

Steelton-Highspire School District Jr./Sr. High School



Ms. Eleni M. Cordero, Principal

Ms. Tarah E. Gross, Assistant Principal

2023-2024 Program of Studies

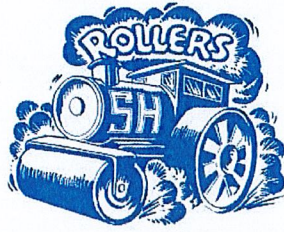


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VISION

Steelton Highspire Jr./Sr. High School vision: We believe, through mutual respect, clear communication, professional learning, and meaningful relationships, ALL students and staff will participate in a high-quality educational experience.

MISSION

Steelton-Highspire School District, together, we work with members of the board, district staff and community to educate and develop the whole child to compete, produce, and lead in our ever changing society.

Alma Matter

So much has gone before this day
Our hearts with pride respond,
While Steel-High forges over onward
Strengthening this bond.
Her banner royal blue and grey
Higher o'er this timeless frieze,
Inspires our minds to stalwart deeds
And oaken destinies.

INTRODUCTION

One of the most critical decision processes students will be involved in at **Steelton-Highspire Jr./Sr. High School** is the selection of courses and pathways. It is important to carefully plan as students begin the course selection process leading to success in post-high school pursuits of college and career. In order to facilitate this process, it is important to seek the help and advice from parents/guardians, teachers, school counselors, career counselors and administrative staff.

While staff at the Steelton-Highspire School District are prepared to assist in this process, each student must carefully consider the options available at Steelton-Highspire Jr./Sr. High School. Therefore, it is of great importance that each student invests the necessary time and effort to successfully achieve the desired results for every course and pathway. Each SH Roller must plan well, attend class regularly, study hard, and most of all, remain *academically focused*.

SCHOOL COUNSELORS

As students navigate the course selection process, it is highly recommended that students reach out to the assigned school counselor.

Counselor	Grade Level	E-mail
Ms. Chrisan Minium	7th, 8th and 9th grades	<u>cminium@shsd.k12.pa.us</u>
Mrs. Adrienne Albert	10th, 11th, and 12th grades	<u>aalbert@shsd.k12.pa.us</u>

ADMINISTRATIVE STAFF

If you have any other further questions that school counselors may not be able to answer, it is recommended that you reach out to our school principals/dean to help guide in the process.

		E-mail
Ms. Eleni Cordero	Principal	<u>ecordero@shsd.k12.pa.us</u>
Ms. Tarah Gross	Assistant Principal	<u>tgross@shsd.k12.pa.us</u>
Mr. Patrick Bircher	Dean of Students	<u>pbircher@shsd.k12.pa.us</u>

REQUIREMENTS FOR GRADUATION

Steelton-Highspire School District

During Grades 9 through 12, a student must fulfill certain educational requirements in order to receive a high school diploma. Requirements are set by the PA Department of Education and the Steelton-Highspire School District.

Promotion Standards: To be promoted to:

- ❖ **Grade 10** - A freshman must satisfactorily complete **5.25 credits**
- ❖ **Grade 11** - A sophomore must satisfactorily complete **10.50 credits**
- ❖ **Grade 12** - A junior must satisfactorily complete **15.75 credits**

In order to graduate, students must **earn a minimum of 21 credits** in Grades 9, 10, 11, and 12. A Steelton-Highspire student must schedule and pass the following required subjects regardless of program selection.

Credits	Subject	Requirements	Keystone
Credits	Subjects	Requirements	Keystone
4	English	English I, English II, English III, English IV	English II
3	Mathematics	Pre-Algebra, Algebra I, Geometry, Algebra II	Algebra I
3	Science	Integrated Science, Biology, and one additional Science Credit	Biology
3	Social Studies	World History, U.S. History, Civics	
.5	Health	Health and Wellness I	
.5	Physical Education	Physical Education, Intramural Sports, Net & Wall Games, or Advanced Fitness	
2	Arts & Humanities	Any courses that fall under the categories of world languages, visual arts, performing arts, and music. This includes Band and Chorus.	
3	Free Elective	Any elective course not categorized as an Art or Humanities course.	
2	Advisory	Smart Futures/College & Career Readiness	

TOTAL CREDITS

21 Credits

Senior High: All students in Grades 9 through 11 are required to carry a minimum of **6 credits** each year unless special permission to carry fewer credits is granted by the principal. *All students participating in the Graduate Service from the Steelton-Highspire High School must complete the following:

1. 60% average in all core classes
2. Apply to a post-secondary school or submit two completed employment applications.
3. Students will take an independent assessment based on appropriateness for their career choice (i.e.- PSAT, SAT, ASVAB, or Accueplacer)
4. Successful completion of Keystone Assessments or the Keystone project-based assessments. **Graduation pathways.**

Course Progression Recommendation:

Year 1	Year 2	Year 3	Year 4
English I	English II	English III	English IV
Pre-Algebra/Alg 1	Algebra 1	Geometry/Algebra 2	Algebra 2/Geometry
World History	U.S. History	Civics	Elective
Integrated Science	Biology	Chemistry	-
PE/Health	PE/Health	Elective	Elective
Elective	Elective	Elective	Elective
Advisory	Advisory	Advisory	Advisory

*****All Students will have a period of Flex/Lunch in the middle of their day!*****

KEYSTONE EXAM GRADUATION REQUIREMENTS

Starting with the class of 2022, students can meet this statewide graduation requirement by:

1. Scoring proficient or advanced on each Keystone Exam - Algebra I, Literature, and Biology at the end of the course or during a subsequent make-up session.
2. Earning a satisfactory composite score on the Algebra I, Literature, and Biology Keystone Exams. The passing composite score is **4,452**.

PROMOTION REQUIREMENTS

Minimum Credits		Maximum Credits Available	
● To Enter Grade 10	5.25	● By Grade 9	7
● To Enter Grade 11	10.50	● By Grade 10	14
● To Enter Grade 12	15.75	● By Grade 11	21
● To Graduate	21	● By Grade 12	28

SCHEDULE

Steelton-Highspire Jr./Sr. High School operates on a seven period schedule per day. All courses, unless otherwise noted in the description, will meet daily for 49 minutes for two semesters consisting of four nine-week marking periods. Mid-term and final examinations will be administered in **all** courses, unless otherwise approved by administration.

COURSE FAILURES

Students who receive a failing grade in a required course, are required to retake the course in a subsequent quarter, during summer school or through credit recovery when available.

GRADING SCALE

Grade	Percentage Range	Grade Meaning
A	90-100%	Distinguished command of the subject/course. Excellent progress towards meeting the course objectives and goals.
B	80-89%	Strong command of the subject/course. Above average progress toward meeting the course objectives and goals.
C	70-79%	Moderate command of the subject/course. Average progress toward meeting the course objectives and goals.
D	60-69%	Partial command of the subject/course. Below average progress toward meeting the course objectives and goals.
F	50-59%	Little to no command of the subject/course. No progress toward meeting the course objectives and goals.

