 	<p>Eagle Singers is the top performing vocal ensemble in Bermudian Springs School District. Students must audition in the previous school year and desire to study, rehearse, and perform choral music at a high level. Eagle Singers maintain a busy schedule of area performances throughout the year and represent their school and their district through the highest level of musicianship possible. Students enrolled in this class are the most dedicated singers at school, and hold themselves and each other to a high standard of musicianship. Students are encouraged to enroll in other choirs in addition to Eagle Singers as long as they have room in their schedule. Teacher signature required.</p> 

American Popular Music (925)

Grades 9, 10, 11,
12


1/2 credit

6 pds. per
cycle

What is music? How do we interact with music? Why is music an integral part of our society? This course explores these questions and more as we survey the most popular forms of music throughout American history, including jazz, country, rock, and rap. Students create GarageBand projects in these genres and more, as well as compose their own original songs.



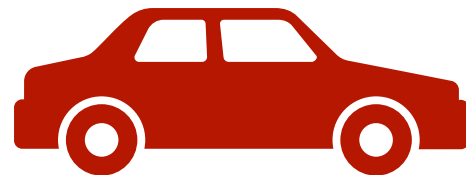
RELEASE TIME

Release Time - (951)		
Grade 12		Marking Period
<p>Release time could occur during their 1st or 11th period each day. A student must also be in good standing with attendance, grades and behavior. Any student that exceeds one day of unexcused absence in a marking period, are not passing four credits, or have been assigned to STAP for more than three days, will lose the privilege of release time. Students may earn back these privileges by demonstrating an improvement in these areas. This plan will be developed by an administrator.</p>		
		

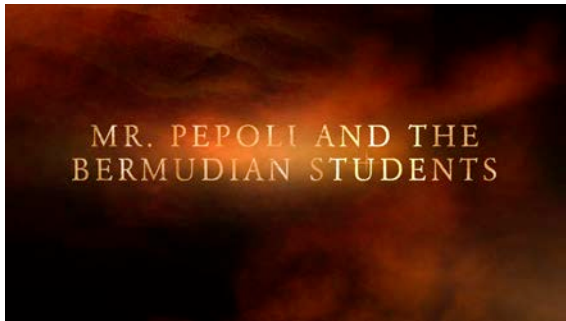

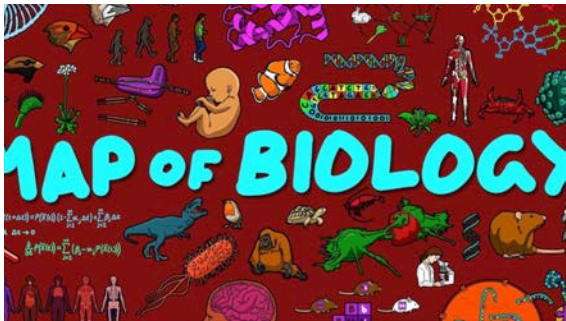
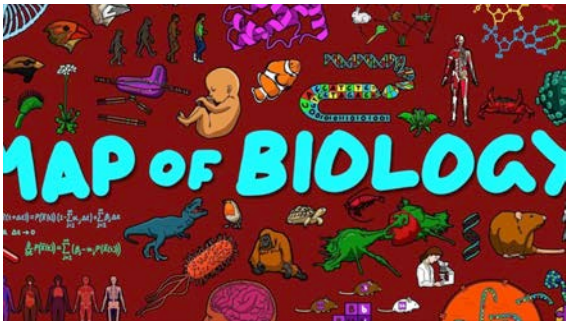
SAFETY EDUCATION

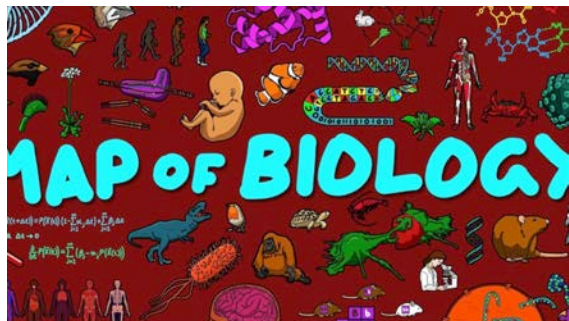

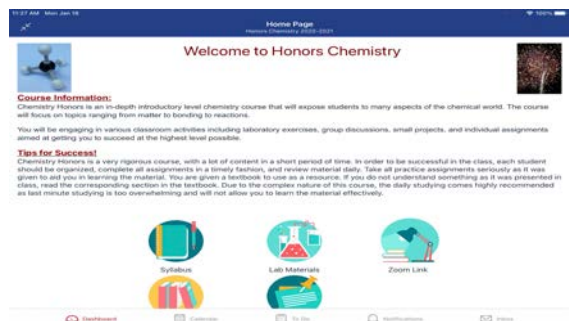
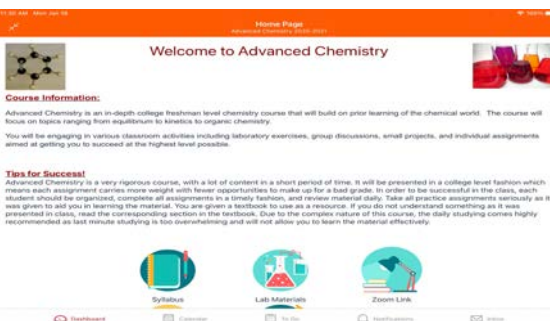
Behind-The-Wheel-Driving

