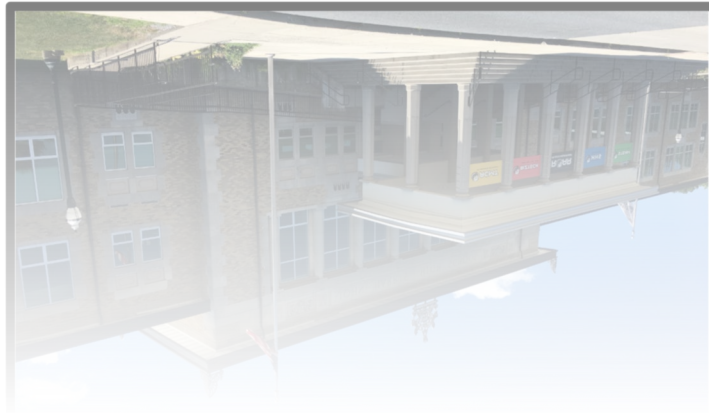


# HARRISBURG HIGH SCHOOL

*John Harris Campus*



**Ms. Michelle Felton, Principal**

**Mr. Dwight Forrester, Associate Principal**

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## *Program of Studies*

*Approved April 20, 2020*

*Updated February 15, 2021*

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## VISION

Empower all students with a high-quality education through a respectful, collaborative supportive professional learning community in which all achievements are celebrated.

## Alma Mater

Let our deeds be our credentials  
and humanity our way;

for we make the bright tomorrow  
as we forge the way today.

May Harrisburg High set the standard  
for others to follow through;

May the dignity of man  
Echo in all we say and do.



## INTRODUCTION

The course selection process at Harrisburg High School, John Harris Campus is designed to provide all students with an opportunity to select courses aligned to individual interests and goals. It is important to carefully plan the course selection process to ensure future college and career success. In order to facilitate this process, it is necessary to seek the help and advice of parents/guardians, teachers, school counselors, career counselors and administrative staff.

While staff assist in the course selection process, each student must carefully consider the options available at John Harris Campus. After course selection, each student must invest the necessary time and effort to achieve success in every class. Each John Harris Campus student 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 their assigned school counselor.

Counselor	Grade Level	E-mail
Ms. Nicolette Snell	Grade 9	<a href="mailto:mcopple@hbgds.us">mcopple@hbgds.us</a>
Mr. Michael Copple	Grade 10	<a href="mailto:mcopple@hbgds.us">mcopple@hbgds.us</a>
Ms. Traci Commins	Grade 11 & 12	<a href="mailto:tcommins@hbgds.us">tcommins@hbgds.us</a>

## ADMINISTRATIVE STAFF

	Grade Level	E-mail
Ms. Michelle Felton	Principal	<a href="mailto:mfelton@hbgds.us">mfelton@hbgds.us</a>
Mr. Dwight Forrester	Associate Principal	<a href="mailto:dforrester@hbgds.us">dforrester@hbgds.us</a>

## GRADUATION REQUIREMENTS 2022 and 2023

In order for a student to receive a Harrisburg High School diploma, the student must complete all of the required course work, assessments (*including Keystone examinations*), and studies for the assigned instructional program the student is enrolled in from grades 9 through 12.

Credits	Subject	Requirements	Keystone
4	English	English I, English II, English III, English IV	English II
4	Mathematics	Algebra I, Geometry, Algebra II, and one additional Mathematics credit	Algebra I
3	Science	Integrated Science, Biology, and one additional Science credit	Biology
3	Social Studies	Civics & U. S. History I, U. S. History II, and one additional Social Studies credit	
1	Health	Health and Wellness 1 or Health Science I	
1	Physical Education	Physical Education 1 or Physical Education elective	
2	Humanities	Any courses that include world languages, visual arts, and performing arts courses.	
6	Electives	Any courses beyond the requirements	

## GRADUATION REQUIREMENTS 2024 and 2025

In order for a student to receive a Harrisburg High School diploma, the student must complete all of the required course work, assessments (*including Keystone examinations*), and studies for the assigned instructional program the student is enrolled in from grades 9 through 12.

Beginning with the class of 2024, students will be required to earn a minimum of three math credits and seven elective credits.

Credits	Subject	Requirements	Keystone
4	English	English I, English II, English III, English IV	English II
3	Mathematics	Algebra I, Geometry, Algebra II	Algebra I
3	Science	Integrated Science, Biology, and one additional Science credit	Biology
3	Social Studies	Civics & U. S. History I, U. S. History II, and one additional Social Studies credit	
1	Health	Health and Wellness 1 or Health Science I	
1	Physical Education	Physical Education 1 or Physical Education elective	
2	Humanities	Any courses that include world languages, visual arts, and performing arts courses.	
7	Electives	Any courses beyond the requirements <i>*Advisory credits may count toward elective credits.</i>	

## KEYSTONE EXAM GRADUATION REQUIREMENTS

*Starting with the class of 2023, 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 CLASS OF 2025 (Rising 9)

Minimum Credits	Maximum Credits Available
<ul style="list-style-type: none"><li>To Enter Grade 10 6.5</li><li>To Graduate 24 of 33</li></ul>	<ul style="list-style-type: none"><li>By the End of Grade 9 7.5</li></ul>

## PROMOTION REQUIREMENTS CLASS OF 2024 (Rising 10)

Minimum Credits	Maximum Credits Available
<ul style="list-style-type: none"><li>To Enter Grade 11 13</li><li>To Graduate 24 of 33</li></ul>	<ul style="list-style-type: none"><li>By the End of Grade 10 16</li></ul>

## PROMOTION REQUIREMENTS CLASS OF 2023 (Rising 11)

Minimum Credits Required	Maximum Credits Available
<ul style="list-style-type: none"><li>To Enter Grade 12 16.5</li><li>To Graduate 24 of 32</li></ul>	<ul style="list-style-type: none"><li>By the End of Grade 11 23.5</li></ul>

## PROMOTION REQUIREMENTS CLASS OF 2022 (Rising 12)

Minimum Credits Required	Maximum Credits Available
<ul style="list-style-type: none"><li>To Graduate 24 of 33.5</li></ul>	<ul style="list-style-type: none"><li>By the End of Grade 12 33.5</li></ul>

## SCHEDULE

Harrisburg High School, John Harris Campus operates on a semester block schedule. All courses, unless otherwise noted in the description, will meet daily for 86 minutes for one semester consisting of two nine-week marking periods. Mid-term and final examinations will be administered in *all* semester courses.

## COURSE FAILURES

Students who receive a failing grade in a required course are required to retake the course in a subsequent semester.

## GRADING SCALE

Grade	Percentage Range	Grade Meaning
A	90-100%	Distinguished command of the subject/course. Excellent progress toward 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 recognitions 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:
  - **Academic Level Core Courses:** 1.0
  - **Elective Courses:** 1.0
  - **Honors Level Core Courses:** 1.1
  - **AP and College Level Courses:** 1.2



## CRITERIA FOR HONORS AND ADVANCED PLACEMENT (AP)

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, parent/guardian and student 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 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

# HARRISBURG SCHOOL DISTRICT PATHWAY TO SUCCESS

<p style="text-align: center;"><b>Five Harrisburg Career Pathways</b></p>	<p style="text-align: center;"><b>16 Career Clusters</b> <i>(as identified by the National Association of State Directors of Career Technical Education Consortium)</i></p>
<p style="text-align: center;"><b><u>Arts and Communications (AC)</u></b> Cultivate student awareness, interpretation, application, and production of visual, verbal, and written work</p> <p style="text-align: center;"><b><u>Business and Computer Science (BCS)</u></b> Cultivate student awareness and skills for careers in the world of business, finance, information technology, and computer science</p> <p style="text-align: center;"><b><u>Engineering and Industrial Technology (EIT)</u></b> Cultivate student interest, awareness, and application to careers related to technologies necessary to design, develop, install, and maintain physical systems</p> <p style="text-align: center;"><b><u>Human Services (HS)</u></b> Cultivate student awareness of and skills for careers in education, counseling and social work, law enforcement, government, and hospitality and tourism.</p> <p style="text-align: center;"><b><u>Science and Health Services (SHS)</u></b> Cultivate student interest in life and physical sciences, including the planning, managing, and providing of health information and the creation of and interpretation of scientific data and research</p>	<p style="text-align: center;"><b><u>Arts and Communications (AC)</u></b> Performing and Visual Arts Audio/Video Technology Communications/Journalism</p> <p style="text-align: center;"><b><u>Business and Computer Science (BCS)</u></b> Business, Management, and Administration Finance Marketing, Sales, and Service Information Technology</p> <p style="text-align: center;"><b><u>Engineering, Industrial Arts, and Technology (EIT)</u></b> Architecture and Construction Manufacturing Science, Technology, Engineering, and Mathematics Transportation, Distribution, and Logistics</p> <p style="text-align: center;"><b><u>Human Services (HS)</u></b> Government and Public Administration Hospitality and Tourism Human Services (Education, Counseling, Social Work) Law, Public Safety, Corrections, and Security</p> <p style="text-align: center;"><b><u>Science and Health Services (SHS)</u></b> Health Science Agriculture, Food, and Natural Resources Science, Technology, Engineering, and Mathematics</p>