GPA CALCULATIONS

Every year, the Guidance Department calculates a Grade Point Average (GPA) for each high school student. The GPA is important to all high school students because it is used to determine admission by many colleges, eligibility for scholarships, and academic recognition at graduation. A GPA is calculated every marking period for grades earned, and a final GPA is calculated by averaging all marking period grades, midterm exam, and the final exam grade from each course.

- Scholarship eligibility will be determined by the GPA earned as of the end of the second marking period in the senior year.
- The senior class valedictorian and salutatorian will be determined by the GPA earned as of the end of the third marking period in the senior year.
- Classes with greater academic demands and rigor carry a greater weight when calculating the GPA. The following is a list of the weights for the various course levels:
 - o **Academic Level Core Courses: 1.0**
 - o **Elective Courses: 1.0**
 - o **Honors Level Core Courses: 1.1**
 - o **AP and College Level Courses: 1.2**

CRITERIA FOR HONORS

It is highly recommended that students have a strong attendance pattern and a history of high quality academic performance in the subject or related subject areas to be considered for Honors or Advanced Placement Courses. For example:

1. Maintain a grade of:
90% or higher in the prerequisite non-honors course OR
Score of *Proficient* or *Advanced* in previous grades PSSA or Keystone exam OR
85% or higher in the prerequisite honors course

For admission into Advanced Placement courses, the above criteria will be considered. PVAAS projection scores may be utilized to make appropriate educational placement decisions. Finally, parents/guardians and students may meet with an administrator to seek approval for Honors and AP courses.

Changing a Course or Instructional Course Levels

Concerns with schedule can be reviewed on a case by case basis with an administrator *within the first five days* of the semester if the conditions below are met.

Course Change Requests will be considered only if they meet one of the following criteria:

- Academic misplacement as determined by previous subject grades, related to standardized test scores, teacher information, evidence of sufficient student effort, and administrative approval
- Missing a graduation requirement or college admissions recommendation
- Missing a course prerequisite
- Dropping a less difficult course for a more difficult course as approved by the student's assigned principal.

CAREER PORTFOLIO

By 2025, more than six in 10 Pennsylvania jobs will require some form of postsecondary education or training. In addition, the overwhelming majority of STEM jobs in Pennsylvania (91 percent) will require some form of postsecondary education and training. Currently, 45 percent of Pennsylvanians hold these credentials, and a significant skills gap – especially for “middle skills” occupations requiring some postsecondary training but not a four-year degree – continues to persist for the commonwealth's current and emerging workforce.

Pennsylvania's economic future depends on having a well-educated and skilled workforce that is prepared to meet the current and projected demands of a global, knowledge-based 21st century economy. Therefore, it is imperative that Pennsylvania students at all educational levels have access to high-quality academic and technical education, as well as opportunities to assess interests, build skills, and identify and explore careers aligned to those interests and skills. Regardless of their postsecondary plans, all students should leave secondary education with a solid foundation in Career, Education and Work CEW Standards.

By the end of grade 11, students must have a portfolio containing both the K-5 and 6- 8 grade band evidence, **and an additional eight pieces of evidence, or at least two pieces of evidence each year, collected in the 9-11 grade band that validates all four strands** of the CEW standards have been meaningfully addressed. At least two of these pieces of evidence for the 9-11 grade band must demonstrate implementation of the student's individualized career plan. (*Source: Pennsylvania Regulation Chapter 339*)

Students will complete the following pieces of evidence in the following courses.

Grade	Evidence	Course Completed & Collected
9	Career Interest Inventory Results	Advisory*
9	Career and Academic Goals	Advisory*
9	Career Presentation Scoring Rubric	English I
10	Career Guest Speaker Questions	English II
10	Career Guest Speaker Reflection	English II
10	Resume	English II
11	College Tour Reflection Or Job Shadowing Reflection	English III
11	College and Career Fair Reflection	English III

*School Counselors will support during Advisory.

NCAA Initial Athletic Eligibility Requirements: Division I and Division II

NCAA Division I and II colleges and universities require sixteen (16) core courses.

Currently, NCAA Division I colleges and universities require ten (10) core courses to be completed prior to the seventh semester of high school (the beginning of the senior year). Of these ten courses, seven (7) of the required courses ***must be*** a combination of English, math, or natural/physical science that meet the distribution requirements below. These ten (10) required courses become “locked in” at the start of the seventh semester and ***cannot*** be retaken for grade improvement. Also, it will be possible for a Division I college-bound student-athlete to receive athletic aid and the ability to practice with the team if he or she fails to meet the ten course requirement but would not be able to compete.

Core Courses for Divisions I & II Colleges and Universities

Division I	Division II
4 Years English	3 Years English
3 Years Math	3 Years Math
2 Years Natural/Physical Science (Includes 1 Lab Class)	2 Years Natural/Physical Science (Includes 1 Lab Class)

1 Year Additional English, Math or Natural/Physical Science	1 Year Additional English, Math or Natural/Physical Science
2 Years of Social Science	2 Years of Social Science
4 Years of Additional Courses (From any of the areas above, World Language, Comparative Religion/Philosophy)	4 Years of Additional Courses (From any of the Areas Above, World Language, Comparative Religion/Philosophy)

Test Scores

- Division I uses a sliding scale to match test scores and core grade-point averages (GPA). The sliding scale for those requirements is available in the Counseling Office.
- Division II requires a minimum SAT score of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section is not used.
- The ACT score used for NCAA purposes is a sum of the English, math, reading, and science sections.
- When students register for the SAT or ACT, use the NCAA Eligibility code of 9999 to ensure all scores are reported directly to the NCAA eligibility center from the testing agency. Test scores from transcripts will not be used.

Grade Point Average

- Examine the Steelton-Highspire list of approved NCAA courses, which are available at the NCAA Eligibility Center website, www.eligibilitycenter.org. ***The NCAA GPA is calculated using NCAA core courses only.***
- The minimum required Division I core GPA to receive athletic aid and practice ***after*** August 1, 2016, is 2.000. Corresponding test-score requirements are listed on ***Sliding Scale B*** (available in the Counseling Office).
- The minimum Division I core GPA required to be eligible for competition ***after*** August 1, 2016, is 1.300. Corresponding test-score requirements are listed on ***Sliding Scale B*** 1.301. (available in the Counseling Office). The Division II core GPA requirement is a 1.302. minimum of 2.000.

SPECIAL EDUCATION SERVICES

Students designated as eligible for special education or 504 services can receive Special Education services or accommodations in any secondary program offered by Steelton-Highspire School District.

