



CENTRAL YORK HIGH SCHOOL

COURSE SELECTION GUIDE 2024 - 2025

601 MUNDIS MILL RD
YORK, PENNSYLVANIA 17406
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CENTRAL YORK SCHOOL DISTRICT MISSION STATEMENT

Central York School District provides a high-quality academic experience within a supportive, valued, collaborative community that promotes students' personal growth and the pursuit of their passions and interests.

DISCRIMINATION STATEMENT

Central York School District is an equal opportunity education institution and will not discriminate on the basis of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy, gender identity, or handicap/disability in its activities, programs or employment practices as required by Title VI, Title IX, Section 504, and the American Disabilities Act. All investigations into reports of sexual harassment and assault will be impartial, free of bias and conflicts, and will not prejudice the facts for either side.

For information regarding civil rights or grievance procedures, contact Mr. Ryan Cauffman (rcauffman@cysd.k12.pa.us), Assistant to the Superintendent for Finance and Pupil Services, Title VI, Title VII, Title IX, and ADA Coordinator at 775 Marion Road, York, Pennsylvania 17406 (717-846- 6789) ext. 1209.

This Handbook is printed in English, the predominant language of the majority of the students of the Central York School District. If English is not your predominant language and you need assistance in translating this document, please contact the Assistant Superintendent at 846-6789. Upon request, the document will be translated to your predominant language.

FOREWORD

This guide has been prepared for use by students and parents/guardians in deciding which courses are best suited to the students' goals, interests, aptitudes and abilities. A flexible curriculum has been constructed which permits students to select courses to meet their individual needs.

Students' choices may determine their chances for success in future years; therefore, students are urged to select courses with the greatest of care. This important educational matter should be thoroughly discussed with parents/guardians. For more information concerning course selection, college admissions and requirements, or employment demands, students and parents/guardians should arrange to consult with a school counselor.

This guide is approved by the Central York School District Board of School Directors; its contents are therefore approved district procedures.

ACCREDITATION

Central York High School is accredited by the Pennsylvania Department of Education.

ADMINISTRATION

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PROGRAMS OF STUDY

The worlds of post-secondary education, the military and work are rapidly changing and as these areas continue to change, the demands for a rigorous and relevant education infused with exposure to technological advances is essential. Students must acquire increased academic competencies, advanced technical skills, and greater thinking skills to become successful students, citizens, and workers in the future. The program of study at Central York High School includes challenging academic and skill-oriented courses that provide students the opportunity to transition from high school directly into a college or university, technical or trade school, the military, or the world of work.

As students progress through high school, they select courses that will provide both the focus and the structure necessary to develop a four-year educational plan that will maximize post-secondary opportunities and success for all students. The post-secondary and career planning experience is designed to enhance the students' high school program and future opportunities. Students are encouraged to meet with their school counselor throughout high school to review progress made toward achieving their educational and career goals and to further refine these goals. Other opportunities are offered through the York County School of Technology, distance learning, job shadowing, internships, and college courses. Students and parents should study course sequences carefully and use them as guides for high school course selection and post-secondary planning.

NOTE: Any changes or inaccuracies in this Course Selection Guide does not bind the Central York School District from operating outside of the approved administrative regulations, grading practices, and/or graduation requirements.

CYHS GRADUATION REQUIREMENTS

To receive a diploma from Central York High School, a student must demonstrate satisfactory completion of 28 course credits. These credits must come from a combination of required academic core courses and electives. No course can be used to fulfill more than one graduation requirement. Students will take the Keystone Exams for Algebra I, English II, and Biology as required by Pennsylvania Department of Education (PDE) as one of the options to meet graduation requirements. PDE has also provided alternate pathways to meeting graduation requirements.

[Act 158 of 2018](#) provides an outline of five distinct pathways to meet PDE graduation requirements. Those pathways are:

- Keystone Proficiency Pathway
- Keystone Composite Pathway
- Alternative Assessment Pathway
- Evidence Based Pathway
- Career & Technical Education Pathway

Students will work with their school counselor throughout their high school career to ensure one of these pathways is satisfied prior to graduation. For more information on Act 158, please follow the link above.