## CAREER PORTFOLIO

By 2025, more than six in 10 Pennsylvania jobs will require some form of postsecondary education or training. 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 postsecondary plans, all students should leave high school 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. 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 Presentation Scoring Rubric	Advisory*
9	Career and Academic Goals	Advisory*
10	Career Guest Speaker Questions	Advisory*
10	Career Guest Speaker Reflection	Advisory*
10	Resume	Advisory*
11	College Tour Reflection Or Job Shadowing Reflection	Advisory*
11	College and Career Fair Reflection	Advisory*

\*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 Harrisburg High School list of approved NCAA courses, which are available at the NCAA Eligibility Center website, [www.eligibilitycenter.org](http://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 the 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 JHHS 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 Harrisburg 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

### Advanced Placement Program

The Advanced Placement (AP) program is a curriculum that is designed and sponsored by the College Board. Advanced Placement courses are standardized courses offered in individual subjects that are meant to be comparable to college level courses. It allows high school students to undertake college-level academic learning in AP courses and gives them the opportunity to show that they have mastered the advanced material by taking AP exams. Students can receive credit and/or advanced placement from thousands of colleges and universities that participate in the Advanced Placement Program. AP courses make substantial academic demands on students. Students are required to complete outside reading and other assignments and to demonstrate the analytical skills and writing abilities expected of first-year students. This experience helps students develop the intellectual skills and self-discipline they will need in college. For motivated students, AP can also reduce college costs and the time required to obtain a degree.

***Program Liaisons: School Counselors***

### 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 passing 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 2021-2022 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 the 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, Harrisburg School District has a partnership with Harrisburg University and HACC for Dual Enrollment opportunities for qualifying students.

## Honors

The John Harris Campus 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*

## NJROTC Program (Navy Junior Reserve Officer Training Corps)

### Prerequisite to the program at Harrisburg High School:

- Be enrolled in and attending a regular course of instruction at the school hosting the unit, in grades 9 through 12.
- Be a U.S. citizen or national or alien lawfully admitted to the U.S. for permanent residence.
- Be physically qualified to participate fully in the physical education program in the school. For exception to this enrollment requirement - see the Naval Science instructor
- Be selected by the NJROTC Naval Science Instructor with the approval of the student's assigned principal or his/her representative.
- Maintain acceptable standards of academic achievement and an academic standing that warrants at least normal progression leading to graduation.
- Maintain acceptable standards of conduct.
- Comply with the personal grooming standards as set forth in the NJROTC Cadet Field Manual.

## School of Business and Industry

The goal of The School of Business & Industry Honors Preparatory Program is to orient potentially high achieving students to the world of business and industry. Students learn business concepts and develop skills that are fundamental to academic success. This is done, in part, by promoting excellence in communication, research, organization and leadership. Students are also provided with opportunities to prepare for College Board examinations and are involved in diverse courses. Program activities also include peer leadership and mediation training.

SBI is a four-year accelerated honors program with Introduction to SBI & Professional Development beginning in the 9<sup>th</sup> grade. The SBI program is a developed and proven concept that complements our high school curriculum as well as better prepares our students for the future. With a background as a Harrisburg High SBI prep scholar, students will succeed. Students enrolled in the SBI program have the opportunity to apply for scholarships to attend Florida A & M University.

## **Program Objectives:**

The objectives of the SBI Honors Prep Program are:

- To enhance and develop students' critical thinking, listening, oral and written communication, and test taking skills
- To increase the student's knowledge and understanding of the real corporate world
- To provide students with an opportunity to understand and appreciate team participation and dynamics
- To build student leadership skills
- To improve the students' self-esteem
- To enhance students' overall preparation for post-secondary education and/or the world of work
- To increase the business sector's support of and involvement in Harrisburg High School
- To expose students to entrepreneurship
- To guide students in making the proper career choices

## **STUDENT ACTIVITIES**

### **Clubs**

John Harris 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.

***Anigamics Club***-Anigamics Club is for enthusiasts of Anime, comics, video games, and role-playing games.

***Anti-racism Student Alliance***- This club aims to create safe spaces for the discussion of issues related to anti-racism, equity, diversity, and inclusion. Students will also engage in school and community activism.

***Debate Club***-Debate Club teaches the elements of competitive debate and provides students with an avenue to showcase their debating skills.

***Gamut Theater Club***-Working alongside the Gamut Theater, students in the Theater Club learn basics of theater acting and improv from professionals and collaborate in a creative environment.

***History, Politics and Film Club***- Students have the opportunity to examine historical events and figures through film study looking at the historical and political context of selected films, as well as engaging in discussion about why and how the film was made.

***International Student Organization***-International students at John Harris are able to have fellowship and learn about a variety of cultures during this club.

***Spanish Club***-The Spanish Club offers students a view of Spanish culture through music, dance, and art.

***School Activities Club***-Students are able to plan, envision, and create important social events for the entire John Harris Campus including Winter Carnival and Field Day.



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

***Student Organization Developing Attitudes (SODA)***- Senior students discuss future career and college opportunities, gain a pen pal at a university, and help create a supportive senior community.

***Students Association for Freedom of Expression (SAFE)***-SAFE is a safe and affirming haven for students and staff members of the John Harris community to celebrate similarities and differences in sexual orientation and gender expression and is a student-led organization where students can discuss issues they face in school and at home.

***Multimedia /Video Production Club***-The Media Club will be a “Hands-On” opportunity for students to learn the principles and techniques required in video, photography, audio, media and reporting skills and apply those skills and knowledge while providing coverage and reporting of school activities and events.

***National Art Honors Society*** -The National Art Honors Society is open to student’s grades 9-12 currently enrolled in an art elective or completed a minimum of one art elective. NAHS provides opportunities for scholarships and leadership development. NAHS empowers students to influence and serve their school and local community through the arts.

***STEM Club***-Solving problems with your hands, students can explore technology and engineering while building their dreams.

***KPOP/BTS Club***-KPOP/BTS is a club for students who are fans of Korean Pop Music and the group BTS where enthusiasts can engage in dance, discussion, and friendship.

## **Athletics and After School Activities**

The athletic and music programs of Harrisburg High School 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. Harrisburg School District offers opportunities for high school students to participate in the following programs:

***Band Front***

***Jazz Ensemble***

***Marching Band***

***Orchestra***

***Vocal Ensemble***

***Baseball***

***Basketball***

***Cheerleading***

***Cross Country***

***Football***

***Indoor Track and Field***

***Soccer***

***Softball & Tennis***

***Track and Field***

***Volleyball***

***Wrestling***

## RECOMMENDED CORE COURSE PROGRESSION

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>English Language Arts</b>	English I	English II	English III	English IV
	Honors English I	Honors English II	Honors English III	AP Literature and Composition
<b>English Language Development</b>	Beginner English I/ Beginner Literacy I or Beginner English II/ Beginner Literacy II or ELD English I/ ELD Literacy I	Beginner English I/ Beginner Literacy I or Beginner English II/ Beginner Literacy II or ELD English II/ ELD Literacy II	Beginner English I/ Beginner Literacy I or Beginner English II/ Beginner Literacy II or ELD English II/ ELD Literacy II or ELD English III/ ELD Literacy III	ELD English IV/ ELD Literacy IV
<b>Mathematics</b>	Algebra I	Geometry	Algebra II	Probability & Statistics or Pre-Calculus or Trigonometry or Financial Literacy
	Honors Algebra I	Honors Geometry	Honors Algebra II	Honors Probability & Statistics or Honors Pre-Calculus
<b>Science</b>	Integrated Science	Biology	Chemistry or Environmental Science or Physics	Electives
	Honors Integrated Science	Honors Biology or Honors Chemistry	Honors Chemistry or Honors Physics	Electives or AP Biology*
<b>Social Studies</b>	Civics & U. S. History	U.S. History II	Your Government, Your World	Electives
	Honors Civics & U.S. History	Honors U.S. History II	Honors Your Government, Your World	Electives

# CORE COURSE DESCRIPTIONS

## English Language Arts

<b>English I: 01001</b>	<b>9</b>
<b>Prerequisite: None</b>	<b>1 Credit</b>
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.	
<b>Honors English I: 01001H</b>	<b>9</b>
<b>Prerequisite: Honors Criteria</b>	<b>1 Credit</b>
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.	
<b>English II: 01053K</b>	<b>10</b>
<b>Prerequisite: Successful Completion of English I</b>	<b>1 Credit</b>
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.	
<b>Honors English II: 01053KH</b>	<b>10</b>
<b>Prerequisites: English I or English I Honors and Honors Criteria</b>	<b>1 Credit</b>
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.	
<b>English III: 01054</b>	<b>11</b>
<b>Prerequisites: English II or English Honors II and Honors Criteria</b>	<b>1 Credit</b>
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: 01054H** **11**  
**Prerequisites: English II or English Honors II 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: 01057** **12**  
**Prerequisite: English III or English III 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.