Special education programming has been designed for students who have been identified by a multidisciplinary evaluation (MDE) process and have an individualized educational program (IEP), which is written to define a student's specific learning difficulties and determine eligibility for special education services. Special education is governed by federal and state mandates, which the District is required to provide to students with designated needs.

The Special Education Program at SHSD includes: Learning Support, Life Skills Support, Multiple Disabilities Support, Autism Support, and Emotional Support classrooms. In addition, speech and other related services are provided as per student IEP. Support students are instructed with material appropriate for their academic levels, interests, and learning styles.

ENGLISH LANGUAGE DEVELOPMENT

The goal of the Steelton-Highspire School District's English Language Development (ELD) Program is to facilitate the development of English language proficiency in social and academic language while allowing the students to achieve grade-level standards to succeed in mainstream classes, higher education, the workplace, and society in general.

The ELD program provides curriculum and instruction using PA Core Standards in conjunction with Pennsylvania English Language Development Standards (PAELDS). The ELD program instruction is conducted in English. Student progress is assessed annually with the ACCESS 2.0 assessment to determine English proficiency level and appropriate placement for the following school year. In addition to the courses listed in this catalog, English language learners will participate in all content area courses that are required for graduation. Some course sections are offered as sheltered English instruction for non-English proficient students. The courses follow the same outline and requirements as the grade level sections. To ensure equal access to courses given at other levels in other departments, every effort will be made to accommodate speakers of other languages within the general course offerings on an individual basis. All English Learners enrolled in the ELD program are provided with language support with core content, communication to families in preferred language, and progress monitoring of English Language Development.

SPECIAL PROGRAMS

Cooperative Education

Seniors who have earned sufficient credits to participate in the Cooperative Education Program may be excused from school to work at a part-time job. Arrangements for participation in this program must be made with the counselor and employer and be approved by the Cooperative Education coordinator and parents. Students will be required to collaborate with the Cooperative Education teacher on the design of a co-operative education training plan that will be aligned to the students' identified career pathway.

Work Experience

Seniors and other selected students (as determined by the IEP team) who have earned sufficient credits to participate in the Work Experience Program may be excused from school to work at a part-time job. Arrangements for participation in this program must be made with the counselor and employer and be approved by the Transition Coordinator and parents. It is understood that the student must be enrolled and pass the classes necessary for graduation.

Credit Recovery

Definition of Credit Recovery

Credit recovery is a strategy that encourages at-risk students to retake a previously failed course required for high school graduation and earn credit if the student successfully completes the course requirements. The strategy was designed to provide a pathway for high school students who have a history of course failure and help them avoid falling further behind in school (U.S. Department of Education 2015b). Credit recovery courses may be available online or in alternative settings, but are not a guaranteed option. Students should strive to pass all classes without exception.

In the 2023-2024 school year, credit recovery will not be offered during the school day for students who fail a course. Students will either retake classes or participate in credit recovery opportunities provided outside of the school day - if any exist. Please see your school counselor to find the best option for credit recovery.

Dual Enrollment and College in the High School

Dual enrollment, or **concurrent enrollment** as it is also known, is the practice of allowing a student to be **enrolled** in two academic institutions at once. Usually, this involves a high school and a college. The credits apply both to high school diploma requirements and college graduation requisites. Currently, the Steelton-Highspire School District has a partnership with Harrisburg University, Shippensburg University, Grand Canyon University, and HACC for Dual Enrollment opportunities for qualifying students.

Honors

The Steelton-Highspire Jr./Sr. High School honors course options are designed to provide a more rigorous college and career preparation experience for students who have demonstrated academic excellence. Students will engage in higher level coursework, including enrichment activities and other learning experiences designed to challenge academically focused learners.

Program Liaisons: School Counselors

STUDENT ACTIVITIES

Clubs

Steelton-Highspire Jr./Sr. High School offers numerous activities and clubs to provide additional support and experiences to students. Students will be introduced to these clubs during summer orientation and a club fair early in the school year.

Student Council-Elected student leaders help other groups and clubs, assist in rallying volunteers, get student elections organized, and start fundraisers for Steelton-Highspire.

Art Club- This club is lead by Ms. Keeney, our 7-12 Art teacher and meets after school hours.

Chess Club-This club is lead by Mr. Watson, our 7-12 Health teacher and meets after school hours.

Esports-This club is lead by Teyvyn Monismith & Ryan Lehigh, our district technology advisors and meets after school hours.

Theatre Club-This club is lead by Mr. McIntosh our 7th grade Science teacher and meets after school hours.

True Colors- This club is lead by Kevin & Doug Lawrence and Joe Porter. This is a college and career readiness club and meets during and after school hours. There will be trips to various jobs and colleges included in this club.

Neighboring Academy-This club is lead by Helen Spence & Kevin O'Rourke. This club fullfills 2 school credits since they meet during the school day. Students must apply to be in this club and be accepted prior to enrollment. Students will be working and getting paid for their work throughout the community.

All You Can Leadership Academy-This club is lead by Ms. Ralph Rodriguez. This is a leadership course that is designated 7th and 8th grade students only. Students must apply to be in this club and be accepted prior to enrollment. This club meets after school with an occasional trips during the school day.

Athletics and After School Activities

The athletic and music programs of Steelton-Highspire School District are integral parts of the total educational program. The intent of these programs is to impart sound learning experiences, skills, and attitudes that are necessary for success in school and in life. Steelton-Highspire offers opportunities for high school students to participate in the following programs:

Band

Front/Colorguard

Choir

Marching Band

Baseball

Basketball

Cheerleading

Football

Softball

Track and Field

Volleyball (girls)

Wrestling

RECOMMENDED CORE COURSE PROGRESSION

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English Language Arts	English I	English II	English III	English IV
	Honors English I	Honors English II	Honors English III	Honors English IV
Mathematics	Pre-Algebra Algebra I	Geometry	Algebra II Consumer Math or Financial Literacy	Financial Literacy or Consumer Math
	Honors Algebra I	Honors Geometry	Honors Algebra II	Pre-Calculus
Science	Integrated Science	Biology	Chemistry	Electives
	Honors Integrated Science	Honors Biology or Honors Chemistry	Honors Chemistry or Honors Physics	Electives
Social Studies	World History	U.S. History 1	Civics	Electives
	Honors World History	Honors U.S. History	Honors Civics	Electives

CORE COURSE DESCRIPTIONS

English Language Arts

English I: 01001

9

Prerequisite: None

1 Credit

The ninth-grade course is an overview of literature and nonfiction across the major forms and genres (short story, novel, poetry, drama, epic poetry, literary nonfiction, essays, and speeches). They begin to read and respond to literary criticism. In formal seminar discussions, students further investigate philosophical and literary questions that arise in the texts. English 9 focuses on the PA Core Standards in reading, writing, speaking, and listening through a multi-genre approach to literature by exploring nonfiction, short stories, poetry, drama, and novels. It includes grammar, composition, multicultural literature, critical thinking skills, vocabulary development, oral communication, and research skills.