CENTRAL YORK HIGH SCHOOL GRADUATION CREDIT REQUIREMENTS

- 4 Language Arts
- 3 Social Studies
- 3 Mathematics
- 3 Science
- 2 Physical Education/Health/Driver Education
- 13 Additional Electives including Personal Finance Requirement
- 28 Total

NOTE: During a student's 4 years at Central York High School, they will have the opportunity to schedule 32 or more credits. This allows 4+ additional elective credits past the 28 needed for graduation, as described above.

PERSONAL FINANCE GRADUATION REQUIREMENT

In response to PA Senate Bill 1243, beginning with the Class of 2026 and beyond, students will be required to complete a personal finance component as part of Central's graduation requirements. Courses that will offer this component include Business Basics, Economics, Personal Finance, Computer Apps & Web Tools, JROTC, and Learners Prep for Success. Students taking courses in Central York Cyber Academy through Edgenuity should discuss equivalent courses to meet this requirement with their school counselor.

USE OF COMPUTER SCIENCE COURSES TO SATISFY MATH OR SCIENCE CREDIT

Section 1605 of the Public School Code of 1949 was amended to allow a student who successfully completes a course in computer science or information technology during grades nine through twelve to be permitted to apply up to one credit earned for successful completion of such course to satisfy the student's mathematics or science credit requirement for graduation. Please check with your school counselor should you have questions or want to take advantage of this provision.

HIGH SCHOOL CREDITS EARNED WHILE A MIDDLE SCHOOL STUDENT

Middle school students can take several courses at the middle school/high school that count towards a student's high school transcript and graduation requirements. These courses taken and successfully completed in middle school will be recorded on the student's high school transcript with the name of the course, the grade, credit, and weighted if an honors course. Courses will be factored into the student's high school grade point average (GPA).

EXPUNGING HIGH SCHOOL CREDITS EARNED WHILE A MIDDLE SCHOOL STUDENT

Parents/guardians of students who take a high school credit-bearing course in middle school may request that the grade be omitted from the student's high school transcript and the student not earn high school credit for the course. Parents/guardians must make this request in writing no later than the 1st day of the his/her 9th grade year. The [form](#) to make this request, along with the process for making the request can be found in the Middle and High School Counseling Office. Parents/guardians are strongly advised to discuss this decision with their student's school counselor and consider the impact of expunging a course on meeting graduation requirements.

TAKING GREATER THAN EIGHT (8) CREDITS PER YEAR

Students interested in enrichment, early graduation, and/or credit recovery are able to take more than eight (8) credits per school year. We encourage students to discuss this possibility with their parents or guardians to ensure that taking this increased course load will not be overwhelming for the student. While considering this option, please be aware that 21 of the 28 credits for graduation must be earned at CYHS or through CYHS affiliated/ approved courses (Dual Enrollment, College in the High School (CHS), Edgenuity online, other CYHS approved online courses). Students interested in taking credits outside of CYHS affiliated/ approved courses must get administrative approval prior to taking the course, and ensure official documentation of grades and credits received is provided to the school counseling office one week prior to the end of each marking period. All approved credits earned will be added to the student's transcript and all graded courses will be factored into a student's GPA. Please review grading and course weighting criteria for each type of course.

NOTE: This procedure will make it possible for students to graduate in 3 years. Central York High School recommends that students interested in taking advantage of this consult with their parent(s)/guardians, Central Learning Coach, and school counselor to ensure this is in their best interest. Students must declare their desire to graduate early to ensure all procedures and materials are secured in order to be included in the graduation ceremony.

SENIORS TAKING FEWER THAN EIGHT (8) CREDITS

This allows students to customize their senior year based on their individual needs (i.e. time to work to earn money towards college/ establish a permanent job/ identify a career field for future technical training, as well as use the time to foster interest in areas that might not be served by the elective courses offered at Central).