**AP Literature and Composition: 01006 AP** **12**  
**Prerequisites: English 11 or English 11 Honors and Honors Criteria** **1 Credit**  
The course will engage students in careful reading and analysis of a challenging set of literary works from a range of genres including the novel, short story, poetry, and drama. The focus of the course will be on intensive reading and discussion of the literature, as well as introduce secondary critical essays for discussion and evaluation. Emphasis will be on becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. The course will include a writing component that focuses on expository, analytical, and argumentative writing about the literature through both discussion and essay format. Students will read, write, and discuss poetry, fiction, and drama at an advanced college level while using online resources to develop skills including sophisticated use of literary elements and terminology, close readings of various texts, creating, drafting, and editing college-level analytical essays, preparing and writing timed essays, and advanced use of mastery of standard English. Students are encouraged to take the AP English Composition course offered by The College Board in May.

**Journalism I: 11101** **10, 11, 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.

**Journalism II: 111012** **10, 11, 12**  
**Prerequisite: Journalism I** **1 Credit**  
This course is a continuation of Journalism I and 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.

**Creative Writing: 01104** **10, 11, 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.

**Theater Arts I: 05051** **10, 11, 12**  
**Prerequisite: None** **1 Credit**  
This course will introduce students to a brief historical background of theater, techniques of sensory and emotional response, voice, movement, improvisation, character and script analysis needed for theatrical interpretation through exercises, games, and activities.

**Theater Arts II: 05052** **10, 11, 12**  
**Prerequisite: Theater Arts I** **1 Credit**  
This course is for the student who wants to intensify his or her theatre study. Students will research, select and perform challenging monologues, dialogues, multiple-character scenes, and one-act plays for in-class and out-of-class audiences, using a variety of theatrical literature. Theatre Arts 2 will include a more in-depth study of voice, movement, character interpretation, script and play analysis. Students will read significant works by recognized playwrights. They will generate original plays, learn and practice techniques, and increase their skills in theatre.

**Public Speaking: 01151** **9**  
**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

### **Beginners English I: 0100145A**

**9-12**

**Prerequisite: Teacher placement (WAPT/Access Level 1.0 – 1.5)**

**1 Credit**

This is an intensive course in English Language Acquisition for non-native English Language Learners who have an English Proficiency of Level 1 (Entering). The goal of this course is to give students a solid foundation in the acquisition of conversational and social English and ease their transition into mainstream classes. Basic listening, speaking, reading, and writing will be stressed. Beginner English I focuses on the National Common Core & 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. 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 I focuses on the National Common Core & 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. The ELL Language Arts overlay will be applied. **This course is taken with Beginner Literacy I.**

### **Beginner Literacy I: 01068I**

**9-12**

**Prerequisite: Teacher placement (WAPT/Access Level 1.0 – 1.5)**

**1 Credit**

This core course aligned to English I adapts the instructional delivery of National Common Core & PA Core Standards in English Language Arts for language learners and must be taken with Beginner English I\*. This course is designed to increase the literacy and reading skills of English Language Learner. Other additional resources may be used to facilitate core content by using targeted interventions and ILit. Comprehension, dictation, and vocabulary are emphasized through the reading of fables; short works of fiction and non-fiction, plays, and biographies geared to the student's reading level. Current events from magazines and newspapers are also used. **This course is taken with Beginner English I.**

### **Beginners English II: 0100145B**

**9-12**

**Prerequisite: (WAPT/Access Level 1.5-2.0)**

**1 Credit**

The goal of this course is to give students a solid foundation in the acquisition of conversational and social English and ease their transition into mainstream classes. Basic listening, speaking, reading, and writing will be stressed. Beginner English II focuses on the National Common Core & 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. 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 National Common Core & 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. The ELL Language Arts overlay will be applied. **This course is taken with Beginner Literacy II.**

**Beginner Literacy II: 01068E****9-12****Prerequisite: Teacher placement (WAPT/Access Level 1.5-2.0)****1 Credit**

This course is designed to increase the literacy and reading skills of English Language Learner. This core course aligned to English I adapts the instructional delivery of National Common Core & PA Core Standards in English Language Arts for language learners. Other additional resources may be used to facilitate core content by using targeted interventions and iLit. Comprehension, dictation, and vocabulary are emphasized through the reading of fables; short works of fiction and non-fiction, plays, and biographies geared to the student's reading level. Current events from magazines and newspapers are also used. **This course is taken with Beginner English II.**

**ELD English I: 01001E****9****Prerequisite: Teacher placement (WAPT/Access Level 2.0-3.5)****1 Credit**

This course is part of the English Language Development (ELD) Program. ELD English I focuses on the National Common Core & 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 within the four domains of listening, speaking, reading, and writing aligned to their individual English Language Proficiency (ELP) levels. 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). The students begin to read and respond to literary criticism. In formal seminar discussions, students further investigate philosophical and literary questions that arise in the texts. It includes grammar, composition, multicultural literature, critical thinking skills, vocabulary development, oral communication, and research skills. **This course is taken with ELD Literacy I.**

**ELD Literacy I: 01068E09****9****Prerequisite: Teacher placement (WAPT/Access Level 2.0-3.5)****1 Credit**

This course is designed to increase the literacy and reading skills of English Language Learner. This core course aligned to English I adapts the instructional delivery of National Common Core & PA Core Standards in English Language Arts for language learners. Other additional resources may be used to facilitate core content by using targeted interventions and iLit. Comprehension, dictation, and vocabulary are emphasized through the reading of fables; short works of fiction and non-fiction, plays, and biographies geared to the student's reading level. Current events from magazines and newspapers are also used. **This course is taken with ELD English I.**

**ELD English II: 01053KE****10****Prerequisite: ELD English I, Teacher placement (WAPT/Access Level 2.0 – 3.5)****1 Credit**

This course is a part of the English Language Development (ELD) Program. 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 will read a variety of American literature selections, write in primarily the expository mode of writing (including the composition of a research paper), 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. **This course is taken with ELD Literacy II.**

**ELD Literacy II: 01068E10** **10**  
**Prerequisite: Teacher placement (WAPT/Access Level 2.0-3.5)** **1 Credit**  
This course is designed to increase the literacy and reading skills of English Language Learner. This core course aligned to English II adapts the instructional delivery of National Common Core & PA Core Standards in English Language Arts for language learners. Other additional resources may be used to facilitate core content by using targeted interventions and iLit. Comprehension, dictation, and vocabulary are emphasized through the reading of fables; short works of fiction and non-fiction, plays, and biographies geared to the student's reading level. Current events from magazines and newspapers are also used. **This course is taken with ELD English II.**

**ELD English III: 01054E** **11**  
**Prerequisite: ELD English II, Teacher placement (WAPT/Access Level 2.0 – 3.5)** **1 Credit**  
This course is a part of the English Language Development (ELD) Program. The ELD 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. **This course is taken with ELD Literacy III.**

**ELD Literacy III: 01068E11** **11**  
**Prerequisite: Teacher placement (WAPT/Access Level 2.0-3.5)** **1 Credit**  
This course is designed to increase the literacy and reading skills of English Language Learner. This core course aligned to English III adapts the instructional delivery of National Common Core & PA Core Standards in English Language Arts for language learners. Other additional resources may be used to facilitate core content by using targeted interventions and iLit. Comprehension, dictation, and vocabulary are emphasized through the reading of fables; short works of fiction and non-fiction, plays, and biographies geared to the student's reading level. Current events from magazines and newspapers are also used. **This course is taken with ELD English III.**

**ELD English IV: 01057E** **12**  
**Prerequisite: ELD English III, Teacher placement (WAPT/Access Level 2.0 – 3.5)** **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 within the four domains of listening, speaking, reading, and writing aligned to their individual English Language Proficiency (ELP) levels. **This course is taken with ELD Literacy IV.**



**ELD Literacy IV: 01068E12****12****Prerequisite: Teacher placement (WAPT/Access Level 2.0-3.5)****1 Credit**

This course is designed to increase the literacy and reading skills of English Language Learner. This core course aligned to ENGLISH 12 adapts the instructional delivery of National Common Core & PA Core Standards in English Language Arts for language learners. Other additional resources may be used to facilitate core content by using targeted interventions and ILit. Comprehension, dictation, and vocabulary are emphasized through the reading of fables; short works of fiction and non-fiction, plays, and biographies geared to the student's reading level. Current events from magazines and newspapers are also used. **This course is taken with ELD English IV.**

<b>Mathematics</b>
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**Algebra I: 02052K****9****Prerequisite: Successful completion of pre-Algebra course (8<sup>th</sup> grade)****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****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 Algebra I students will increase the likelihood of AP success in mathematics.