Honors English I: 01001H

9

Prerequisite: Honors Criteria

1 Credit

Honors level courses include the same state standards as regular level courses, but instruction and classroom experiences are enriched, faster-paced, with deeper learning opportunities, higher expectations for performance, interaction and productivity. Students must be motivated self-starters who can work well independently. Successful Honors English I students will increase the likelihood of AP success in English.

English II: 01002

10

Prerequisite: Successful Completion of English I



1 Credit

In tenth grade, students study literature and nonfiction. Each unit allows for close study of literary works, as well as consideration of historical and cultural context. Students can expect to read a variety of American literature selections, to write in primarily the expository mode of writing (including the composition of a research paper), to sharpen their grammatical skills, which they will incorporate into their writing, to increase their vocabulary base, to present their ideas in formal and informal presentations, and to listen to others' ideas in class discussions.

Honors English II: 01002H

10

Prerequisites: English 9 or English 9 Honors and Honors Criteria



1 Credit

Honors level courses include the same state standards as regular level courses, but instruction and classroom experiences are enriched, faster-paced, with deeper learning opportunities, higher expectations for performance, interaction and productivity. Students must be motivated self-starters who can work well independently. Successful Honors English II students will increase the likelihood of AP success in English.

English III: 01003

11

Prerequisites: English 10 or English Honors 10 and Honors Criteria

1 Credit

The ELA course for eleventh grade is devoted to a study of literature and nonfiction (diaries, letters, sermons, almanacs, speeches, and foundational documents), many opportunities exist to analyze historical and informational texts. Students come to see the fluid relationship between fiction and nonfiction. Throughout the year, students have opportunities to make connections with history, art, and other subjects. Essays range from the analytical to the creative. Students build on their writing skills from previous years, integrating multiple sources and perspectives into their work, reading literary criticism, and writing longer and more complex essays. To build appreciation of the sounds and cadences of literature, students continue to recite poems and speeches and refine their expressive delivery.

Honors English III: 01003H **11**
Prerequisites: English 10 or English Honors 10 and Honors Criteria **1 Credit**
Honors level courses include the same state standards as regular level courses, but instruction and classroom experiences are enriched, faster-paced, with deeper learning opportunities, higher expectations for performance, interaction and productivity. Students must be motivated self-starters who can work well independently. Successful Honors English III students will increase the likelihood of AP success in English.

English IV: 01004 **12**
Prerequisite: English 11 or English 11 Honors **1 Credit**
Upon entering twelfth grade, students have read and discussed literary classics across the major genres and have studied. Units are arranged chronologically so that students may see how earlier works influence later works and how forms and ideas have evolved over time. Students consider prominent themes for each time period. It is important to read poems in their original language, so most of the poetry studied this year is in English. Through immersion in the poetry students develop an ear for English metrical forms and learn to recite poems expressively from memory. In their essays and discussions, students may relate a work to its historical circumstances, trace a symbol through a work or works, or consider a moral or philosophical question. Writing assignments include essays and research papers. By the end of twelfth grade, students have become familiar with some of the major works and ideas of literature, have honed their skills of literary analysis, and have learned to write a research paper.

English IV: 01004H **12**
Prerequisite: English 11 or English 11 Honors **1 Credit**
Honors level courses include the same state standards as regular level courses, but instruction and classroom experiences are enriched, faster-paced, with deeper learning opportunities, higher expectations for performance, interaction and productivity. Students must be motivated self-starters who can work well independently. Successful Honors English III students will increase the likelihood of AP success in English.

Creative Writing: 01005 **9-12**
Prerequisite: English I or Honors English I **1 Credit**
This course focuses on students' writing skills and developing their ability to compose different types of papers for a range of purposes and audiences. This course enables students to explore and practice descriptive, narrative, persuasive, and/or expository styles as they write paragraphs, essays, letters, applications, formal documented papers, technical reports as well as creative writing and portfolio development. Students will be required to compete in local and national writing competitions.

Public Speaking: 01006 **9-12**
Prerequisite: None **1 Credit**
This semester course offers students the opportunity to learn how to use oral skills effectively in formal and informal situations. Students learn such skills as logic and reasoning, the organization of thought and supporting materials, and effective presentation of one's voice and body. Students will be introduced to numerous public speaking situations, and they will learn the methods, aims, and styles of a variety of events (e.g., formal debate, Lincoln-Douglas debate, expository speaking, radio broadcast, oral interpretation, and dramatic interpretation).

English Language Development:

Newcomer/Beginner ELD:

7-9

Prerequisite: Teacher placement (Student will likely have a Screener score of a 2.0 or below and/or are likely to be new to the United States)

This course is designed to increase language proficiency through reading, writing, speaking, and listening. It includes grammar, composition, literature, critical thinking skills, vocabulary development, oral communication, and research skills aligned to their individual English Language Proficiency (ELP) levels. Students will use language to meaningfully engage and interact in and out of the classroom.

Newcomer ELD:

10-12

Prerequisite: Teacher placement (Student will likely have a Screener score of a 2.0 or below and/or are likely to be new to the United States)

This course is designed to increase language proficiency through reading, writing, speaking, and listening. It includes grammar, composition, literature, critical thinking skills, vocabulary development, oral communication, and research skills aligned to their individual English Language Proficiency (ELP) levels. Students will use language to meaningfully engage and interact in and out of the classroom.

Beginner ELD:

10-12

Prerequisite: Teacher placement (Student will likely have a Screener score of a 2.0-2.5 and/or are likely to be new to the English language)

This course is designed to increase language proficiency through reading, writing, speaking, and listening. It includes grammar, composition, literature, critical thinking skills, vocabulary development, oral communication, and research skills aligned to their individual English Language Proficiency (ELP) levels. Students will use language to meaningfully engage and interact in and out of the classroom.

Intermediate/Advanced ELD:

7-9

Prerequisite: Teacher placement (Student will likely have a Screener score of a 2.5 or higher. Usually, students have been in the United States for over 2 years.)

This course is designed to prepare students for the rigorous demands of higher education. The students will focus on critical reading, academic writing, oral communication, and attentive listening skills. This course will continue to teach English Learners (ELs/ELLs) vocabulary, grammar, and composition. Students will be able to use these skills in and out of the classroom.

Intermediate/Advanced ELD Flex:

10-12

Prerequisite: Teacher placement (ACCESS Score 2.5+)

This course is geared towards intermediate and advanced English Learners (ELs/ELLs) that require more support in their courses. The students will receive support with Smart Futures, daily coursework, scholarship applications, and much more.