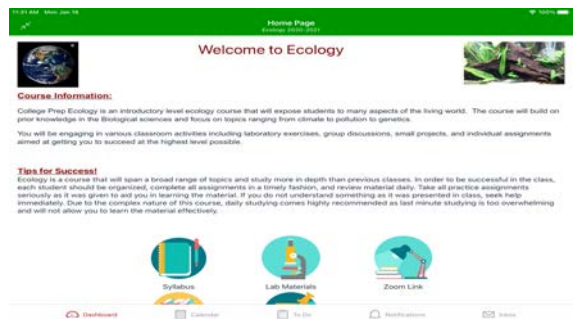
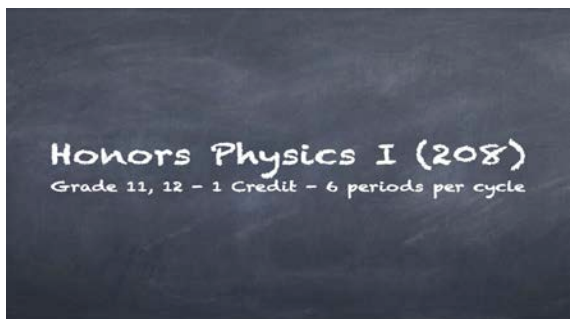
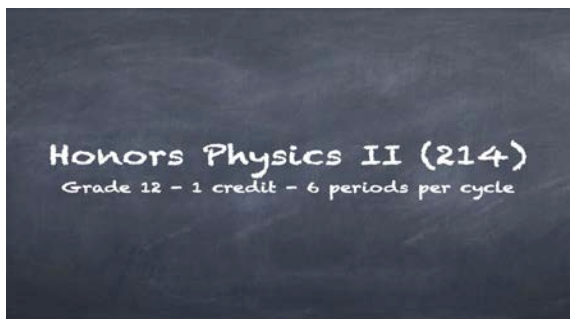
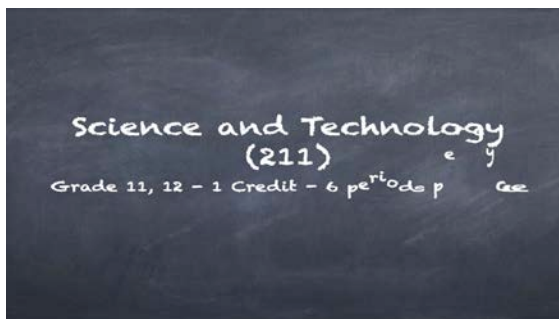
Behind - The -Wheel Driver Training education consists of the actual driving with an independent contractor. It is scheduled individually with the driver education teacher when a student obtains his/her permit or license. Students complete the application (available in the high school office) and pay a \$325.00 fee for this instruction.




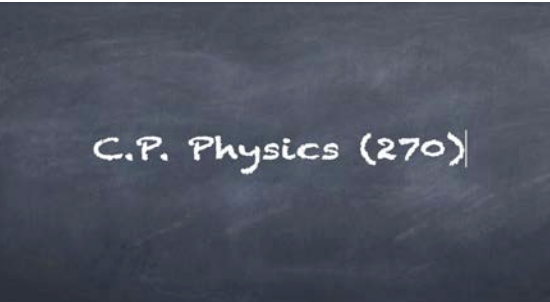


SCIENCE

Select Topics in Science (200)			Honors Selected Topics in Science (213)			Biology (202)			C.P. Biology (203)		
Grade 9	1 credit	6 pds. per cycle	Grades 9	1 credit	6 pds. per cycle	Grades 10	1 credit	6 pds. per cycle	Grade 10	1 credit	6 pds. per cycle
<p>This course will introduce students to Life on Earth in terms of biology, geology and chemistry. Students in this course will learn how life on Earth and the subject of biology is interconnected and relates to their own life as well as other branches of science. This course will emphasize STEAM (Science, Technology, Engineering, Arts and Math) to foster inquiry, scientific dialogue and critical thinking related to real world science. The instructional pacing and assessments in this course will be differentiated to meet the needs of each class as a whole.</p>			<p>This course will provide students with a foundation in order to understand Life on Earth in terms of biology, geology and chemistry. Topics will range from general to specific in relationship to cell theory, genetics, the 4 major biochemical cycles, organisms, adaptations, biodiversity, biomes, and biogeography. An emphasis on STEAM (Science, Technology, Engineering, Arts and Math) will be a key component of this course in order to foster inquiry, scientific dialogue and critical thinking. The instructional pacing in this class will be brisk and the assessments will be rigorous. Students taking this honors class are expected to be proactive and comfortable with some independent learning.</p>			<p>This basic course deals with the study of living things. Fundamental biological concepts such as basic biochemistry, cell biology, Mendelian genetics, genetic engineering, and major kingdoms of life are studied. Laboratory investigations, including microscope work, and inquiry activities are part of this course</p>			<p>The study of living things is designed to meet the needs of the college bound student and will be more in depth than the general course. This course will focus on the nature of life, cell structure and function, cellular processes, genetics, classification, and evolution. Laboratory investigations, including microscope work and inquiry activities are done routinely in this course. Teacher recommendation required.</p>		
											