**Geometry: 02072****9, 10****Prerequisite: Algebra I****1 Credit**

This course is 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: 02072H****9, 10****Prerequisite: Honors Algebra I 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 Geometry students will increase the likelihood of AP success in mathematics.

<b>Algebra II: 02056</b>	<b>10, 11, 12</b>
<b>Prerequisite: Geometry</b>	<b>1 Credit</b>
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.	
<b>Honors Algebra II: 02056H</b>	<b>10, 11, 12</b>
<b>Prerequisite: Geometry and Honors Criteria</b>	<b>1 Credit</b>
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.	
<b>Probability &amp; Statistics: 02201</b>	<b>11,12</b>
<b>Prerequisites: Algebra I, Algebra II, and Geometry</b>	<b>1 Credit</b>
This is a course designed to introduce students to the many topics of basic probability and basic statistics. Students interested in business, finance, and engineering should consider this course crucial to their preparation for college. All students are welcome to enroll in an activity-based investigation of the seemingly unpredictable world of data.	
<b>Honors Probability &amp; Statistics: 02201H</b>	<b>11,12</b>
<b>Prerequisites: Prerequisites: Algebra I, Algebra II, and Geometry and Honors criteria</b>	<b>1 Credit</b>
Probability and Statistics courses focus on descriptive statistics, with an introduction to inferential statistics. Topics typically include event probability, normal probability distribution, collection and description of data, frequency tables and graphs, measures of central tendency and variability, random variables, and random sampling. Course topics may also include covariance and correlation, central limit theorem, confidence intervals, and hypothesis testing. Coursework is designed to incorporate group activities, projects, and current technologies, such as graphing calculators and Math XL. Coursework incorporates the following skills: communication, social, problem solving, technology, complex and critical thinking, and adapts them across all disciplines and makes meaningful connections to life's experiences	
<b>Pre-calculus: 02110</b>	<b>11,12</b>
<b>Prerequisites: Algebra I, Algebra II, and Geometry</b>	<b>1 Credit</b>
This is a semester mathematics course designed to integrate an extension of the rigorous progression of major topics in algebra and a study of trigonometry. 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.	

**Honors Pre-calculus: 02110H****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.

**AP Calculus: 02124AP****11, 12****Prerequisites: Pre-Calculus and Teacher Recommendation****1 Credit**

This is a one-year college-level course designed to provide instruction in extremely rigorous mathematical topics. The course topics will include functions, graphs and limits, derivatives, and integrals. Students will prepare to take an advanced placement test for college credit or advanced placement. The skillful use of a graphing calculator is required, and students may want to purchase their own calculator. This course is intended only for students with an exceptional mathematical background and an extraordinary commitment to the learning process.

**Trigonometry: 02106****11, 12****Prerequisites: Algebra I, Algebra II, and Geometry****1 Credit**

This is a semester mathematics course designed to continue the rigorous progression of major topics in Algebra that began in Algebra I and continued in Algebra II. Topics include, but are not limited to, operations with linear, quadratic, rational, and exponential expressions and functions, discrete math, probability, statistics, matrices, and trigonometry. This course is intended for those who have decided to pursue a post-secondary education in a non- math related field of study and to prepare them for college-level mathematics.

**Financial Literacy: 02157****12****Prerequisites: Algebra I, Algebra II, Geometry****1 Credit**

This course will focus on the importance of the financial world, including planning and managing money wisely. Areas of study taught through application in personal finance include sources of income, budgeting, banking, consumer credit, credit laws and rights, personal bankruptcy, insurance, spending, taxes, investment strategies, savings accounts, mutual funds and the stock market, buying a vehicle, and living independently. Based on the hands-on skills and knowledge applied in this course, students will develop financial goals, and create realistic and measurable objectives to be MONEY SMART! Through project-based learning activities and tasks, students will apply mathematical concepts in realistic scenarios and will actively engage by applying the mathematics necessary to make informed decisions related to personal finance. Financial Literacy places great emphasis on problem solving, reasoning, representing, connecting and communicating financial data.

## Science

### **Integrated Science: 03201**

9

#### **Prerequisite: None**

1 Credit

This is an inquiry-oriented science course involving principles and concepts concerning the physical world and ecology. Content areas include measurement; the nature and behavior of matter; atomic theory; chemical and physical changes, including bonding and reactions; and study of interactions of organism and their environment. The course emphasizes the study and proper use of fundamental science tools. Required laboratory activities reinforce the concepts and principles presented in the classroom.

### **Honors Integrated Science: 03201H**

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. Required laboratory activities reinforce the concepts and principles presented in the classroom. Successful Honors Integrated Science students will increase the likelihood of AP success in science.

### **Biology: 03051K**

10

#### **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: 03051KH**

10

#### **Prerequisite: Integrated Science 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. 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: 03101**

10, 11

#### **Perquisites: 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: 03101** **10, 11**  
**Prerequisites: Honors Biology 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. 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.

**Environmental Science: 03003** **11, 12**  
**Prerequisites: Biology** **1 Credit**  
Environmental Science is a survey course designed to introduce the student to the basic ecological principles of energy flow, food chains, levels of organization, the major ecosystems of the biosphere, and the impact of humans on the environment. This course will guide the student in applying the scientific method through laboratory investigations of pollution and air, land, water, and solid waste disposal. Laboratory investigations, field trips, and current environmental problems in the news media will be incorporated.

**Physics: 03151** **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: 03151H** **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.

**Human Anatomy and Physiology: 03053** **10, 11, 12**  
**Prerequisites: Integrated Science and Biology** **1 Credit**  
This course is designed for students who have a strong interest in learning about the structures and functions of the human body and who may want to pursue a career in the medical, nursing, or paramedical areas. The course will focus on a yearlong program of intense human anatomy and physiology studies. The topics covered will include principles of basic anatomy and physiology, medical terminology, basic chemistry, cell and tissue structure, and the eleven organ-systems of the human body and the primary diseases associated with each. Extensive laboratory work will reinforce classroom activities.

**AP Biology: 03201H** **11, 12**  
**Prerequisite: Teacher Recommendation and Honors Biology** **1 Credit**  
The course shifts from a traditional “content coverage” model of instruction to one that focuses on enduring, conceptual understandings and the content that supports them. This approach will enable the students to spend less time on factual recall and more time on inquiry-based learning of essential concepts and will help them develop the reasoning skills necessary to engage in the science practices used throughout their study of AP Biology. Students are encouraged to take the AP exam by The College Board in May.

**Earth Science: 03001****11, 12****Prerequisite: Integrated Science****1 Credit**

Earth Science is a laboratory science course that explores origins and the connections between the physical, chemical, and biological processes of the earth system. Student experience the content of Earth Science through inquiry-based laboratory investigations and focus on topics associated with the study of meteorology, geology, astronomy, climatology, and oceanography needed to understand events in the earth system. Earth Science provides the knowledge, skills, and habits of mind needed for problem solving and ethical decision making about scientific and technological issues. Students are challenged to develop independent research capabilities and to develop and practice good critical thinking skills, including the ability to analyze, synthesize, and apply scientific information.

**Forensic Science: 03162FSI****11, 12****Prerequisite: Biology****1 Credit**

This course will introduce students to basic forensic science skills including the following: History of forensics, securing crime scenes, individualized vs. identified evidence, fingerprinting evidence (securing and analyzing), and microscope analysis of trace evidence. This course examines the principles and procedures employed in criminal and civil investigations. It includes all areas of scientific endeavor, such as medicine, psychiatry, psychology, geology, physics, chemistry, and biology. Students will focus on applying current scientific methods to the collection, documentation, preservation, examination, and interpretation of criminal evidence.

**Marine Biology: 03005****10, 11, 12****Prerequisites: Biology****1 Credit**

The students in this course are presented with an ecological approach to life in the sea. The curriculum exposes students to scientific principles that govern the organization and perpetuation of a marine existence. These principles include oceanography, open ocean organisms, deep sea biology, subtidal and benthic communities, intertidal ecology, estuaries and salt marshes, symbiotic communities and human intervention in the sea.

**Zoology: 03061****10, 11, 12****Prerequisites: Biology****1 Credit**

In this curriculum, students survey the animal kingdom from simple invertebrates to complex vertebrate species. Topics of focus include anatomy and physiology, distinguishing characteristics of the phyla, life cycles, biodiversity and distribution, species endangerment, development, evolution, adaptive behaviors, various structural and feeding adaptations, identification, and field study.

## Social Studies

### **Civics and U.S. History I: 04161**

**9**

#### **Prerequisite: None**

**1 Credit**

Civics & 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. This course will provide the historical context and foundation necessary for the development and understanding of civic concepts. The historical focus of this course will start with the Civil War and Reconstruction Era and end in 1929 with the causes of the Great Depression. This course builds upon the social studies courses taught in kindergarten through eighth grades and is aligned with the PA Academic Standards and the PA Common Core Standards for Reading and Writing for History and Social Studies. The PA Common Core State standards for Reading and Writing in History and Social Studies have also been infused throughout this course.