Mathematics

Algebra I: 02052K



9-10

1 Credit

Algebra I includes the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations.

Honors Algebra I: 02052KH

Prerequisite: Honors Criteria



9-10

1 Credit

Honors level courses include the same state standards as regular level courses, but instruction and classroom experiences are enriched, faster-paced, with deeper learning opportunities, higher expectations for performance, interaction and productivity. Students must be motivated self-starters who can work well independently. Successful Honors Algebra I students will increase the likelihood of AP success in mathematics.

Geometry: 02054

Prerequisite: Algebra I

9-12

1 Credit

This is a semester course designed to provide a rigorous study of geometry and measurement. The topics of this course include geometric representations, reasoning and proof, lines, properties of triangles, triangle congruence, right triangles, polygons and circles, geometric probability, properties of solids, and similarity. The instructional emphasis will be to utilize algebraic skills to develop conceptual understanding of the topics.

Honors Geometry: 02054H

Prerequisite: Honors Algebra I and Honors Criteria

9-12

1 Credit

Honors level courses include the same state standards as regular level courses, but instruction and classroom experiences are enriched, faster-paced, with deeper learning opportunities, higher expectations for performance, interaction and productivity. Students must be motivated self-starters who can work well independently. Successful Honors Geometry students will increase the likelihood of AP success in mathematics.

Algebra II: 02053

Prerequisite: Algebra I or Geometry

9-12

1 Credit

This course is designed to continue the rigorous progression of major topics in Algebra for students with a solid mathematical background and exceptional commitment to the learning process. These topics include a review of Algebra I topics, linear functions, polynomial functions, rational functions, radical functions, exponential functions, data analysis, and probability. The instructional emphasis will be to develop conceptual understanding of topics along with a procedural knowledge of their applications.

Honors Algebra II: 02053H

Prerequisite: Algebra I or Geometry and Honors Criteria

9-12

1 Credit

Honors level courses include the same state standards as regular level courses, but instruction and classroom experiences are enriched, faster-paced, with deeper learning opportunities, higher expectations for performance, interaction and productivity. Students must be motivated self-starters who can work well independently. Successful Honors Algebra II students will increase the likelihood of AP success in mathematics.

Honors Pre-calculus: 02055H **11,12**
Prerequisites: Algebra I, Algebra II, Geometry, and Honors Criteria **1 Credit**
 This is a semester honors mathematics course designed to integrate an extension of the rigorous progression of major topics in Algebra and a study of trigonometry for students with a solid mathematical background and exceptional commitment to the learning process. This honors course will demand more from the student, and the teacher will have greater expectations than a regular level course. The course topics will include algebraic concepts, functions, polynomials, transcendental functions, and systems of equations. The instructional emphasis will be to develop conceptual understanding of topics along with a procedural knowledge of their applications. Successful Honors Pre-calculus students will increase the likelihood of AP success in mathematics.

Living on Your Own/Personal Finance: 02056 **11-12**
Prerequisite: None **.5 Credit**
 Students will learn and apply the principles and practices of personal finance. This course provides students with the knowledge needed to make informed personal financial decisions throughout their lives. Students will develop basic financial literacy including, saving, budgeting, interest risk, and financial goal setting. They will learn about stocks, bonds, and mutual funds as well as bank and retirement account options. This course will also include introductory information pertaining to effective use of credit, credit score, loans, personal taxes, insurance products, major purchases, and student loans.

Pre-Algebra: 02057 **9-10**
Prerequisite: None **1 Credit**

Keystone Math: 02059 **10-12**
Prerequisite: Must have taken Algebra Keystone Test **.5 Credit**
 This course is offered to all 10th and 12th grade students who have not met PA State Graduation Pathway 1 or Pathway 2 requirements. Students can retake the Algebra Keystone Exam to meet Pathway 1 or 2, or take this course towards meeting another Pathway. This course will review content covered in the Keystone eligible content anchors and requires students to pass exams on 7 units that encompass all of the Keystone Algebra eligible content. Successful completion of this course will lead to meeting one of the requirements for graduation using PA State Graduation Pathway 3, Pathway 4 or Pathway 5.

Science (Science standards –NGSS)

Integrated Science: 03003 **9**
Prerequisites: 8th grade Science **1 Credit**
 Integrated Science is broken down into four quarters, each quarter will focus on a different concept to better prepare students for Biology next year. Quarter One: Introduction to Physics, Quarter Two: Introduction to Chemistry, Quarter Three: Introduction to Biology, & Quarter Four: Environmental Science. This course will guide the student in applying the scientific method through laboratory investigations to build foundational skills necessary to be success in Biology, Chemistry and Physics. Laboratory investigations.

Integrated Science Honors:03003H **9**
Prerequisites: 8th grade Science **1 Credit**
 Honors level courses include the same state standards as regular level courses, but instruction and classroom experiences are enriched, faster-paced, with deeper learning opportunities, higher expectations for performance, interaction and productivity. Students must be motivated self-starters who can work well independently.

Biology: 03004K**10-12****Prerequisite: Integrated Science****1 Credit**

This course will focus on the investigation of the living world and the interactions of the living with the non-living factors in the environment. The course will cover the topics of Biology Basics of Life; The Chemistry of Biology; Bioenergetics; Homeostasis and Transport; Cell Growth and Reproduction; DNA and Genetic Inheritance; Evolution and Ecology. Required laboratory activities reinforce the concepts and principles presented in the classroom and include extensive microscope investigations.

Honors Biology: 03004KH**10-12****Prerequisite: Integrated Science and Honors Criteria (Teacher Rec)****1 Credit**

Honors level courses include the same state standards as regular level courses, but instruction and classroom experiences are enriched, faster-paced, with deeper learning opportunities, higher expectations for performance, interaction and productivity. Students must be motivated self-starters who can work well independently. Required laboratory activities reinforce the concepts and principles presented in the classroom and include extensive microscope investigations. Successful Honors Biology students will increase the likelihood of AP success in science.

Chemistry: 03005**10-12****Prerequisites: Algebra I and Biology****1 Credit**

This course is designed for the college-bound student. Basic chemical concepts will be studied, and scientific principles will be taught. The topics covered include an introduction to the science of chemistry, atomic theory, matter and its changes, the periodic table, chemical reactions and stoichiometry, and chemical bonding. Laboratory work will comprise a major portion of this course.

Honors Chemistry: 03005H**10-12****Prerequisites: Honors Biology and Honors Criteria (Teacher Rec)****1 Credit**

Honors level courses include the same state standards as regular level courses, but instruction and classroom experiences are enriched, faster-paced, with deeper learning opportunities, higher expectations for performance, interaction and productivity. Students must be motivated self-starters who can work well independently. The student is expected to have a working knowledge of basic algebra, including basic mathematical skills, use of a calculator, scientific notation, and the metric system. Successful Honors Chemistry students will increase the likelihood of AP success in science.