Honors Biology (204)			C.P. Chemistry (205)			Honors Chemistry (206)			Advanced Chemistry (207)		
Grade 9 , 10	1 credit	6 pds. per cycle	Grades 10, 11, 12	1 credit	6 pds. per cycle	Grades 10, 11, 12	1 credit	6 pds. per cycle	Grade 11, 12	1 credit	6 pds. per cycle
<p>This course offers a more challenging and comprehensive study of Biology than the college prep or general courses. Included will be the study of fundamental biological concepts, introduction to biochemistry, cell biology, Mendelian genetics, genetic engineering, major kingdoms of life, and evolution. Laboratory activities will be an integral part of this course. Must be taking college prep math sequence. Student should have had or be taking Geometry. Teacher recommendation required.</p>			<p>In this course, students utilize chemical theories and calculations to explore and predict properties of matter. These properties are investigated on the atomic and molecular scale. Laboratory activities reinforce concepts and introduce the students to basic laboratory techniques. This course is recommended for college bound students. Students electing this course should have successfully completed or be currently enrolled in Algebra II. Teacher recommendation required.</p>			<p>The Honors Chemistry class will include all topics of CP Chemistry in addition to several other areas. The use of mathematics and scientific writing will be emphasized. Topics are covered at a faster pace and more in-depth than CP Chemistry. Extensive laboratory work/reports will be required on a regular basis. Successful completion or current enrollment in Algebra II and teacher recommendation required.</p>			<p>This advanced course in chemistry builds on topics covered in C.P Chemistry and Honors Chemistry. This course also covers the more advanced topics of organic chemistry, electrochemistry, equilibrium, thermodynamics, and kinetics. This course includes extensive laboratory and written work and is on the level of a first-year college general chemistry course. It is recommended for students who plan to enter science, engineering, and health-related fields. Successful completion of Honors Chemistry (83% or higher) or C.P. Chemistry (92% or higher) and/or teacher recommendation required.</p>		
											

C.P. Ecology (210)			Honors Physics I (208)			Honors Physics II (214)			Science and Technology (211)		
Grade 10, 11, 12	1 credit	6 pds. per cycle	Grades 11, 12	1 credit	6 pds. per cycle	Grades 12	1 credit	6 pds. per cycle	Grade 11, 12	1 credit	6 pds. per cycle
<p>This college prep level course will focus on aspects of our environment and how we influence it from the Biology viewpoint. Topics will include: ecosystems, climate, populations, and environmental issues. Students will study these topics through various instructional methods including extended laboratory investigations and research projects/presentations. This course is designed to be taken as a third or fourth year of science for those students interested in environmental science, climatology, and species interactions. Successful completion of Biology and teacher recommendation required.</p>			<p>The Honors Physics I course will include all topics covered in C.P. Physics I with the addition of rotational mechanics. Multi-step problem solving will be emphasized. Extensive laboratory work/reports will be required with each chapter. A strong background in Algebra is recommended. Prerequisite: Algebra II or concurrently taking Algebra II.</p>			<p>This course is a continuation of Physics I Honors, which is the prerequisite. The course will focus on Rotational Dynamics, Fluids, Electricity, Optics, and a set of lab investigations using information learned in Physics I will be performed. The student should have a strong background in mathematics. Prerequisite: Honors Physics I and teacher recommendation.</p>			<p>This general science course focuses on the use of scientific concepts in our modern society. Topics involving biology, chemistry, environmental science, and physics are explored. Major emphasis placed on the applications of science. This course includes laboratory activities, projects and the use of scientific methods. This course is not intended for students who have successfully completed Chemistry and is intended to fulfill the 3rd year science requirement.</p>		
											

Anatomy/Physiology (217)			CHS/Advanced Biology H (212)			Forensics (218)			C.P. Physics I (270)		
Grade 11, 12	1 credit	6 pds. per cycle	Grades 11, 12	1/2 credit	6 pds. per cycle/semester	Grades 10, 11, 12	1/2 credit	6 pds. per cycle/Semester	Grade 11, 12	1 credit	6 pds. per cycle
<p>This course will include an in depth study on the anatomy and physiology of the human body. Topics will include nervous, cardiovascular, digestive, muscular and skeletal systems. Laboratory work includes the detailed dissection of the fetal pig. It is recommended that a student electing this course will have earned a grade of 80% or better in C.P. or Honors Biology and will have the recommendation of the instructor. Successful completion of chemistry is a prerequisite.</p>			<p>This course will go into more detail on concepts that were introduced in Biology. Topics will include biochemistry, genetics, DNA and evolution. During this course, students will track an inheritance pattern using fruit flies, design their own experiments and complete an insect collection. It is recommended that a student electing this course will have earned a grade of 83% or better in C.P. or Honors Biology and will have the recommendation of the instructor. Successful completion of chemistry is highly recommended, but not required.</p>			<p>This course focuses on the skills and concepts behind crime scene investigation and forensic science. Whether you aspire to work in one of the many related careers, or just have an interest in forensics, this course will help you hone your investigative skills and review a wide range of science concepts. We'll be using physics, chemistry, anatomy, cell biology, environmental science and computer science skills. Successful completion of Biology is required.</p>			<p>This is a college prep level course that will focus on the study of classical mechanics. Topics will include motion in one and two dimensions, vectors, forces and the laws of motion, work and energy, and momentum and collisions. Problem solving and concept development through investigations is the basis of the course. Prerequisite: Algebra II or concurrently taking Algebra II.</p>		
											

SOCIAL STUDIES

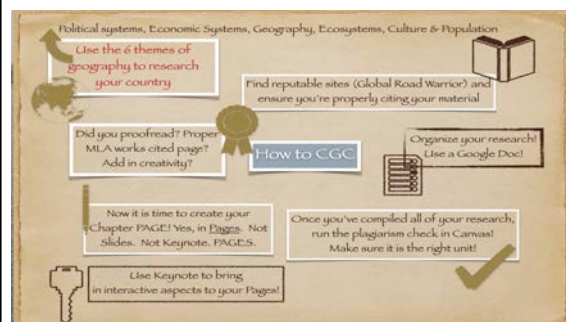
Citizenship in a Global Community (100)

Grade 9

1 credit

6 pds. per cycle

This course will be a project based course that will foster a lifelong sense of belonging to and engagement with civic life, through geography, citizenship, and multicultural studies. It will enable students to develop their understanding of the present in light of the past and prepare them to participate as informed citizens in the social life of a democratic, pluralistic society that is receptive to a complex world. Through the course we will journey through the world with learning directed by the six themes of geography: Political and Economic Systems, Ecosystems and Geography, Culture and Population.