### **Honors Civics and U.S. History I: 04161H**

**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 Civics and U.S. History students will increase the likelihood of AP success in social studies.

### **U.S. History II: 04103**

**10**

#### **Prerequisite: Civics & U.S. History**

**1 Credit**

This course provides students with the opportunity to acquire an understanding of the development of the United States and The American people from the Great Depression Era through the 1990's. This course will examine the United States from political, social, economic, scientific, military, religious and cultural viewpoints and will utilize chronological and thematic approaches. This course will incorporate current events to highlight connections between the past and the present when applicable. The following skills will be developed in this course: reading, writing, speaking, listening, mapping, graphing, critical and analytical thinking, and source analysis. Students will work both independently and cooperatively in the acquisition and development of the above skills. A variety of assessments will be used in this course to include quizzes, tests, document based questions and a variety of project based assessments. Areas of study will include The Great Depression & New Deal, World War II, The Cold War Era, The Civil Rights Movement, The Vietnam War, and Contemporary America. 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.

### **Honors U.S. History II: 04103H**

**10**

#### **Prerequisite: Civics & U.S. History 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 U.S. History II students will increase the likelihood of success in AP.

**Your Government, Your World: 04051** **11**  
**Prerequisite: U.S. History II** **1 Credit**  
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 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.

**Honors Your Government, Your World: 04051H** **11**  
**Prerequisite: U.S. History II** **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.

**AP World History: 04057** **11, 12**  
**Prerequisites: Teacher Recommendation** **1 Credit**  
AP 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. AP World History encompasses 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. Students will be encouraged to take the AP World History exam in May.

**African American Studies: 041491** **10, 11, 12**  
**Prerequisites: None** **1 Credit**  
The purpose of this course is to provide students with knowledge, skills, and perspectives necessary to understand the development of the 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.

**Latinx Studies: 04062** **10, 11, 12**  
**Prerequisites: None** **1 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.



**Political Science: 04153****10, 11, 12****Prerequisite: Civics and U.S. History****1 Credit**

This course would be an introduction to classic thinkers, in political science, as well as essential concepts in Western political thought. Topics would include democracy, rights, sovereignty, republicanism, majorities, and minorities. The course would also introduce foundations and principles of American national government, including Constitutional principles, functions, and administration of the federal government, Congress, the Presidency, the Supreme Court, and the U.S. political system. 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.

**Psychology/Sociology: 04254****10, 11, 12****Prerequisite: None****1 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.

**Introduction to Law Enforcement: 15053****10, 11, 12****Prerequisites: None****1 Credit**

This course provides an overview of the history, development and philosophies of crime control within a democratic society. It examines the criminal justice system with an emphasis on law enforcement, prosecution and defense, the courts and correctional agencies. Students will develop communication strategies including use of body language in interpersonal communication, note-taking and report-writing skills. Students will study various equipment used to communicate, learn to apply anger management techniques to resolve conflicts, and display integrity and a commitment to ethical behavior in the performance of duties of law enforcement personnel.

**Criminal Justice: 15051****10, 11, 12****Prerequisite: None****1 Credit**

Students will study social life, social change and the social causes and consequences of behavior. Students will use a social science research model to investigate contemporary American issues of social inequality, patterns of behavior, forces for social change and resistance, and also learn how social systems work. Students will study people in their interactions with others and practice interpersonal skills. They will discuss self-concept, develop an understanding of how people function as individuals and members of groups, and understand the impact of social institutions. Content includes introductions to criminology, ethics as applied to correction services, legal responsibilities, teamwork, Constitutional law, use of force and conflict resolution.

**Economics: 12105** **10, 11,12**  
**Prerequisite: None** **1 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.

**History of Sports: 04999** **10, 11, 12**  
**Prerequisite: None** **1 Credit**  
This course will focus on in the American sporting experience, from the Colonial Era to the present. The course will emphasize the historical relationship between sports and class, race, ethnicity, gender, and region, as well as the power of sports to bind diverse people together. Sports history will also focus on the impact of sports on various social, political and economic movements as well as leaders in sports that have impacted social change throughout history. Local sports history will also be included in this course.

**Youth Court: 04162** **10, 11, 12**  
**Prerequisite: None** **1 Credit**  
This course is designed to provide students with the training and practice needed to implement the Harrisburg High School Youth Court Program. The course will begin by providing students with an overview of the Youth Court Program and the underpinnings of the United States Judicial System. Students will also learn about the importance of confidentiality and the impact of brain development on adolescents. At the conclusion of training, students will conduct Youth Court proceeding for their peers involved in level 1 discipline infractions. This course will also focus on the development of critical thinking, listening, speaking and peer mediation skills.

## Health and Physical Education

**Physical Education 1: 080013** **9-12**  
**Prerequisites: None** **1 Credit**  
This course is designed to meet the needs of all students at Harrisburg 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.

**Physical Education 1/2: 080014** **11-12**  
**Prerequisites: 0.5 credit of Physical Education** **.5 Credit**  
This course is designed to meet the needs of all students at Harrisburg High School through a wide range of activities. 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: 080513** **9-12**  
**Prerequisites: None** **1 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 1/2: 080514** **11-12**  
**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.

**Driver's Education: 08151** **11, 12**  
**Prerequisite: Teacher Recommendation** **.5 Credit**  
This course is designed to help students become responsible drivers, well aware of and better able to manage the risks involved in driving. It will provide the opportunity to learn the meaning of risk, how to avoid high-risk situations if possible, and minimize them if unavoidable. The course meets the PA Department of Education classroom requirement. This course will also explore other areas of overall health and wellness to include but not limited to dealing with stress and stressful situations and the impact of impaired and distracted driving.

## Advisory

**Advisory 9: 101** **9**  
**Prerequisite: None** **.5 Credit**  
Every student at Harrisburg High School, John Harris Campus 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 10: 101** **10**  
**Prerequisite: None** **.5 Credit**  
Every student at Harrisburg High School, John Harris Campus 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 11: 101** **11**  
**Prerequisite: None** **.5 Credit**  
Every student at Harrisburg High School, John Harris Campus 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 12: 101****12****Prerequisite: None****.5 Credit**

Every student at Harrisburg High School, John Harris Campus 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.

<b>Health Sciences</b>
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**Health Sciences I: 14001****10, 11, 12****Prerequisites: Integrated Science****1 Credit**

This course will introduce students to the careers and the roles those career play within the health and medical fields. Students will learn how healthcare workers fit within the overall health care environment and will identify how key systems affect quality of care and other services they perform. Central to this course will be instruction in an understanding of the biology content specific to human structure and function. Students will have the opportunity to practice hands-on fundamental skills in taking patient vital measures, first aid and patient care. This course may also satisfy the graduation requirement for Health and Wellness but is suggested for students interested in investigating a career in the health fields.

**Health Sciences II: 14002****10, 11, 12****Prerequisites: Biology****1 Credit**

Instructional content will focus on the gross anatomy and physiology of the Systems for Movement (Integument, Skeletal and Muscular), and Systems for Transport (Cardiovascular, Respiratory and Lymphatic), to include the medical terminology, diseases/abnormalities, and common treatments for each system. Instruction will incorporate project and problem-based practices and procedures to demonstrate its importance of these knowledge and skills. Students will develop basic technical skills required for all health career specialties including obtaining their CPR certification.

**Health Sciences III: 14251****10, 11, 12****Prerequisites: Biology****1 Credit**

Instructional content will focus on the gross anatomy and physiology of the Systems for Regulation and Communication (Nervous, Senses, and Endocrine), and Systems for Maintenance and Continuation (Digestive, Excretory and Reproductive), to include the medical terminology, diseases/abnormalities, and common treatments for each system. Instruction will incorporate project and problem-based practices and procedures to demonstrate its importance of these knowledge and skills. Students will develop basic technical skills required for all health career specialties including obtaining their First Aid certification.

<b>Art and Graphic Design</b>
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**Design for Publication I: 11104****10, 11, 12****Prerequisite: None****1 Credit**

Students will be working with and taking charge of the planning and preparation of materials for the publication of the annual high school yearbook. Advanced experiences in organization, theme, copy development, typography, graphics, drawing illustrations, and photographic techniques will be offered. Meeting deadlines will be mandatory. Students will have extensive responsibilities for organizing, designing, and writing the yearbook.