Physics: 03006**11, 12****Prerequisites: Integrated Science, Biology and Chemistry****1 Credit**

This course is designed for college bound students and for those students who want a challenging introductory physics course. Students will be introduced to physical concepts through inquiry, research projects, and computer-aided instruction. Students will develop skills to reason, understand, and interpret physical information. The course will include key topics in Kinematics, Dynamics, Mechanics, Thermodynamics, Waves Studies, and Electromagnetism.

Honors Physics: 03006H**11,12****Prerequisites: Integrated Science, Biology and Chemistry****1 Credit**

Honors level courses include the same state standards as regular level courses, but instruction and classroom experiences are enriched, faster-paced, with deeper learning opportunities, higher expectations for performance, interaction and productivity. Students must be motivated self-starters who can work well independently.

Social Studies

World History: 04001

9

Prerequisites: 8th Grade Social Studies

1 Credit

World History focuses on developing students' abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance: focusing on the environment, cultures, state building, economic systems, and social structures, will provide areas of historical inquiry for investigation throughout the course. World History will review the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions.

World History Honors: 04001H

9

Prerequisites: 8th Grade Social Studies

1 Credit

Honors level courses include the same state standards as regular level courses, but instruction and classroom experiences are enriched, faster-paced, with deeper learning opportunities, higher expectations for performance, interaction and productivity. Students must be motivated self-starters who can work well independently.

U.S. History I: 04002

10-12

Prerequisite:

1 Credit

United States History provides a framework for understanding the basic tenets of American democratic practices as established by the United States Constitution. Basic concepts of American government and citizenship are addressed in this course. The course is framed to develop students' increased understanding of the institutions of a democracy and the fundamental principles and values upon which they were founded. The skills necessary to participate as effective and responsible citizens in our nation will be developed in this course along with the knowledge of how to use democratic procedures for making decisions and managing conflict.

Honors U.S. History I: 04002H

10-12

Prerequisite: Honors Criteria

1 Credit

Honors level courses include the same state standards as regular level courses, but instruction and classroom experiences are enriched, faster-paced, with deeper learning opportunities, higher expectations for performance, interaction and productivity. Students must be motivated self-starters who can work well independently.

Civics & Government: 04003

11,12

Prerequisite: US History I

1 Credit

This course will provide the historical context and foundation necessary for the development and understanding of civic concepts. This course will examine the past, present and future of global issues including: The rights and responsibilities of citizenship, the U.S. role in a global world, foreign aid, terrorism, immigration, and universal human rights. Students will become engaged citizens in this course and will interact with issues and concepts through reading, writing, discussion, debate, research, note-taking, civic participation and other authentic primary sources and activities. This course is aligned with the PA Academic Standards and the PA Common Core Standards for Reading and Writing for History and Social Studies. Upon conclusion of this course students will take the PA Civics Exam.

Honors Civics & Government: 04003H**11-12****Prerequisite: U.S. History I****1 Credit**

Honors level courses include the same state standards as regular level courses, but instruction and classroom experiences are enriched, faster-paced, with deeper learning opportunities, higher expectations for performance, interaction and productivity. Students must be motivated self-starters who can work well independently. Successful Honors Your Government Your World students will increase the likelihood of AP success in social studies.

African American Studies: 04004**9-12****Prerequisites: None****.5 Credit**

The purpose of this course is to provide students with knowledge, skills, and perspectives necessary to understand the development of African American heritage. Using a chronological sequence, this course traces the African heritage of African Americans from its origins in the great empires of the Nile River Valley and the western Sudan through 1914. Emphasis will be placed on African American ancestry, geography, economics, government civics, culture, religion and the arts, education, business, science, slave trade, civil rights movement, and the military. This course has been aligned with the PA Academic standards for History, Economics, Geography and Civics & Government. The PA Common Core State standards for Reading & Writing for History and Social Studies have also been infused throughout this course.

Latin American Studies: 04005**9-12****Prerequisites: None****.5 Credit**

This course will provide students with the opportunity to explore Latin American culture, history, society, and geography. Students will study the cultural and ethnic distinctions that exist between Latin-American countries, from both historical and contemporary perspectives. Students will also have the opportunity to explore the impact and contributions of groups that have immigrated to the United States from across Latin America on the political, social and economic structures of the United States. This course has been aligned with the PA Academic standards for History, Economics, Geography and Civics & Government. The PA Common Core State standards for Reading & Writing for History and Social Studies have also been infused.

Psychology: 04006**9-12****Prerequisite: None****.5 Credit**

This course is designed to help students develop a better understanding of themselves and others. This is an academic course, aimed at preparing the students for education beyond high school. Units of study will include learning and intelligence, the brain and behavior, the endocrine system and behavior, theories of personality, suicide, identification of common disorders, and an overview of the treatments used from the 1930's to the present. Units of study will also include social institutions, dysfunctional relationships, relationships between the sexes, races and ethnic groups, group behavior, social trends and socialization, deviations from the norm, social conflict, class structures, and social stratification. Students will take part in mock marriages in order to learn financial management, research and presentation skills and group dynamics. This course has been aligned with the PA Academic standards for History, Economics, Geography and Civics & Government. The PA Common Core State standards for Reading & Writing for History and Social Studies have also been infused throughout this course.

Economics: 04007**10-12****Prerequisite: None****.5 Credit**

This course is designed to introduce students to both the basic principles used in economic theory and to the institutional details of the organization of economic systems in the United States and other countries. In addition, the course helps students understand the ways in which different economies are linked and the effects of economic interactions within and between countries. The contents of the course include demand and supply analysis, national income accounting, economic growth, monetary and fiscal policies, as well as, global economic issues such as international trade and capital flows.

Human Geography: (04008)**9-12****Prerequisite: None****.5 Credit**

This course is designed to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also will learn about the methods and tools geographers use in their science and practice.

Health and Physical Education

Physical Education 1: 06001**9-12****Prerequisites: None****.5 Credit**

This course is designed to meet the needs of all students at Steelton High School through a wide range of activities and will satisfy the graduation requirement for Physical Education. Through this process, the teacher will attempt to establish physical activity as a vital and continuing part of life. Physical Education is a co-educational program where each student may register at the beginning of each quarter for a different activity.

Health and Wellness 1: 06002E**10-12****Prerequisites: None****.5 Credit**

This course is a one semester course and will satisfy the graduation requirement for Health and Wellness. The course is based on the National Health Education Standards that specify what students should know and be able to do.