Criteria for Eligibility:

- Schedule sufficient courses to meet the graduation requirement of 28 total credits
- Obtain parental approval on form found at tinyurl.com/CYHSfreeperiod (also available in School Counseling Office)

Criteria For Sports Eligibility When Taking Fewer Than Eight (8) Credits:

- Must earn a total of 5 credits during the school year (can be broken up between semesters but must equal 5 credits).
- Must be passing 75% of classes at all points during the sports season. (Students taking fewer than 4 credits in a semester must be passing ALL courses at every point during the sports season).

OPEN PERIODS

If a senior is on pace for graduation and has permission from a parent/guardian, he/she may elect to have an open period in his/her schedule. Seniors who do return a signed parental permission slip may come into school late/leave early depending on when the open period falls in his/her schedule. They will be required to sign in/out at the Attendance Office on a daily basis. Seniors who have an open period in their schedule and elect not to come in late/leave early should report and sign into the HUB. Seniors taking two or fewer credits a semester are required to leave the building after the completion of their course each day. If the student does not have

transportation, the 1:30 pm (East and West) bus will be utilized. Seniors who do not utilize this open period efficiently may be required to register for a class during their open period.

COURSE WITHDRAWAL POLICY

Central York High School encourages all students to continuously challenge themselves to reach their full academic potential. Central York offers courses which are rigorous and provide the opportunity to learn not only an in-depth curriculum, but also the work/study habits and time management skills that students will need throughout their educational careers.

Throughout each semester, Central York provides several opportunities for students to obtain additional assistance if they do not understand a particular concept or require help. Those opportunities include teacher assistance during FLEX (45 minutes at the end of each day), peer tutoring during FLEX, and teacher tutoring after school. We recommend that struggling students frequently communicate with the teacher, learn how to adapt to various teaching styles, and commit additional time when needed.

Once we begin the school year, students will be expected to continue with their decisions and make a commitment to be successful in the courses they selected. Unless the teacher states that the student is academically misplaced, a withdrawal after the 3rd day of each semester will result in a “withdrawal fail” on his/her transcript. Students who are interested in a schedule change must make an appointment with their counselor within the first 3 days of each semester. The only exception to this policy would be if a doctor’s note is provided stating that the course needed to be dropped due to health/medical reasons.

PROCEDURES FOR HONORS/ADVANCED PLACEMENT (AP) ENROLLMENT

To enter Honors/Advanced Placement Courses, students should:

1. Obtain a final grade of 90% or better in the subject for the course immediately preceding the Honors/AP course –OR–
2. Earn a 3.5 cumulative weighted grade point average in all subjects.

To continue in these programs, students should:

1. Earn a final grade of 80% or better in the subject for the preceding course in the program –OR–
2. Earn a 3.5 cumulative weighted grade point average in all subjects.

ADVANCED PLACEMENT COURSES

Students are highly encouraged to take the AP Exams given in May of each year. Students who did not take an AP course but elect to take the AP Exam should ensure that rigorous preparations are conducted prior to the exam date. The fees for AP exams are nonrefundable.

GUIDELINES FOR FOUR-YEAR COLLEGE PREPARATION

The student who is preparing for college admission is faced with a wide variety of admission requirements; therefore, it is wise to prepare for the most demanding of these standards. Students are recommended to obtain four credits each of language arts, social studies, mathematics, and science. Additionally, students are encouraged to take 2 – 4 credits of a world language.

Students planning to participate in a NCAA athletics program in college must have passed at least 16 NCAA approved core academic courses in high school for Division I and Division II athletics. These students must also meet minimum GPA and SAT requirements. Please reference our courses that are approved by NCAA, which can be found on their website. Please see your school counselor for the details.

NOTE: Colleges, technical schools, and employers are constantly changing their admission/employment requirements. Students are encouraged to check with the post-secondary schools they are interested in to ensure clear understanding of their requirements for admissions and what Dual Enrollment/ College in the High School credits earned in high school will transfer.

STUDENT EXPECTATIONS

- Attend school daily and be on time
- Be kind and respectful to everyone
- Have your ID with you at all times
- Become an active member in the Central community
- Respect your school's facilities
- Bring all necessary materials to class
- Take responsibility for your actions

WHAT IS A CENTRAL LEARNING COACH (CLC)?