<b>Design for Publication II: 111042</b>	<b>10, 11, 12</b>
<b>Prerequisite: Design for Publication I</b>	<b>1 Credit</b>
Students will be working with and taking charge of the planning and preparation of materials for the publication of the annual high school yearbook. Advanced experiences in organization, theme, copy development, typography, graphics, drawing illustrations, and photographic techniques will be offered. Meeting deadlines will be mandatory. Students will have extensive responsibilities for organizing, designing, and writing the yearbook.	
<b>Design for Publication III: 111043</b>	<b>11, 12</b>
<b>Prerequisite: Design for Publication II</b>	<b>1 Credit</b>
Students will be working with and taking charge of the planning and preparation of materials for the publication of the annual high school yearbook. Advanced experiences in organization, theme, copy development, typography, graphics, drawing illustrations, and photographic techniques will be offered. Meeting deadlines will be mandatory. Students will have extensive responsibilities for organizing, designing, and writing the yearbook.	
<b>Graphic Communications: 05161</b>	<b>10, 11, 12</b>
<b>Prerequisite: None</b>	<b>1 Credit</b>
This course is designed so that students will develop a working knowledge of the basic techniques of printing and related areas. They will be introduced to the nature of employment and employment opportunities in the field of graphics and industrial communications.	
<b>Graphic Design &amp; Production: 05162GDP</b>	<b>10, 11, 12</b>
<b>Prerequisite: Graphic Communications</b>	<b>1 Credit</b>
This course will provide practical exercises and learning opportunities accompanied by theory. Opportunities for career in the graphic design field will be great due to the advancement of technologies and anticipated growth in advertising, public relations, and print communications. Students will learn how the industry functions and follow an idea through the creative stages, layout, design and production. Students are introduced to all the areas in the computer graphics design and printing industry and will be required to apply knowledge in a workplace environment. They will also be introduced to live work related to all design and production areas focusing on Xerox production equipment. Troubleshooting and problem-solving skills will be developed. Other career options for the students will include sign-making, screen printing, and digital media operations.	
<b>Printing Technology Management: 05162PTM</b>	<b>11, 12</b>
<b>Prerequisite: Graphic Design and Production</b>	<b>2 Credits</b>
This course is a double period lab that will enable students to learn the printing process through customer service and sales, scheduling and quality control while exposing students to entrepreneurship. This will include applying knowledge of customer needs and expectations with printing services, equipment, capabilities, workflow processes, data acquisition, and technology to customer service; and handling scheduling processes to ensure timely completion of projects. Students will learn to identify and communicate quality control measures including standards and expectations for a job.	
<b>Fundamentals of Art: 051540</b>	<b>10, 11, 12</b>
<b>Prerequisite: None</b>	<b>1 Credit</b>
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: 051541** **10, 11, 12**  
**Prerequisite: None** **1 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: 051542** **10, 11, 12**  
**Prerequisite: Art I** **1 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.

**Art III: 051543** **10, 11, 12**  
**Prerequisite: Art II** **1 Credit**  
Art III is an advanced level course that will build on the knowledge and skills learned in Art 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.

**Ceramics I: 051591** **10, 11, 12**  
**Prerequisite: None** **1 Credit**  
Ceramics I is an introductory course exposing students to a variety of ceramic techniques. The full year follows a Discipline Based Art Education model where students will explore (hands on) the transformation of clay into ceramics through production, history, aesthetics, and criticism. We will also take time out to understand how ceramics incorporates Science, Technology, Engineering, and Math. We will be making a lot of work, and we will have a lot of fun doing it.

**Ceramics II: 051592** **10, 11, 12**  
**Prerequisite: Ceramics I** **1 Credit**  
Ceramics II is a full year advanced course for serious students who have mastered the content and techniques of Ceramics I. Students will further explore the processes and materials involved in the creation of functional ceramics through the practice of wheel-throwing. The course explores various glazes and glazing techniques. While this course will investigate historical influences, it will primarily focus on contemporary American potters.

**Ceramics III: 051593** **10, 11, 12**  
**Prerequisite: Ceramics II** **1 Credit**  
Ceramics III is a full-year course and serves as the most advanced level class in the Ceramics Curriculum. Candidates must have satisfactorily completed Ceramics I and II as well as apply for instructor approval. Ceramics III will allow the candidate to explore the medium on a much more personal level, using all previous knowledge and experiences. The course stresses individual artistic growth through exploration and collaboration with the instructor. Wheel-throwing and hand building techniques are revisited and new firing and glazing techniques are introduced. An artist statement, research paper, and an informational plan for post-high school experience are required by year's end. Participation in the end of the year Art Show is also expected.

**Crafts and Cultures I: 05165** **10, 11, 12**  
**Prerequisite: None** **1 Credit**  
In this course, students will have the opportunity to work with a variety of craft media including ceramics, basketry, mask making, textile arts, and recycling art. Throughout this course students will learn about a variety of cultures and craftspeople who create the crafts that we will be studying. . Crafts and Cultures I is the prerequisite for Crafts and Cultures II.

**Crafts and Cultures II: 051652** **10, 11, 12**  
**Prerequisite: Crafts and Cultures I** **1 Credit**  
In Crafts and Cultures II, students will have the opportunity to work with a variety of craft media including ceramics, basketry, mask making, textile arts, and recycling. Throughout this course students will learn about a variety of cultures and craftspeople who create the crafts that we will be studying. Crafts and Cultures I is the prerequisite for Crafts and Cultures II.

**Crafts and Cultures III: 051653** **10, 11, 12**  
**Prerequisite: Crafts and Cultures II** **1 Credit**  
Students in Crafts and Cultures III will have the opportunity to work independently on creating crafts within one medium concentration. Throughout the year students will explore their chosen media through a variety of forms. Students enrolled in this course will develop a portfolio.

## **Business and Finance**

**Honors Introduction to the School of Business and Industry: 12055H** **9**  
**Prerequisite: Grade of “B” or above in all core classes** **2 Credits**  
**(English, Math, Social Studies, Science) completion or enrolled in keyboarding class, personal statement, model behavior records; teacher and/or counselor recommendation**  
**\*This course will meet every day during the fall and spring semesters.**  
This full year Honors business course designed to prepare students for acceptance into SBI and to introduce students to skills that will prepare them for success in the world of work and higher education. This course provides students with the opportunity to acquire an understanding of the expectations for the student’s performance for the duration of their SBI matriculation and help them to quickly learn why SBI students are recognized as SUPERSTARS and why they are expected to perform accordingly. Students will be introduced to the 12 Principles to Business Success: Leadership, Time Management, Communication Skills, Teamwork, Community Involvement, Attitude, Critical Thinking Skills, Business Etiquette, Networking, Interpersonal Skills, Career Awareness & Development, and Navigating Adversity.

**Honors School of Business and Industry I (SBI I): 12055H** **10**  
**Prerequisite: GPA – 3.0 (85%) or above, Interview, Written Essay,** **2 Credits**  
**Approval of Acceptance, Contractual Agreement**

**\*This course will meet every day during the fall and spring semesters.**

This full year Honors course is designed to orient students to the real world of business and industry and to ensure smooth transition from high school to college and/or the world of work. Phase I (SBI I) helps students develop and/or reinforce skills that are fundamental to their academic success as well as the professional and personal development. Students gain meaningful experience and develop lifelong relationships through mentorships, professional business shadowing, and field trips. Students learn business concepts along with the art of public speaking, critical thinking, leadership, and management skills. Students are also exposed to traditional, nontraditional, and unexplored career paths.

**Honors School of Business and Industry II (SBI II): 120532H** **11**  
**Prerequisite: GPA – 3.0 (85%) or above, SBI I Honors** **2 Credits**

**\*This course will meet every day during the fall and spring semesters.**

This course is a continuation of SBI 1. A major focus is entrepreneurship. The students learn to develop a business plan through teamwork and how to present it to loan officers for consideration for a loan. They are also exposed to financial markets, which will broaden their exposure to a variety of financial and economic topics designed to create awareness to business and finance. Emphasis is also placed on taking SATs and making preparation for acceptance into college. Further emphasis is placed on making the right career choice.

**Honors School of Business and Industry III (SBI III): 120533H** **12**  
**Prerequisite: GPA – 3.0 (85%) or above, SBI II Honors** **2 Credits**

**\*This course will meet every day during the fall and spring semesters.**

This full year Honors course is a continuation of SBI II where students put the theory learned in the first two courses into action. They experience the joys of operating a student-owned business – a school store, The Cougar Den. Students will learn business practices such as electronic cash register operations, cash handling procedures, customer service skills, and inventory and stocking principles. They will design items, market the items and learn all the principles of operating a retail business. Students develop a thorough understanding of all store operations and learn to function productively within a team. Emphasis is also placed on applying to college and applying for scholarships.

**Accounting: 12104ACCTGI** **10, 11, 12**  
**Prerequisite: None** **1 Credit**

Through hands-on applications and the integration of computer technology, using Microsoft Excel and Automated Accounting, students will learn the basic fundamentals of accounting. They will develop a solid foundation for personal use for individuals and small business record keeping for entry-level accounting positions and for further accounting study. This is an entry-level course designed to provide the career-oriented business student with background in concepts of double-entry bookkeeping with an emphasis on understanding accounting principles and concepts in a sole proprietor and corporate environment.