Honors Citizenship in a Global Community (102)

Grade 9

1 credit

6 pds. per cycle

This course will be a project based course that will foster a lifelong sense of belonging to and engagement with civic life, through geography, citizenship, and multicultural studies. It will enable students to develop their understanding of the present in light of the past and prepare them to participate as informed citizens in the social life of a democratic, pluralistic society that is receptive to a complex world. Through the course we will journey through the world with learning directed by the six themes of geography: Political and Economic Systems, Ecosystems and Geography, Culture and Population. **Teacher recommendation required and students should have received a 92% or above in both their 7th and 8th grade English and History class to qualify for Honors.**



World History (104)

Grade 10

1 credit

6 pds. per cycle

World Cultures introduces students to world history from 1500 to the present with a cultural view of selected countries. Each culture is examined through many disciplines. Geography, history, sociology, anthropology, economics, political science, and the arts are combined for an interdisciplinary study. It is a goal of the Social Studies department to continue to develop productive and responsible citizens through the teaching of character education.



Honors World History (105)




Grade 10


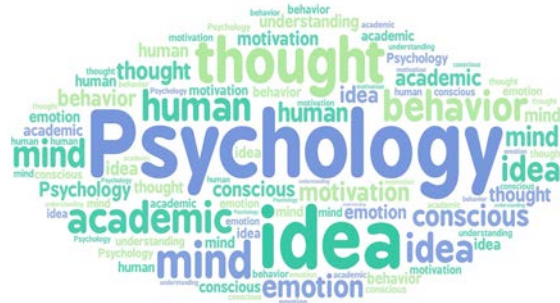

1 credit

6 pds. per cycle

This course includes a more in-depth study of European oriented world history from 1400 to the present. Also studied are cultural views of selected countries. Geography, history, sociology, anthropology, economics, political science, and the arts are combined for an interdisciplinary study. Students will gain a greater sense of the cause/effect cycle of history through the use of historical facts, developing critical reading skills, and writing essays. It is a goal of the Social Studies department to continue to develop productive and responsible citizens through the teaching of character education. **Teacher recommendation is suggested.**





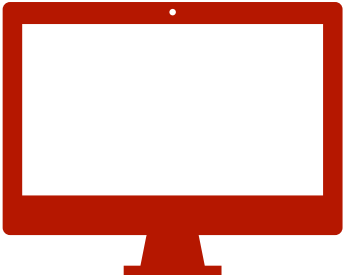
U.S. History (107)			Honors U.S. History (108)			CHS U.S. History (109)			Govt/Economics (111)		
Grade 11	1 credit	6 pds. per cycle	Grade 11	1 credit	6 pds. per cycle	Grade 11, 12	1 credit	6 pds. per cycle	Grade 12	1 credit	6 pds. per cycle
<p>History's decision makers – whether famous or ordinary citizens – never knew how things were going to turn out. The consequences of their decisions; however, helped determine how we arrived where we are today. The purpose of this course is to trace these pathways from 1890 to the present and make students active participants in the unfolding of history. This course is designed to prepare the student for a college level history course. It is a goal of the Social Studies department to continue to develop productive and responsible citizens through the teaching of character education.</p>			<p>Every historical period is a complex web of events, influences, and relationships. Nevertheless, in each era there is a main trend, a big idea that can be used to help students understand, focus, and master this important subject matter. This honors course is a demanding program of study of American History from 1890 to the present that requires students to construct historical opinions and determine and defend their significance. The course promotes the acquisition and practice of skills such as historical interpretation, research, and writing. It is a goal of the Social Studies department to continue to develop productive and responsible citizens through the teaching of character education. Teacher recommendation is suggested.</p>			<p>Part 1 of this course is designed to provide selected students with the analytic skills and factual knowledge necessary to deal critically with crucial problems and materials in American History. Students will learn to assess historical materials – their relevance to a given interpretive problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. The course reviews American History from the Age of Discovery to 1865. Part 2 of this course is a demanding program of study of American History from 1865 to the present that requires students to construct historical opinions and determine and defend their significance. It is a goal of the Social Studies department to continue to develop productive and responsible citizens through the teaching of character education. This course will be taught as part of the "College in the High School" program. College level credit will be offered through HACC. The class will be organized and run according to the time and material commitments required by HACC to give the students the experience of taking a college level course while still in high school. Students must apply for and be accepted into the program subject to the criteria set forth by HACC. There is a fee for this course (see page 6). Teacher recommendation</p>			<p>The semester of American Government will examine the theories of government leading to the development of our political system, the tenets of our democracy as articulated in our constitution, and our necessary responses as citizens to assure the prosperous continuation of our government. Students will study the principles, both in theory and application, of our free enterprise system in the Economics semester. Students should possess extensive writing and reasoning skills for this course. It is a goal of the Social Studies department to continue to develop productive and responsible citizens through the teaching of character education.</p>		
											