The Central Learning Coach is an educator who is assigned a small group of students and is directly involved in all aspects of a student's experience at Central York High School. Students, assigned by grade level, will meet with their CLC 15 minutes of each day. The CLC will continue with his/her small group of students until graduation. The goal of the CLC is to develop sustained relationships with his/her students. Ultimately, these relationships will assist in meeting the social, emotional, and academic needs of all students. The CLC should serve as a resource to parents/guardians as someone who will advocate for their child.

PROMOTION GUIDELINES

To ensure adequate yearly progress towards graduation, students must meet the minimum requirements listed below to be promoted to the next grade. Students who remediate classes by attending summer school or obtaining pre-approved private tutoring prior to the beginning of the academic year will be re-evaluated for grade level placement.

- To be promoted from 9th grade to 10th grade prior to the start of the school year, the student must satisfactorily complete 7 credits.
- To be promoted from 10th grade to 11th grade prior to the start of the school year, the student must satisfactorily complete 14 credits.
- To be promoted from 11th grade to 12th grade prior to the start of the school year, the student must satisfactorily complete 20 credits.

Students who fail to meet these criteria at the end of the school year will be retained in their grade until criteria are met.

Note: For a mid-year promotion in January, a student must meet the following criteria:

- To be promoted from 9th grade to 10th grade at mid-year, the student must have 10 credits.
- To be promoted from 10th grade to 11th grade at mid-year, the student must have 16 credits.
- To be promoted from 11th grade to 12th grade at mid-year, the student must have 24 credits.

FLEX

In the context of the regular school day, students attend a 45-minute Flex period for the purpose of remediation and homework support, enrichment, seminar courses, and clubs. Peer tutoring is also available during this time period.

9th GRADE COURSE OF STUDY

All ninth-grade students will take the following courses unless otherwise approved by the administration:

1. Science
2. English
3. History
4. Math
5. Health and Physical Education I
6. Three Elective courses

The Central York School District is committed to providing educational opportunities through which ALL students strive to achieve their full potential. As a result, any student who does not earn a minimum grade of 65% in a required course will be mandated to retake the course until the required grade has been earned. Failing any course, including an elective, may prevent a student from advancing to 10th grade. The minimum requirement for advancement to tenth grade is seven (7) high school credits.

HOW TO HAVE A SUCCESSFUL FRESHMAN YEAR

1. Manage time wisely. Learn to coordinate your time for academics, extracurricular activities, and social life appropriately.
2. Advocate for yourself. If you are having a problem academically or socially, communicate this to your teacher or school counselor so that they can help you.
3. Work to improve study skills, such as reading strategies, note-taking skills, preparing for a test, etc. If you are having difficulty with your courses, sign up for peer tutoring services, attend your teacher's office hours during flex, or stay after school for remediation with your classroom teacher.
4. Be goal oriented—set and revisit short and long-term goals.
5. Visit the Career Center to learn more about career opportunities.
6. Check each teacher's Schoology site for valuable links, important handouts, and an overview of the current unit.
7. Check grades regularly and make arrangements to complete missing work.
8. Utilize all available resources, not just the obvious ones.

LEARNING OPTIONS

Traditional - Using best practices, technology, and the Pennsylvania Core Standards, teachers instruct students over an 18-week semester. Classes meet daily and students can expect to be assessed throughout the semester using class work, quizzes, tests, and/or projects.

Self-Paced - students can move through the course at their optimal learning pace while receiving timely instruction from their teacher. Self-Paced courses will have scheduled independent work time and the teacher will be available for assistance as needed.

Online - Central York School District offers a cyber school option for families and students seeking the academic rigor of a Central York educational experience combined with the flexibility afforded through a cyber school program. The Central York Cyber Academy offers students a 24/7 learning environment with a curriculum that meets Pennsylvania state standards and the option to participate in co-curricular activities and opportunities just like their “brick-and-mortar” classmates.