**Personal and Business Finance: 12005** **10, 11, 12**  
**Prerequisite: None** **1 Credit**

Students will learn and apply the principles and practices of personal finance. They will discover new ways to maximize their earning potential, develop strategies for managing their money, understand resource and risk management, explore skills for the wise use of credit, gain insight into the different ways of investing money, understand taxes, and explore the ethical issues related to consumer rights and responsibilities. Students will also learn how business and personal finance actually works in the United States and global economies. They



will further learn how finances affect entrepreneurs and the importance of understanding financial documents. Real world applications will be incorporated in the course.

**Business Essentials I: 120511**

**10, 11,12**

**Prerequisite: None**

**1 Credit**

This course will improve one's economic awareness through a study of the business-economic environment in which all of us live. Students are introduced to the role of business in the lives of individuals, consumers, workers, and citizens. Information is provided in varied and realistic activities in the following topics: entrepreneurship, economic systems, ethics, business organizations, small business management, global trade, technology, consumerism, financial institutions and services, credit, insurance, savings and investments, personal financial management, government and labor, career planning, and current business news. Students will complete computerized business applications.

**Business Essentials II: 120511I**

**10, 11,12**

**Prerequisite: Business Essentials I**

**1 Credit**

This course is a continuation of Business Essentials I with a more in-depth study of the business-economic environment.

**Marketing: 12152**

**10, 11, 12**

**Prerequisite: None**

**1 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 experience hands-on activities in the exploration of sales, advertising, personal sales, and international marketing. Marketing is one of the largest and most exciting career areas in business today.

**Sports and Entertainment Marketing: 12163**

**10, 11,12**

**Prerequisite: Marketing**

**1 Credit**

Students will learn and apply the marketing principles and practices using the sports and entertainment industry as the learning vehicle. Students will learn about the big ideas and big businesses involved in marketing some of the world's greatest names in sports and entertainment.

## Family and Consumer Science

**Family and Consumer Science: 22201**

**10, 11, 12**

**Prerequisite: None**

**1 Credit**

This course focuses on personal development, career exploration, family living, and how to meet the challenges of daily life in a technological society. Reading strategies will be used to develop concepts in communicating and getting along with others, nurturing a family unit, and balancing work and family. Math applications will be incorporated into the course through the areas of money and resource management and food preparation. Students will also learn positive techniques to use when caring for children and examine guidelines for making healthier food choices.

**Food and Nutrition: 22202****11, 12****Prerequisite: None****1 Credit**

Do students want to make healthier food choices and learn to prepare healthy snacks and meals for yourself and your family? Would students like to know how to save money at the grocery store and keep your food safe to eat? Would students like to know how culture, geography, climate, and the environment affect the food supply? Are students interested in losing, gaining, or maintaining a healthy weight and using the new food pyramid? If these questions interest you, this course is for you.

## Music

**Fundamentals of Music: 05116****10, 11, 12****Prerequisite: None****1 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.

**Music Technology: 051491****10, 11, 12****Prerequisite: None****1 Credit**

This course offers students the opportunity to explore their original musical ideas in an environment rich in computer and music technology resources. Students will learn how to use the computer to interface with state-of-the-art electronic musical instruments. They will be able to access thousands of sounds ranging from ancient flutes and lutes, to traditional pianos and horns, to contemporary guitars and drums, and on to synthesizers and sound effects. Whether creating original arrangements to existing music or composing brand new music, students will learn and apply critical thinking skills in planning, problem solving, and decision making. Working independently or in collaborative teams, they will learn to use the computer as a creative outlet, accessing its power to bring their musical imagination to life.

**Music Theory: 051131****10, 11, 12****Prerequisite: None****1 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.

**Recording in the Music Industry: 05119****10, 11, 12****Prerequisite: None****1 Credit**

Although this class is designed for the student considering a career in a musical field; it is also well suited for the student who wishes to be more knowledgeable with the music to which they listen and/or play. Programs that are used include Reasons, Garage Band, Photoshop, Finale, and many more. Students will be exposed to aspects of music theory that include harmony, melody, chord progressions, scales, key signatures, circle of fifths, modes, and ear training. Students will also have an opportunity to learn about today's latest music technology as well as be able to write and record their own music using a computer and keyboard. Some of the topics covered regarding technology will be digital music recording pop song form, music sequencing, song production, CD mastering, and CD artwork. Students will also have the chance to record a final project of their choice and burn it to a CD.

<b>Band: 05105</b>	<b>10, 11, 12</b>
<b>Prerequisite: Approval of Band Director</b>	<b>1 Credit</b>
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.	
<b>Chorus: 05110</b>	<b>10, 11, 12</b>
<b>Prerequisite: None</b>	<b>1 Credit</b>
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.	
<b>Orchestra: 05104</b>	<b>10, 11, 12</b>
<b>Prerequisite: Approval of Orchestra Director and Chorus</b>	<b>1 Credit</b>
Membership in the Orchestra provides students opportunities to perform inside and outside of the school and also with the Harrisburg All-City Orchestra. The orchestra explores music in a variety of styles from popular to classical and provides an experience rich in diversity and artistic expression. Instruction includes individual, small group, and full ensemble attention. Members work as team players and assume the responsibility of role model for elementary musicians. Students may also become eligible for Dauphin County Orchestra and other regional events. Student musicians will develop higher order critical thinking skills and perceptive listening capabilities.	
<b>Guitar Exploration: 05108</b>	<b>10, 11, 12</b>
<b>Prerequisite: None</b>	<b>1 Credit</b>
Using text and song books, students will learn the basics of acoustic guitar playing. During the first half of the course, we will cover guitar playing positions, tuning, basic chords and basic chord progressions, playing easy songs, the 12-bar blues progression, reading musical notation and tabs, and 2-part group playing. During the second half we will cover improvisation, progressively more difficult note reading and songs, more blues patterns and keys, and ensemble playing.	
<b>Piano I: 051071</b>	<b>10, 11, 12</b>
<b>Prerequisite: None</b>	<b>1 Credit</b>
Utilizing the Electronic Piano Lab, students will study keyboard fundamentals, musical terms and their applications, chords and progressions, solo, duet and all-class playing, sight-reading, and improvisation. Also incorporated into the course will be the use of computers and synthesizers, which will enhance the fundamental concepts presented. Students will be expected to maintain a portfolio containing journals, written work, computer assignments, and audio/video critiques. Each subsequent course builds on the knowledge attained in the previous course and extends it to a new level of expertise.	

**Piano II: 051072****10, 11, 12****Prerequisite: Piano I****1 Credit**

Utilizing the Electronic Piano Lab, students will study keyboard fundamentals, musical terms and their applications, chords and progressions, solo, duet and all-class playing, sight-reading, and improvisation. Also incorporated into the course will be the use of computers and synthesizers, which will enhance the fundamental concepts presented. Students will be expected to maintain a portfolio containing journals, written work, computer assignments, and audio/video critiques. Each subsequent course builds on the knowledge attained in the previous course and extends it to a new level of expertise.

**Naval Junior Reserve Officer Training Corps (NJROTC)**
**Naval Science I: 09101****9-12****Pre-requisites and/or Requirements: Navy Grooming & Conduct Standards.****2 Credits**

**Cadets must wear the military uniform once a week on required days.**

**Students must dress for and participate in Physical Education (PE) classes once a week.**

**Students must participate in basic drill and military formations.**

**\*This course will meet every day during the fall and spring semesters.**

Naval Science I introduces the historical, political and economic impact of the Navy on the American Nation and outlines the principles of citizenship, leadership, and the basics of the historical documents and organization of our national government and its defense structure. Detailed academic units cover the basics of naval science including leadership, naval ships, civics, sea power, maritime geography, oceanography, seamanship, navigation, naval history, and first aid. Students will be required to participate in physical training. Specific training is provided in basic drill and military formations. Field trips are planned to relate to classroom learning. Emphasis is on self-discipline, responsible citizenship, and leadership development. The credit distribution will be 1.5 credits applied to an elective and 0.5 credits applied to Physical Education upon successful completion of the course.

**Naval Science II: 09102****10, 11, 12****Pre-requisites and/or Requirements: Navy Grooming & Conduct Standards. Cadets****2 Credits**

**must wear the military uniform once a week on required days. Students must dress for and participate in Physical Education (PE) classes once a week. Students must participate in basic drill and military formations.**

**\*This course will meet every day during the fall and spring semesters.**

Naval Science II emphasizes the historical, political and economic impact of the Navy on the American Nation and the basics of science relevant to the Navy and intends to help Cadets: (a) Establish commendable citizenship standards, high leadership goals, good study habits and a sense of moral responsibility, (b) Learn more about the history, organization and profession of the Navy, (c) Gain a deeper awareness of the vital importance of the world ocean to the continued well-being of the United States and her citizens – economically, politically, militarily and environmentally, (d) Firmly establish a sound appreciation for the various sciences, and (e) introduce the importance of astronomy, communications technology, meteorology, electronics, and logistics to the Navy and naval science. Field trips are planned to relate to classroom learning. Emphasis is on continued leadership development and physical science. The credit distribution will be 1.5 credits applied to an elective and 0.5 credits applied to Physical Education upon successful completion of the course.