Honors Govt/Economics (112)			Psychology (114)			Sociology (113)		
Grade 12	1 credit	6 pds. per cycle	Grade 12	1 credit	6 pds. per cycle	Grade 12	1 credit	6 pds. per cycle
<p>The semester of American Government will examine the theories of government leading to the development of our political system, the tenets of our democracy as articulated in our constitution and our necessary responses as citizens to assure the prosperous continuation of our government. Students will study the principles, both in theory and application, of our free enterprise system in the Economics semester. Students should possess exceptional writing and reasoning skills for this course. It is a goal of the Social Studies department to continue to develop productive and responsible citizens through the teaching of character education. Teacher recommendation is suggested.</p>			<p>Psychology introduces students to new ways of looking at and interpreting their behavior. Students will gain a better understanding of how psychologists study human and animal behavior, and various means to apply practical applications of psychology. The course will give students the chance to know who they are, and what they are, in order to become mature and productive individuals. It is a goal of the Social Studies department to continue to develop productive and responsible citizens through the teaching of character education.</p>			<p>Sociology is a course that seeks to study human society and social behavior. Sociologists concentrate their attention on interaction-the ways in which people relate to one another and influence each other's behavior. The Study of Sociology provides you with the tools to develop a sociological imagination, or the ability to see the connection between the larger social world and our personal lives.</p>		
								


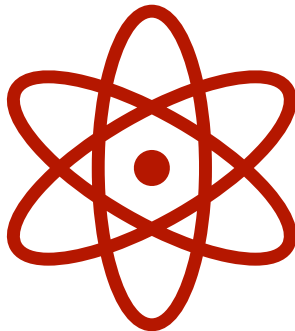
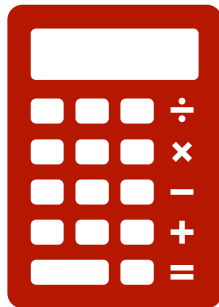

TECHNOLOGY EDUCATION





Material Design and Processing (800)			Graphic Design (802)			Computer Aided Drafting and Design (804)		
Grades 9, 10, 11, 12	1 credit	6 pds. per cycle	Grades 9, 10, 11, 12	1 credit	6 pds. per cycle	Grades 10, 11, 12	1 credit	6 pds. per cycle
<p>This course will provide students with a basic foundation to woodworking, construction technology, and drafting and design concepts. Students will learn the skills and techniques used in these different areas of technology and engineering through the completion of drawings and projects throughout the year. There will be opportunity to work in the technology education lab environment on hands-on projects relating to each of these areas of study. Some major concepts discussed will be fine woodworking techniques, project planning, orthographic projection and isometric drawing. Students will learn how to use AutoCAD in the design portion of this course. This course serves as a prerequisite for Advanced Woodworking, Construction Technology, CADD, and Architecture. An overall course grade of at least 74% in Material Design & Processing is required to move on to any of the courses listed above.</p>			<p>The class will introduce students to graphic design and the major concepts within the field. Students will learn and apply the principles of design as they complete various projects throughout the year. Students will learn how to create, edit, and manipulate digital images and artwork as they develop graphic design using Adobe Illustrator and Adobe Photoshop. Students will be expected to work independently on projects and drawings throughout the year. Major concepts covered in this course include elements and principles of design, page composition and layout, typography, vector and raster image editing, desktop publishing, screen printing, and vinyl cutting. This course does not serve as a prerequisite for any other technology education courses.</p>			<p>This course will provide students with knowledge of computer-aided drafting and design (CADD) concepts and techniques. Students will expand on the mechanical drawing concepts learned in the Material Design & Processing course. AutoCAD and Autodesk Inventor software will be used while students learn both 2-dimensional drafting and 3-dimensional modeling skills. Students will be expected to work independently on projects and drawings throughout the year. Although all students will gain practical knowledge from this course, it will be especially beneficial to students considering careers in engineering. Pre-requisite is Material Design and Processing. This course serves as a prerequisite for Product Innovation & Design. An overall course grade of at least 83% in CADD is required to move on to Product Innovation & Design.</p>		
Material Design & Processing			Graphic Design			Computer-Aided Drafting/Design		





Advanced Manufacturing and Production (806)			Construction Technology (807)			Advanced Construction Technology (808)			Advanced Woodworking (836)		
Grades 10, 11, 12	1 credit	6 pds. per cycle	Grades 10, 11, 12	1 credit	6 pds. per cycle	Grades 11, 12	1 credit	6 pds. per cycle	Grades 10, 11, 12	1 credit	6 pds. per cycle
<p>This course emphasizes shop safety, basic and advanced machine operations, and project production in a mass production setting. Each student is required to design a small project of his/her own choosing. Students will work together as a team in order to complete every student designed project in the class. Every student will come out of the course with all projects completed. There will also be an emphasis on production and manufacturing processes used in today's industry as well as a marketing aspect in the course. Students will develop strategies to market their products. This course may only be taken once. Pre-requisite is Material Design and Processing.</p>			<p>This year long elective course will expose students to various advanced techniques and processes related to the construction industry. Topics covered will include: project planning and estimating, project design and fabrication, floor and wall framing, roofing, home wiring, copper and pvc plumbing, drywall, and masonry. All students will be involved in hands on activities relating to different construction activities. Pre-requisite is Material Design and Processing.</p>			<p>This year long elective course will expose students to more advanced techniques and processes related to the construction industry. Topics covered will include: project planning and estimating, project design and fabrication, floor and wall framing, roofing, home wiring, copper and pvc plumbing, drywall, and masonry. All students will be involved in hands on activities relating to different construction activities. Students in the Advanced Construction course will develop plans and complete a much larger project incorporating several of the core units covered in the first level construction course. Possible projects would include on-site projects on the district campus, sheds, gazebos, and other larger structures. Extra time outside of the normal class period may be required of students in the Advanced Construction course. Pre-requisite is Construction Technology.</p>			<p>This year long elective course will expose students to various advanced techniques and processes related to woodworking: including reading and creating a drawing; design principles; power equipment use; assembly techniques; finishing; and shop safety. Each student will be involved in hands-on production of advanced woodworking projects. Students will develop plans for a project of their own choosing to complete during the course of the year. Students may take the advanced woodworking course several times but will be expected to complete more difficult projects as they progress each year with the program. Pre-requisite is Material Design and Processing.</p>		
Advanced Manufacturing and Production			Construction Technology			Advanced Construction Technology			Advanced Woodworking		