Project Based Learning - These courses will focus on assessing students through the use of projects to demonstrate mastery of the required skills and content. Projects are often cross curricular, cover multiple units of study, and investigate real world problems and concepts.

Apollo – Courses associated with the Apollo Program will have interconnected History, English, and Art curriculums that allow for a great deal of learner voice and choice in the development of their projects. This program focuses on the development of thinking skills and soft skills in an effort to increase learner’s critical thinking skills.

Work Based Learning - Throughout their high school experience, students are encouraged to identify and participate in courses, clubs, and programs that support their long-term career goals. Students are further encouraged to participate in Work Based Learning experiences such as internships and student-run-businesses which will provide additional career exploration and work experience. These experiences are intended to supplement content taught in school by providing additional access to equipment, facilities and expertise.

CAREER EDUCATION/ EXPLORATION

The high school career education program offers career exploration opportunities and a career planning focus. The high school curriculum expands career knowledge and experience through a variety of activities in many subject areas. Assessments of student aptitudes, abilities and interests are integrated with a variety of career exploration experiences. Career speakers, job shadowing, mentoring programs, skills training, internships, and college dual enrollment opportunities assist students in making informed decisions and in setting career and educational goals. Students are encouraged to meet with their school counselor or the Workforce Readiness Coordinator to further refine their career and educational goals.

SCHOOL-TO-CAREER OPPORTUNITIES

This program includes rigorous academic preparation for students so that they may choose to enter post-secondary programs and promising careers. Our students will not only learn at school, but also through supervised experiences at local worksites.

Students may participate in some type of worksite experience and be expected to reach challenging academic standards. Upon completion of high school, we strive for all students to be ready to successfully continue on to post-secondary education or enter the workforce.

Programs Include:

1. Company Tours
2. Job Shadowing
3. Student Internship Programs
4. Mentoring Programs
5. Career Days
6. Technical Training (YCST)
7. Career Counseling
8. College Dual Enrollment Program
9. Multi-Media Career Center
10. College in the High School
11. Pre-apprenticeship Programs
12. Medical Assistant

PROCEDURES FOR TESTING OUT OF A COURSE

Any student interested in testing out of a course in order to change their next course placement must follow the approved Central York High School procedure. Testing out of a course is solely for course placement and students will not receive credit nor will the course be added to the student's transcript. Use of online resources and tutoring to prepare for the assessment, though encouraged, does not constitute course completion; therefore, credit will not be awarded.

Testing Dates:

Students interested in testing out of a course must contact their assigned school counselor to schedule the assessment. Testing must be completed by November 1st for the subsequent course to be taken in the Spring Semester of the same school year or by June 1st for the subsequent course to be taken in the next school year. No testing will occur over the summer break.

Procedure:

1. The student schedules the assessment date with their school counselor in accordance with the dates listed above.
2. The student takes the assessment (course final exam).
3. An assigned teacher grades the assessment and returns the results to the school counselor. A score of 80% or greater is required to pass the assessment and test out of the course.
4. The student is notified of the results by the school counselor and is provided assistance in scheduling whatever course is needed.

STUDENT – PARENT/GUARDIAN – SCHOOL COMMUNICATION

At Central York High School, we believe in the importance of the communication process with all stakeholders. We believe our process allows for the most efficient and effective way of handling most concerns. Our process begins at student/teacher level. We believe that high school students need to begin to understand that if they are having difficulties in a particular class, they need to advocate for themselves by having consistent conversations with the teacher. If a student would feel more comfortable having his/her counselor help facilitate this conversation, the student should work with the counselor to assist in setting a meeting with the teacher. Additionally, parents/guardians should contact teachers directly when questions arise about a concern with their child's progress. When a student or parent does not feel their concern

has been addressed by a teacher, the next step of the process would be to involve the child's school counselor. Typically, the school counselor would set up a meeting with the teacher, parent, and student so the concerns can be addressed. As appropriate, the student's grade level administrator could be involved in this meeting. If a common understanding cannot be reached in the previous outlined steps, the child's grade level administrator or another building administrator should be contacted. As always, in any professional setting, we strongly believe that any communication is uniformly respectful and allows each party the opportunity to share his/her perspective.