**Naval Science III: 09103****11, 12**

**Pre-requisites and/or Requirements: Navy Grooming & Conduct Standards. Cadets must wear the military uniform once a week on required days. Students must dress for and participate in Physical Education (PE) classes once a week. Students must participate in basic drill and military formations.**

**2 Credits**

**\*This course will meet every day during the fall and spring semesters.**

Naval Science III expands understanding of the historical, political and economic impact of the Navy on the American Nation and intends to help Cadets: (a) Deepen knowledge of and appreciation for the organization and profession of the Navy, (b) Gain an understanding of the basic concepts of military justice, international and maritime law, sea power and national security, (c) Introduce practical naval and maritime skills to students, and demonstrate how these skills can be applied in a variety of leadership situations, (d) Examine American and military history (Korea, Vietnam, Gulf War, Islam, Afghanistan, Iraq). Field trips are planned to relate to classroom learning. Emphasis is on continued leadership development, military law, and history. The credit distribution will be 1.5 credits applied to an elective and 0.5 credits applied to Physical Education upon successful completion of the course.

**Naval Science IV: 09104****12**

**Pre-requisites and/or Requirements: Navy Grooming & Conduct Standards. Cadets must wear the military uniform once a week on required days. Students must dress for and participate in Physical Education (PE) classes once a week. Students must participate in basic drill and military formations.**

**2 Credits**

**\*This course will meet every day during the fall and spring semesters.**

Naval Science IV broadens a cadet's understanding of leadership as a key component in a Navy career and its impact on American citizenship: (a) Learn leadership responsibilities through opportunities within the NJROTC unit, (b) Provide professionally guided independent study on leadership and citizenship, (c) Use selected readings in Naval Leadership resources to broaden understanding of the basic theory of leadership, details of responsibilities of leadership, and qualities that outstanding leaders exhibit and organizational skills. Advanced leadership and management theories are discussed and practiced. Field trips are planned to relate to classroom learning. Emphasis is on leadership and college or military preparation and career planning. The credit distribution will be 1.5 credits applied to an elective and 0.5 credits applied to Physical Education upon successful completion of the course.

## Technology

**Computer Applications: 10004****Grade: 9****1 Credit**

This course will prepare students to use computers for their careers, school assignments, and at home. Students will learn computer terminology and theory. Students will use PCs that employ the Windows network. Students will learn Windows commands, computer art, and effective Internet search strategies. Students will be given the opportunity to test to become officially Microsoft Office Certified. The goal of this class is not just computer literacy, but also user literacy.

<b>Computer Science I: 10001CSI</b>	<b>10, 11, 12</b>
<b>Prerequisites: None</b>	<b>1 Credit</b>
Students play and experiment with short bits of “computer code” to bring to life the power and limitations of computers. This course provides a general background on computers today including what is a computer, what is hardware, what is software, and what is the internet.	
<b>Computer Science II: 10152</b>	<b>10, 11, 12</b>
<b>Prerequisites: Computer Science I</b>	<b>1 Credit</b>
This course is a continuation of Computer Science I. It will introduce the student to a number of more advanced Computer Science topics, laying a strong foundation for future academic study in the discipline. Students will begin with a comparison between Java - the programming language used in the previous course - and C++, another popular, industry-standard programming language. Students will discuss the fundamental building blocks of Object-Oriented Programming, reviewing what they have already learned and familiarizing themselves with some more advanced programming concepts. The remaining course units will be devoted to various advanced topics, including the Standard Template Library, Exceptions, Recursion, Searching and Sorting, and Template Classes. By the end of the class, students will have a solid understanding of Java and C++ programming, as well as a familiarity with the major issues that programmers routinely address in a professional setting.	
<b>Computer Science III: 10201</b>	<b>11, 12</b>
<b>Prerequisite: Computer Science II</b>	<b>1 Credit</b>
The purpose of this course is to introduce students to the design and development of web-based applications. This course will expose students to the fundamentals of the Internet and Web protocols, the different architectures that Web-related applications use, and the programming languages that enable the development of Web applications, placing particular emphasis on JavaScript, HTML, XML, AJAX, and Java Server Pages (JSP). It will also cover security and reliability in the development of web applications via the use of transport encryption and authentication.	
<b>Computer Science IV: 10203</b>	<b>12</b>
<b>Prerequisite: Computer Science III</b>	<b>1 Credit</b>
Technology continues to evolve and provide users with increasingly powerful mobile devices. In this course, students will learn how to create a web page content, as well as end-user applications that are compatible between web-enabled and mobile formats. This course will also introduce the student to problem solve the unique design and deployment issues that must be taken into consideration when developing applications for mobile devices.	
<b>Information Technology Essentials: 10101</b>	<b>9</b>
<b>Prerequisite: None</b>	<b>1 Credit</b>
Information Technology (IT) Essentials covers fundamental computer and career skills for entry-level IT jobs. This course includes hands-on learning from PC hardware and software that provide practical experience to prepare students for enterprise networking. In addition to learning the fundamentals of hardware, software, and operating systems, students develop problem solving, critical thinking, collaboration, communication, and negotiation skills, which can help them succeed in the 21st century global workplace.	

**STEM Design: 22999****9, 10****Prerequisites: None****1 Credit**

This course is designed to support the development and practice of foundational skills in workplace communication and mathematics that are used in various STEM careers. The activities are designed to strengthen skills in preparation for additional study of STEM-focused programs of study. The skills covered include core mathematics from arithmetic to beginning algebra, workplace communications and professionalism. The topics of the course are presented through workplace scenarios to show learners how these skills apply to their potential careers. In reviewing these core skills students will be better prepared to be successful in post-secondary STEM related technical programs and ultimately in STEM related careers.

**Video Game Design I: 05252****10, 11, 12****Prerequisites: None****1 Credit**

Video Game Design 1 is a challenging course designed to build the foundations of computer science through study of video games and video game design principles. Students will practice the game design process by examining the elements of game play, 2D design and animation, game documentation, and programming basics. Students will have the opportunity to explore and design characters, environment art, and story boards using industry software such as Game Maker, Photoshop, and Scratch. By the end of the course, students will have had the opportunity to take on the roles of game designers, graphic designers, game testers, and creative directors while working in teams to create short animations, non-digital games, and simple 2D video games.

**Video Game Design II: 05253****10, 11, 12****Prerequisites: Video Game Design I****1 Credit**

The Video Game Design 2 course is a rigorous course designed to facilitate a deeper examination of 3D video game design. Students will work as teams to develop a 3d video game building on the foundations learned in Video Game Design 1. Students will become familiar with popular game design software such as Unity and Blender on their quest to code their perfect video game. Focus will be given to C# programming language, 3D graphic design elements such as lighting and texture, user experience, and virtual reality applications.

## World Language

**Spanish I: 06101****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: 06102** **10, 11, 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: 06103** **10, 11, 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: 06104** **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.

**Spanish for Spanish Speakers Intro/ Español para Hispano Hablantes Intro: 06106** **10, 11, 12**  
**Prerequisites: Teacher Recommendation** **1 Credit**  
This course is designed specifically for native/heritage speakers of Spanish who already have some oral language proficiency but lack the knowledge of written language. The purpose of this course is to enable the students whose heritage language is Spanish to develop, maintain, and enhance proficiency in Spanish. This course will emphasize the phonetic and grammatical aspects of the Spanish language in order to build the student’s reading and writing skills. The course will allow students to explore the cultures of the Hispanic world, including their own and it will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired. *This course will be taught entirely in Spanish.*

**Spanish for Spanish Speakers I/ Español para Hispano Hablantes I: 061061** **10, 11, 12**  
**Prerequisites: Español para Hispano Hablantes Intro y/o recomendación del maestro** **1 Credit**  
Esta clase es diseñada para estudiantes cuales hablan español. Los estudiantes obtendrán un mejor manejo del idioma y aumentaran su proficiencia en escritura y lectura. Los estudiantes también aprenderán acerca de los países, personas, y culturas hispano hablantes através de ensayos y literatura. *El curso se conducirá totalmente en español.*

**Spanish for Spanish Speakers II/ Español para Hispano Hablantes II: 061062** **10, 11, 12**  
**Requisitos: Español para Hispano Hablantes I y/o recomendación del maestro** **1 Credit**  
Esta clase es una continuación del conocimiento que obtuvieron en español para Hispano Hablantes 1. Se continuara enfatizando el uso del español académico. Los estudiantes tendrán que completar proyectos de investigación, escribir ensayos, y leer literatura clásica y moderna. También se continuara estudiando la cultura de España y Latino America. Después de completar este curso, los estudiantes pueden tomar Español V (nivel de universidad). *El curso se conducirá totalmente en español.*



## Other

**Workplace Experience (Co-op): 22998**

**12**

**Prerequisite: Approval from Student's Assigned 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: 22106**

**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 interest of the students enrolled.



Original Artwork by Adrianna Leon Chuquimarca: *Class of 2023*