Honors Product Innovation and Design (838)			Architecture (837)			Independent Study - Design (849)		
Grades 11, 12	1 credit	6 pds. per cycle	Grades 10, 11, 12	1 credit	6 pds. per cycle	Grade 12	1 credit	6 pds. per cycle
<p>This course will provide students with knowledge of industrial design concepts and strategies. Students enrolled in this course will learn how to utilize and apply the engineering design process. The course will focus on creating products in a practical and systematic fashion, while using the technical skills learned in prerequisite courses. Students will gain an understanding of how consumer products are designed and engineered. Emphasis will be placed on student creativity, autonomous learning, logical reasoning skills, and technical problem solving ability. Students will develop practical solutions to given problems and formally present their ideas. Students will be expected to work independently and as part of a design team on large projects throughout the year. Although all students will gain practical knowledge from this course, it will be highly beneficial to students considering careers in engineering. Pre-requisites are Material Design and Processing and CADD or Architecture.</p>			<p>This course will provide students with knowledge of residential design concepts and techniques. Students will expand on the mechanical drawing concepts learned in the Material Design & Processing course. AutoCAD and AutoDesk Revit will be used while students learn architectural design skills. Students will be expected to work independently on projects and drawings throughout the year. Students will produce drawings such as floor plans, elevations, roof plans, foundation plans, plot plans, and electrical layout plans. Although all students will gain practical knowledge from this course, it will be especially beneficial to students considering careers in engineering and/or architecture. Pre-requisite is Material Design and Processing. This course serves as a prerequisite for Product Innovation & Design. An overall course grade of at least 83% in Architecture is required to move on to Product Innovation & Design.</p>			<p>This independent study is available to students in grade 12 only. Students will complete independent projects focusing on the area of design they select (Graphic Design, Architectural Design, Product Design). Students will be expected to develop study plans, timelines, and project outlines to be approved by the teacher each marking period. Only students completing all prerequisites and receiving signed teacher permission can enroll for this independent study option. Students who wish to sign up for this independent study must discuss this with the teacher during their junior school year. Prerequisite: Material Design & Processing, CADD, Architecture, Product Innovation & Design, Graphic Design.</p>		
								

SPECIAL EDUCATION COURSES

Learning Support - Pre-Algebra/Readiness			Res Rm Science (713)			Replacement Practical Math (722)			Learning Support - Algebra I (718)		
Grade 9	1 credit	6 pds. per cycle	Grades 10, 11, 12	1 credit	6 pds. per cycle	Grades 11, 12	1 credit	6 pds. per cycle	Grade 10, 11	1 credit	6 pds. per cycle
<p>This course is designed to include the prerequisite skills needed to enter Algebra 1. Focus is placed on basic operations and operations involving rational numbers including fractions, decimals, positive, and negative numbers. Instruction will also introduce students to algebraic problems involving one and two variables. Emphasis is placed on improving student's ability to apply these skills in various applications in preparation for taking Algebra1 as a tenth grade student. IEP team recommendation is required. Maximum ten students.</p>			<p>LS Science is a discovery science course. Throughout the year we cover units including ecology, oceanography, simple machines, chemistry, meteorology, physics, geographical environments, cell cycles and a review before the Keystone tests. This is a class for learning support students only, and can only be signed up with permission from the teacher.</p>			<p>This course is designed to help students improve their computational skills by applying them to real-life experiences. Focus is placed on basic operations and operations involving whole numbers, averages, fractions, percent, decimals, measurement, interest, money and time. IEP team recommendation is required. Maximum ten students.</p>			<p>This course is designed to include problem solving and math application to daily life skills. Focus is placed on computing fundamental math problems involving whole numbers, decimals, fractions, and percents. Emphasis is placed on improving student's ability to apply these skills in various applications in preparation for the Keystone Exam. IEP team recommendation is required. Maximum ten students. Students will also be enrolled in a mandatory elective Keystone Algebra (1/2 credit, 3 days in the six day cycle)</p>		
											

Reading Intervention 9 (708)			Reading Intervention 10 (723)			Learning Support English 9 (709)			Learning Support English 10 (710)		
Grade 9	1 credit	6 pds. per cycle	Grade 10	1 credit	6 pds. per cycle	Grade 9	1 credit	6 pds. per cycle	Grade 10	1 credit	6 pds. per cycle
<p>This reading intervention course is designed to be a focused intervention that incorporates four different rotations during instruction to provide differentiated and individualized instruction in reading, to strengthen basic reading skills. Students are responsible for reading leveled paperback books and using the Read 180 computer software program independently. Students will also be instructed through whole group shared lessons, as well as small group guided instruction. Students are taught current events as well as the abilities to decode, comprehend, and learn new vocabulary through a variety of resources. These resources include newspaper and magazine articles, poems, and short stories both fiction and non-fiction.</p> <p>IEP team recommendation is required. Maximum ten students.</p>			<p>This reading intervention course is designed to be a focused intervention that incorporates four different rotations during instruction to provide differentiated and individualized instruction in reading, to strengthen basic reading skills. Students are responsible to read leveled books and use the Read 180 computer software independently at their instructional level. Students work to improve fluency, and critical reading skills. Students participate in group lessons, both as a whole class, and in small groups. Emphasis is placed on students' ability to decode, comprehend, and learn new vocabulary.</p> <p>IEP team recommendation is required. Maximum ten students.</p>			<p>This Basic English course is designed to teach students effective communication for adulthood, as well as written composition skills through a variety of comprehension and vocabulary activities. Students will learn how to organize information and use a number of different sources for information. Students will make deductions, draw conclusions, and write directions using a variety of resources. Students will learn elements of literature through a selection of short stories, poems, and plays. There will be a number of writing opportunities for students to work on mechanics, grammar, and organization.</p> <p>IEP team recommendation is required. Maximum twelve students.</p>			<p>This course focuses on the fundamentals of English. Emphasis is placed on reading comprehension, knowledge of vocabulary skills, and communicating through writing in preparation for the Literature Keystone Exam.</p> <p>IEP team recommendation is required. Maximum twelve students.</p>		
											