Summary of Communication Process:

Student, Teacher

Student, Teacher, and Counselor or Student, Teacher, Counselor, and Parent

Student, Teacher, Counselor, Parent, and Grade Level Administrator/Other Administrator

Skyward and Schoology continue to be the main resources as it relates to communication and academic progress. Students and parents/guardians should consistently check both for grades, assignments, assessments, and other pertinent information.

HONORS AND ADVANCED PLACEMENT ACKNOWLEDGEMENT

Central York High School encourages all students to continuously challenge themselves to reach their full academic potential. Central York offers both Honors and Advanced Placement courses which are rigorous and provide the opportunity to learn not only an in-depth curriculum, but also the work/study habits and time-management skills that students will need throughout their educational careers.

Students who have been successful in Honors and Advanced Placement courses generally have earned "As and Bs" in their coursework, can learn new material quickly, adapt well to various teaching styles, are self-motivated, will commit additional time when they aren't understanding the concepts (stay consistently during FLEX), thrive when presented with challenging tasks, and have excellent work/study habits.

After the official drop/add period, students will be expected to continue in their classes and make a commitment to be successful in the courses they selected. Unless the teacher states that the student is academically misplaced, a withdrawal after the 3rd day of each semester will result in a grade of "Withdrawal Fail" on his/her transcript. Students who are interested in a schedule change must make an appointment with his/her counselor within the first 3 days of each semester.

SPECIAL EDUCATION PROGRAM & OFFERINGS

Placement in any of the courses/ programs listed below are based on collaborative and extensive conversations with the parents/ guardians, student, and school staff, and is the decision of the IEP Team. If you have questions concerning any of these courses/ programs and would like more information, please contact your child's case manager for more details. Any of these programs can also be discussed at your scheduled IEP meeting (s).

Special Education: Co-Teaching

Students receive instruction in core curriculum within the regular education setting. Instruction is provided by a regular education AND special education teacher on a daily basis. Placement is based on the decision of the IEP team.

Special Education: In-class Support

Students receive instruction in core curriculum within the regular education setting. Instruction is provided by a regular education teacher. A special education teacher and/or instructional assistant provides support as needed.

Special Education Services: Replacement

Students receive instruction in modified core curriculum in a separate, special education setting. Instruction is aligned with the PA State Standards. Placement is based on the decision of the IEP team.

Special Education Services: Autistic Support

Students receive individualized and/or small group instruction in academics, communication, behavior and social skills in a separate, special education setting. Placement is based on the decision of the IEP team.

Special Education Services: Life Skills Support

Students receive instruction in curriculum aligned with the PA Alternate Standards. Instruction focuses on functional academics and pre-vocational skills in a separate, special education setting. Placement is based on the decision of the IEP team.

Special Education Services: Intensive Learning Support

Students receive instruction in core curriculum aligned with the PA State Standards. Instruction focuses on modified academics and pre-vocational skills in a separate, special education setting. Placement is based on the decision of the IEP team.

Special Education Services: 18-21 Transition Classroom

This is a Transition program for students who have met the graduation requirements either through credits or their IEP. Students receive functional academic instruction for a portion of the day and participate in a work immersion setting the remainder of the day. This program is to prepare students with significant needs for life after high school. Placement is based on the decision of the IEP team.

COURSE RECOMMENDATIONS BASED UPON AREAS OF INTEREST

Below are recommended courses to help students explore areas of interest. Students are encouraged to take multiple courses in their areas of interest to determine if they enjoy that area of study.