Health and Wellness 2: 06002**10-12****Prerequisites: 0.5 credit of Health and Wellness****.5 Credit**

This course is a one marking period course and will satisfy the graduation requirement for Health and Wellness. The course is based on the National Health Education Standards that specify what students should know and be able to do.

Advanced Fitness 1: 06003E**9-12****Prerequisites: Physical Education 1****.5 Credit**

The course is geared toward beginner weight lifters and individuals interested in focusing on personal fitness with a concentration in muscular strength and muscular endurance. General strength and fitness will be achieved for the first portion of the course before advanced lifting technique is taught. Course will incorporate general knowledge of muscles and health and skills related to fitness components. This course is for highly motivated students and athletes and will give students an opportunity to exercise vigorously during the school day to achieve personal goals and meet high course expectations.

Advanced Fitness 2: 06003**10-12****Prerequisites: Advanced Fitness 1****.5 Credit**

This course will focus on differentiated lifting phases and workouts based on individual' participation and/or individual weight training goals. Concepts of exercise physiology will be explored through the semester to enhance performance. Teacher will designate a workout program focusing on muscular strength and muscular endurance, and then the student will create a workout program specifically designed for their personal weight training goals. This course is for highly motivated students and athletes. This provides the opportunity to exercise vigorously during the school day to achieve personal goals.

Intramural Sports: 06004**9-12****Prerequisites:****.5 Credit**

This course is geared towards individuals who want to be a part of a fun and competitive environment with a strong focus on teamwork and positive sportsmanship. Students will have the opportunity to develop skills and learn strategies in both individual and team sports. Individuals involved will also develop a deeper knowledge of the rules of a variety of different team and individual sports. This course will include, but not limited to the following sports. Some of which include: flag football, tennis, basketball, and other team and individual sports may be considered.

Net/Wall Games 06005**9-12****Prerequisite: None****.5 Credit**

This coeducational course is designed for students to continue to develop and improve the skills and knowledge necessary to participate successfully in a variety of racquet sports and or net sports. Participation will result in a better understanding of activities for lifelong fitness. Students are expected to learn more advanced skills and strategies and demonstrate them in game situations. Racquet sports that may be included are: Tennis, pickleball, badminton. Particular net sports, such as volleyball may also be included.

Advisory**Advisory I: 1019****9****Prerequisite: None****.5 Credit**

Every student at Steelton-Highspire Jr./Sr. High School will be assigned a faculty advisor. Students will meet with their advisor daily for thirty minutes at the start of each day. During this advisory period, students will engage in social-emotional learning activities and will review their course grades, attendance and discipline data with their advisor. Students will have the opportunity during this period to set individual goals and to discuss progress with their advisor. Students will also receive counseling to support the course selection process. Additionally, students will receive guidance in the career exploration from the school counselors.

Advisory II: 1010**10****Prerequisite: None****.5 Credit**

Every student at Steelton-Highspire Jr./Sr. High School will be assigned a faculty advisor. Students will meet with their advisor daily for thirty minutes at the start of each day. During this advisory period, students will engage in social-emotional learning activities and will review their course grades, attendance and discipline data with their advisor. Students will have the opportunity during this period to set individual goals and to discuss progress with their advisor. Students will also receive support during the course selection process.

Advisory III: 1011**11****Prerequisite: None****.5 Credit**

Every student at Steelton-Highspire Jr./Sr. High School will be assigned a faculty advisor. Students will meet with their advisor daily for thirty minutes at the start of each day. During this advisory period, students will engage in social-emotional learning activities and will review their course grades, attendance and discipline data with their advisor. Students will have the opportunity during this period to set individual goals and to discuss progress with their advisor. Students will also receive guidance to support the course selection process.

Advisory IV: 1012**12****Prerequisite: None****.5 Credit**

Every student at Steelton-Highspire Jr./Sr. High School will be assigned a faculty advisor. Students will meet with their advisor daily for thirty minutes at the start of each day. During this advisory period, students will engage in social-emotional learning activities and will review their course grades, attendance and discipline data with their advisor. Students will have the opportunity during this period to set individual goals and to discuss progress with their advisor. During senior advisory, students will receive guidance to support the college application process.

Art & Humanities

Art Foundations: 07001**9****Prerequisite: None****1 Credit**

Students will study the elements and principles of design and what they communicate. Students will practice forms of artistic expression across multiple media to be able to communicate to others the purpose of artwork, artists' intentions, and the way processes and materials help to achieve them. Students will explore the visual arts as a potential career pathway including identifying the required knowledge and skills; educational opportunities and requirements.

Art I: 070021**9-12****Prerequisite: None****.5 Credit**

Do students like to draw? Are students a creative person? Art I is a course designed to introduce students to the visual arts. Throughout the year students will create artworks using a variety of art materials and techniques such as drawing, painting, printmaking, ceramics, and crafts. This course will provide students with a starting point to explore careers in the visual arts. Students will be required to keep a weekly sketchbook. This course is a prerequisite for Art II.

Art II: 070022**9-12****Prerequisite: Art I****.5 Credit**

Art II is an advanced level course that will build on the knowledge and skills learned in Art I. Students will continue to create artwork using a variety of art materials and techniques with more emphasis placed on the development of the student's art skills. Students will be required to keep a weekly sketchbook. This course is a prerequisite for Art III.

Advanced Art: 070023**10-12****Prerequisite: Art I or Art II****.5 Credit**

Advanced level course that will build on the knowledge and skills learned in Art I and II. Students will continue to create artwork using a variety of art materials and techniques with more emphasis placed on the development of the student's art skills. Students will be required to keep a weekly sketchbook.

Band: 09003	9-12
Prerequisite: Approval of Band Director	1 Credit
Band provides students with an opportunity to learn to play instruments or to hone skills already acquired. It also provides students with a number of musical performance opportunities – both within the school and in the community. Over the years, members of the Band have distinguished themselves as being in District and State Bands. It is an excellent opportunity for students seriously interested in making a career in the field of professional music or for those interested in learning to play an instrument.	
Music Foundations: 09001	9-12
Prerequisite: None	.5 Credit
This course is designed for students who are interested in a general understanding of music. The content covered in this course includes: basic rhythms on the drums, singing basic melodies, basic music theory (notation), and a general study of music history. This course is a prerequisite for only students who wish to take Music Technology, Recording in the Music Industry, Guitar, or Piano.	
Chorus: 09004	9-12
Prerequisite: None	1 Credit
Membership in the chorus provides a rich experience in the uses of the voice in interpreting music in a wide range of periods and styles. Students will have the opportunity to demonstrate the ability to perform choral literature of some difficulty. The goal of the organization is to achieve the highest degree of musical comprehension and artistic performance possible for students of high school age. Members of the chorus are eligible to try-out for Vocal Ensemble (after school), Dauphin County Chorus, and District and Regional Choral festivals.	
Music Theory: 09002	9-12
Prerequisite: None	.5 Credit
This course is for students who plan on pursuing a career in music. Students will learn: aural ear training, scales, intervals, chord structures, chord progressions, figured base, form, and other necessary Music Theory content.	
Theatre Arts I: Acting 05051	9-12
Prerequisite: None	.5 Credit
This course introduces and provides experience in all aspects of theatre arts. Students study basic principles of acting including character analysis, textual interpretation, voice, movement, collaboration, improvisation, and critical analysis of performance. Additionally, students gain a working knowledge of theatre history and the multiple forms of theatrical performance, as well as the technical aspects of theater and theatrical design. Special emphasis is placed on theatrical vocabulary and codes of conduct, as well as the creation, production, direction of monologues and scenes.	
Theatre Arts II: Production & Performance 05052	10-12
Prerequisite: Theatre Arts I-Acting	.5 Credit
This course focuses on styles of acting and performance and theatrical Production. Class work focuses on scene study (including research, direction, stage management, character analysis, setting analysis, and design) and monologues from various theatrical eras and genres.	