Learning Support English 11 (721)			Learning Support English 12 (711)			Learning Support U.S. History 11 (852)			Learning Support Gov. & Econ. 12 (717)		
Grade 11	1 credit	6 pds. per cycle	Grade 12	1 credit	6 pds. per cycle	Grade 11	1 credit	6 pds. per cycle	Grade 12	1 credit	6 pds. per cycle
<p>This course focuses on the fundamentals of English. Emphasis in reading comprehension and vocabulary improvement is based on American Literature. Job related tasks such as applications and business letters are involved. Writing skills are further developed in preparation for the Literature Keystone Exam.</p> <p>IEP team recommendation is required. Maximum twelve students.</p>			<p>This course focuses on the writing process and preparing the Senior Research Project / Paper. Students will work through all steps of the writing process. In addition, students will further develop key vocabulary, review Writing Domains, and analyze literature.</p> <p>IEP team recommendation is required. Maximum twelve students.</p>			<p>This course introduces students to the concepts, forces and events that have shaped the American people from 1890 to the present. Through the study of people and past events students will learn how our nation was created.</p> <p>IEP team recommendation is required. Maximum ten students.</p>			<p>This course covers the basics of economics including supply, demand, types of businesses, and the government's control of our money system. The second half of the year focuses on the United States Government including the three branches and the responsibilities of each.</p> <p>IEP team recommendation is required. Maximum ten students.</p>		
											

GENERAL INFORMATION

Course Weighting Values

- Some courses have a weighted value of greater than 1 when determining the student's grade point average. Subjects are weighted according to their difficulty, and the added value is a reward to those students who elect the more difficult subjects. A higher grade point average improves one's class rank but does not affect credits.
- All grades will have a GPA computed based on % grade.
 - Honors courses are given a weight of 1.05

Diversified Occupations

- The diversified occupations program is for seniors who are planning to enter the workforce upon graduation. This program will attempt to find employment for those students in areas of interest and/or possible life vocations.
- The program is divided into two sections.
 - First, is the classroom portion. Students will study a variety of topics needed for being a productive part of the company that employs them.
 - The second portion is a work release program. Students will be scheduled so they can leave school to go to the work site. Students will be given training-on site and be supervised by the diversified occupations coordinator.

Failed Courses

- Any student who fails a course that is required for graduation should request a meeting with the guidance office to discuss options which include, but are not limited to: applying for an approved summer school program, credit recovery (to be taken the subsequent school year), or rescheduling the course for next school year.
- Registration for summer school courses needs to be completed by the first week in June. Fees may apply to some of the options.



Graduation Requirements

Students must accumulate a minimum of 27 credits earned in grades 9 through 12 and achieve proficiency on the Keystone Exams (Algebra & Literature) or local assessments in these areas.

Successful completion of the following credits is required for graduation:

- English - 4 credits
- Math - 3 credits
- Science - 3 credits
- Social Studies - 4 credits
- Health - 1 credit (grades 9 & 11)
- Physical Education - 2 credits (grades 9, 10, 11, & 12)
- Essential Personal Skills- FCS 1/4 credit (grade 9)
- Essential Finance Skills- Business 1/4 credit (grade 9)
- Electives - 9.5 credits



NOTES: Two (2) of the elective credits must be in the Arts and/or Humanities
All students must achieve proficiency on the Keystone Exams, or local assessments.

Adams County Technical Institute (2 year program)

Offered in grades 11, 12

- Programs Offered:
 - Allied Health
 - Building Trades
 - Culinary
 - Diesel Mechanics
 - Early Learning
 - Law Enforcement
 - Network/Telecommunications

Students apply their sophomore year.

Acceptance is based on academic history, attendance, discipline record, and the career objective stated on the student's application essay. This is a two year (junior/senior) commitment. Students will earn 3 elective credits their junior year and 4 elective credits their senior year.



**See Guidance Office for more
information**

Consortium Opportunities

Gettysburg High School

Junior Reserve Officer Training Corps (JROTC) program.

Army JROTC is a high school elective with a goal “To Motivate Young People To Be Better Citizens.” The nationally-standardized curriculum is designed as a four-year program, with students progressing from Leadership Education Training level one (or “LET-1”) to LET-4, covering five different progression areas. The Emerging Leader; The Developing Leader; The Supervising Leader; The Managing Leader, and Continuing Education for Leaders.

We do not actively recruit for the armed forces or teach any war-fighting skills. Our purpose is to develop character and discipline and instill the values of service to the nation and community, personal responsibility, and a sense of accomplishment. Upon completion of the program students attending college may be eligible for advanced placement in Army ROTC at the discretion of the Professor of Military Science. Students who choose to enlist in the military services may be eligible for advanced rank and pay if they have successfully completed three or more semesters of JROTC.