ARTS AND HUMANITIES				
Area of Interest	Introductory Course	Intermediate Course	Advanced Course	
Drawing/Painting	Drawing & Painting	Hon Drawing & Painting 2	Portfolio, AP Studio Art	
2D Design	Graphic Design 1	Graphic Design 2	Portfolio, AP Studio Art: 2D Design	
3D Design	Sculpture 1	Sculpture 2	Portfolio	
Art History	Art History/AP Art History	Any Level 1 Studio	Any Level 2 Studio	
Music Education	Basic or Advanced Piano	Advanced Music Theory	Applied Music	
Music Recording	Music Technology 1	Music Technology 2	Applied Music	
Music Performance	Band, Choir, Orchestra	Band, Choir, Orchestra	Band, Choir, Orchestra	
Theater	Theater Arts, Fundamentals of Speech	Acting 1	Acting 2	
Communications	Media Literacy, Fundamentals of Speech	Print Media 1, TV Production 1	Honors Print Media, TV Prod 2	
BUSINESS AND FINANCE				
Area of Interest	Introductory Course	Intermediate Course	Advanced Course	Other Recommended Courses
Management	Business Basics	Accounting 1	Business Management	Intro to Statistics, CHS Business Calculus, Math Analysis, Fundamentals of Speech
Marketing	Business Basics	Accounting 1	Marketing Principles	
Accounting	Business Basics	Accounting 1	Honors Accounting 2	
HEALTH SCIENCE AND HUMAN SERVICES				
Area of Interest	Introductory Course	Intermediate Course	Advanced Course	Other Recommended Courses
Education	Child and Adolescent Dev for Teaching	Psychology, Early Childhood Education Lab, Elementary/Secondary Education Seminar		Intro to Stats
Public Services	Current Events, Fundamentals Speech	Psychology, Sociology, Economics, AP Government, Law, CHS Western Civilization, CHS American Politics		Intro to Stats, Ecology/Environment
Food Science	Culinary Arts 1	Culinary Arts 2	Culinary Arts 3 & 4	Intro to Stats, Hon Human Anatomy
Medical	Psychology or Sociology	Hon Human Anatomy I/II, AP Biology, AP Chem, AP Psychology, Physics, Applied Sports Med		Intro to Stats
Exercise Science	Fit for Life, Resistance I, Aquatics Fitness	Hon Human Anatomy I/II, Resistance Train II, Applied Sports Medicine		Intro to Stats, Physics
SCIENCE, TECHNOLOGY, ENGINEERING, & MATHEMATICS (STEM)				
Area of Interest	Introductory Course	Intermediate Course	Advanced Course	Other Recommended Courses
Computer Programming	Intro Web Page Design	Hon Adv Web Design, iOS App Development	Any 3rd Computer Science Credit	Intro to Stats, Math Analysis, Physics
Web Design	Intro Web Page Design	Hon Adv Web Design	Any 3rd Computer Science Credit	Intro to Stats
Production	Process Engineering 1	Process Engineering 2	Process Engineering 3	Trigonometry, Physics
Electronics	Electronics 1	Electronics 2	Electrician Pre-Apprenticeship	Intro to Stats, Calculus, Physics
Engineering Design	Technical Sketching	Honors Drafting & CAD	Honors Adv CADD, Engineering Design, Hon Architectural Dsn	Trigonometry, Calculus, Physics
	<i>(Students with strong math skills can skip Technical Sketching and begin with Honors Drafting & CAD)</i>			

COURSE DESCRIPTIONS

The subsequent descriptions are designed to provide the information necessary to make informed decisions and select the best possible courses for students to take to provide a meaningful, relevant, and rigorous academic experience. Students should make these decisions with the support of their parents or guardians, while remembering that their school counselors and teachers are always available to provide additional guidance and support. Each course description below includes the course name, the learning option offered, the grade levels permitted to take the course, the number of periods per cycle the course meets, the length of the course, the credit value and the weighted value of the course. Finally, any prerequisites that are required for the course are listed. Following these elements, there is a thumbnail sketch of the course offering.

With sequential courses, a student must successfully complete one level before proceeding to the next. Please see the key listed below for the learning option, AP, and honors identifiers. Most courses are one semester (18 weeks) or one-year long. Semester courses may be presented during either the first or second semester or both. All courses run based on course enrollment and the availability of a properly certified teacher. The administration has the right to cancel a course for any reason deemed appropriate.

Key:



AP Courses indicated with a Light Green banner.



Honors courses indicated with a Blue banner.

A red banner with the word 'APOLLO' in white, indicating Apollo program courses.