Business/Finance/Technology (Free Electives)

Google Basics: 22211

7

Prerequisite: None

This course introduces the student to basic Google tools and focuses on collaboration, communication, and productivity through the completion of real-world, student-centered activities and projects.

Computer Literacy Basics: 22210

8

Prerequisite: None

This course will provide student with the opportunity to develop basic skills in keyboarding, computer use, and Microsoft Office applications. Student will obtain a satisfactory level of keyboarding speed, a general understanding of Windows applications, and the ability to utilize the basic features of Word, Excel, and PowerPoint. This class is designed for students who are not familiar with Microsoft Office.

Microsoft Office Specialist I: 22212

9-12

Prerequisite: None

.5 Credit

This course will provide student with intensive training towards expertise in utilizing the following programs in Microsoft Office: Word, Excel, PowerPoint, and Access. Successful completion of this course allows students to take Microsoft Office Applications 2.

Microsoft Office Specialist II: 22213

9-12

Prerequisite: Microsoft Office Specialist 1

.5 Credit

This course will provide student with advanced intensive training in utilizing the following programs in Microsoft Office: Word, Excel, PowerPoint and Access. Student will be required to take at least one Microsoft Office Specialist: 2016 Master (MOS) examination in Word, Excel, PowerPoint or Access. Successful completion of an examination will lead to certification in a Microsoft program.

Google Digital Marketing Certification: 22214

10-12

Prerequisite: Google Basics

.5 Credit

This introductory course has been developed to help students demonstrate creativity and business skills in the development of ideas for advertising, marketing, and promotion of products in today's global business environment. If you're interested in advertising, sales, money, sports, entertainment, or hospitality, then students should take Marketing. Students will learn to build a web presence, plan a business strategy, create ads, improve search campaigns, marketing locally, networking, social media presence, display advertising, & data and analytics. Marketing is one of the largest and most exciting career areas in business today. This is a certification course. Upon successful completion of this course and passing of Google Garage Exam, students will receive a certificate in Fundamentals of Digital Marketing via Google. Jobs that you can do with a Digital Marketing Certification include: Digital Marketing Specialist, Digital Marketing Manager

Google Analytics Certification: 22215

10-12

Prerequisite: None

.5 Credit

Coding 22216

9-12

Prerequisite: None

.5 Credit

World Language

Spanish I: 10101**9-12****Prerequisite: None****1 Credit**

The course is an introduction to the study of the target language and its culture and may be taken in middle or high school. Students perform the most basic functions of the language and become familiar with some elements of its culture. The emphasis is placed on the development of the four skills of listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. The content focuses on the students' lives and experiences, and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language conventions. A general introduction to the culture, its products (e.g. literature, laws, foods, games), perspectives (e.g. attitudes, values, beliefs), and practices patterns of social interaction is integrated throughout the course. Students acquire some insight into how languages and cultures work by comparing the target language and cultures to their own.

Spanish II: 10102**10-12****Prerequisite: Spanish I****1 Credit**

This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students will participate in short conversational situations by combining and recombining learned elements of the language orally and in writing. Focus is placed on understanding main ideas in text. Grammatically, Spanish 2 presents all verb tenses in the indicative and subjunctive, additional irregular verbs, the uses of the 'por' and 'para' direct and indirect object pronouns, double negatives, idioms and comparisons. Vocabulary is further developed through conversation and textual readings. Dictation as well as Language lab and videos will be used.

Spanish III: 10103**10-12****Prerequisite: Spanish II****1 Credit**

The course provides a review of all grammar and basic selected readings. Additional readings include short stories. Considerable attention is paid to the civilizations of Spain and Latin America and extensive in-class conversation in Spanish. A project is required.

Spanish IV: 10104**11-12****Prerequisite: Spanish III****1 Credit**

Spanish IV courses focus on advancing students' skills and abilities to read, write, speak, and understand the Spanish language so that they can maintain simple conversations with sufficient vocabulary and an acceptable accent, have sufficient comprehension to understand speech spoken at a normal pace, read uncomplicated but authentic prose, and write narratives that indicate a good understanding of grammar and a strong vocabulary.

Additional Offerings

Workplace Experience (Co-op): 11101**11-12****Prerequisite: Approval from Student's Building Principal****1, 2, 3 Credit**

Seniors who have earned sufficient credits to participate in the Cooperative Education Program may be excused from school to work at a part-time job. Arrangements for participation in this program must be made with the counselor and employer and be approved by the Cooperative Education coordinator and parents. Students will be required to collaborate with the Cooperative Education teacher on the design of a co-operative education training plan that will be aligned to the students' identified career pathway. It is understood that the student must be enrolled in and passing all senior classes necessary for graduation.

Senior Seminar/Internship: 11102

11-12

Prerequisite: School Counselor Recommendation

1 Credit

Seniors who have earned sufficient credits will be eligible for this course. The Senior Seminar course will provide seniors with the opportunity to research, evaluate and discuss current and relevant topics present at the local, state and national levels. Seniors taking this course will also explore and implement ways in which they can contribute to the betterment of the school and local community. In addition, the content of this course will be informed by the specific needs, goals and interests of the students enrolled.

Duel Enrollment: 11103

11-12

Prerequisite: Application & Guidance Dept. Approval

***1 High School Credit per course**

***up to 3 College Credits per course**

This option is for juniors and seniors who are looking for more advanced course work. Students duel enrolled will earn high school and college credits at the same time. There will be a discounted charge for these courses and will depend upon each universities fee schedule. Students will also be required to pay for any course materials, such as textbooks for each duel enrollment course. We have partnerships with Harrisburg University, Shippensburg University, Grand Canyon University, and HACC. Students interested in duel enrollment must apply with their guidance counselor prior to the school year starting.

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