Students will be afforded the opportunity to attend a summer training activity known as the JROTC Cadet Leadership Challenge (JCLC), normally scheduled annually during June.

Core Abilities

Core Abilities describe the broad, life-long skills that every Cadet needs for success in future life and career endeavors. The core abilities are a result of the goals and values that drive the JROTC program and are built upon the program’s four years through integrating various lesson competencies and skills throughout the JROTC curriculum. The Core Abilities are:

- Apply critical thinking techniques
- Build your capacity for life-long learning
- Communicate using verbal, non-verbal, visual, and written techniques
- Do your share as a good citizen in your school, community, country, and the world
- Take responsibility for your actions and choices
- Treat self and others with respect

Program Outcomes

Program outcomes describe what JROTC Cadets will know and be able to do upon successful completion of the JROTC program. These outcomes also provide documentation for the growth and development of the student and program for re-accreditation purposes, school visitors, parents, and the community. As Cadets complete each LET, their journey toward program outcomes will occur; each program outcome is linked to every LET lesson in the curriculum. Evidence of learning can be witnessed through a Cadet’s Portfolio, which will showcase the continued development of program outcomes. The JROTC Program Outcomes are:

- Act with integrity and personal accountability as you lead others to succeed in a diverse and global workforce
- Engage in civic and social concerns in the community, government, and society
- Graduate prepared to succeed in post-secondary options and career pathways
- Make decisions that promote positive social, emotional, and physical health
- Value the role of the military and other service organizations

Course Competencies

Competencies describe discipline-specific measurable and observable skills, knowledge, and attitudes. They are targeted in each lesson of the curriculum. Performance standards (criteria and conditions) provide the specifications for assessing mastery of a competency. Cadets show they have learned competencies by applying them in the completion of assessment tasks that require them to do one or more of the following:

- Make a decision
- Perform a skill
- Perform a service
- Solve a problem
- Create a product

****Anyone interested should contact their guidance counselor for additional information.**

Consortium Opportunities

Fairfield High School

Emergency Medical Technician (HACC)

Grade Level: 11, 12

The EMT certification course (offered to grades 11 & 12) is 220 hours of instruction that covers the following content 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

This course will prepare students to take the National Registry of Emergency Medical Technician (NREMT) Certification Exam. Students participating in the course must take the end of course Certification Exam.

****Anyone interested should contact their guidance counselor for additional information.**

Dear Student:

Thank you for your interest in the Fairfield High School Emergency Medical Technician (EMT) Certification Program. This program is a great opportunity for you to gain valuable knowledge, skills, and experiences that will assist you in your future career goals. Many professions look highly upon students who have the experience and certifications like those offered in the EMT Certification Program, including the following: careers in the medical field, career firefighters, career paramedics/EMTs, athletic training, police officers, and many more.

The skills that are taught and developed in the EMT Certification Program course include empathy for the patient, self confidence, critical thinking, time management, teamwork and diplomacy, patient advocacy, careful delivery of care, patient questioning, and diagnostic skills. Additionally, medical terminology human anatomy, and physiology are stressed throughout the program. Also, the EMT Certification Program is affiliated with Harrisburg Area Community College (HACC), and students will take the National Registry exam at the completion of the program. If students pass the exam, they have the potential to earn up to six (6) credits towards their studies at HACC upon graduation from high school in addition to earning their certification. This is due to the hands-on experience hours and skills that students put into the program.

If accepted into the program, you will attend class at Fairfield Area High School daily for the duration of the school year from 7:55 am to 9:20 am (based on Fairfield Area School District's approved calendar for the school year). Mr. Charles Engel, Fairfield Area High School Science teacher and certified EMT, is the instructor for the program. Mr. Engel has 15 years of experience as an EMT and 40 years of experience as a firefighter.

Currently, two of the EMT Certification Program's completers are working for Adams Regional Emergency Medical Services (AREMS); one of those students is also training to become a Paramedic. Another completer is working towards becoming a career firefighter in Loudon County, Virginia.

If you have specific questions about the program or would like additional information, please email Mr. Engel, program instructor, directly at encelc@fairfield.k12.pa.us.

Honor Roll

At the end of each marking period, the academic achievement of students will be recognized with the publication of two honor rolls. The "Distinguished Honor Roll" will include all students who have attained an average of 92% or higher with no single course grade lower than 92%. The Distinguished Honor roll will be determined by computing all grades in all courses that receive a numeric grade during the marking period. The "Honor Roll" will include all students who have attained an average of 83% or higher with no single course grade lower than 83%. The Honor roll will be determined by computing all grades in all courses that receive a numeric grade during the marking period.

Independent Study

The independent study program is for students who have demonstrated a high degree of motivation and the ability to work independently. Generally, a student will request independent study because of difficulty in scheduling a course. To be considered for the independent study program, a student must make a written request on the scheduling form. If the request for independent study is approved, the principal will assign a faculty adviser to work with the student. Independent study requests should be made before June of the previous school year.

Marking and Grading System

100-92	A	Excellent
91-83	B	Good
82-74	C	Average
73-65	D	Danger
64-Below	F	Failing

Schedule Changes

Students will be notified of August dates for schedule changes to take place. Changes will only be made for academic purposes. Once school starts, schedule changes will only take place for academic misplacement.

Student Course Load

All students in grades 9, 10, and 11 must schedule and carry a minimum of 7 credits per year. Students in grade 12 must schedule a minimum of 6 credits per year.