Apollo program courses are indicated with a Red banner.

An orange banner with the text 'SELF-PACED' in white, indicating self-paced courses.

Self-paced courses indicated with an Orange banner.

A black banner with the text 'PROJECT BASED' in white, indicating Project Based Learning courses.

Project Based Learning courses indicated with a Black banner.

A dark green banner with the text 'Work Based' in white, indicating Work Based learning courses.

Work based learning courses indicated with a Dark Green banner



College in the High School courses indicated with a Yellow banner

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Art Department

Drawing & Painting

- All Grade Levels
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value

If you would like to develop your drawing skills while exploring your creativity, this course teaches you the basic drawing and painting skills needed to improve. Charcoal, graphite, pastel, watercolor, and acrylics are some of the materials you will be introduced to. Individual thought and creativity are encouraged. No prior art experience is required.



Honors Drawing & Painting 2

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: Drawing & Painting with a final grade of 70% or better

This advanced studio course is designed to refine drawing and painting skills learned in Drawing & Painting. Students will explore a variety of approaches to fine art through Thinking Skills. Emphasis is placed on developing personal growth, process documentation and thematic expression through a variety of creative skills and techniques.



AP Studio Art: Drawing & Painting

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.2 Weighted Value
- Prerequisite: Drawing/Painting 2 and instructor approval

AP Studio Art is intended for highly motivated art students who are seriously interested in the study of art on a college level. Students should be aware that AP work involves significantly more commitment and accomplishment than the typical high school art course and that the program is not for the casually interested.

Graphic Design 1

- All Grade Levels
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value

This design course will use traditional art media and current computer technology to create graphic imagery. Emphasis is placed on both process and product focusing on composition, creativity, and craftsmanship. Students will utilize a graphic design industry model to develop their imagery from the idea to the finished publication. This course is designed to enhance composition skills while creatively and effectively delivering a message. Emphasis will be on solving a variety of real-life design problems using manually and computer-generated images.

Graphic Design 2

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Graphic Design with a final grade of 70% or better

This advanced course will test design theory, application, and visual communication skills for the school, community, and self. This course focuses on print and web design creating works for publication in a variety of forms. This course challenges the student to blur the line between traditional and digital media.



AP Studio Art: 2D Design

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.2 Weighted Value
- Prerequisite: Graphic Design 2 and instructor approval

The Advanced Placement Studio Art course addresses two-dimensional (2-D) design issues that help students develop mastery in concept, composition, and execution of 2-D design elements

and principles. Students should be aware that AP work involves significantly more commitment and accomplishment than the typical high school art course and that the program is not for the casually interested.

Sculpture 1

- All Grade Levels
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value

The sculpture course explores three-dimensional design and is for students interested in working with the materials and concepts involved in making sculpture. The dynamics of the spatial aspect of an object and how an idea can develop into an art form are investigated. Using a variety of media (clay, metal, wire, stone, plaster, paper, fibers, found objects) students work in three dimensions by carving, casting, modeling, and assembling.

Sculpture 2

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Sculpture I or AP Studio with a final grade of 70% or better

The students in this course will experience an in-depth, concentrated study of fine arts approaches to 3-D design. Building upon previous sculpting techniques, students will construct, carve, cast, and model.

Portfolio

- Grades 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Drawing & Painting 2, Graphic Design 2, or Sculpture 2

This course will provide practical support for students considering, even if not completely decided on, a degree in the Arts, such as drawing and painting, performance, photography/video, architecture, or other disciplines in the Arts. The course will investigate methods to integrate art practices, research and contextual awareness to develop a series of works suitable for presentation to a specific audience which best serves the needs of the student.

Art History

- All Grade Levels
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value

See history through the years and the lives of artists. Students will understand the role art has played in history. Students will gain insight how today's art is influenced by various cultural, political and historical happenings.



AP Art History

- All Grade Levels
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.2 Weighted Value
- Prerequisite: Art History and instructor approval

This course is an in-depth study of the developments in artistic expression from cave drawings, the monuments of ancient Egypt to the paintings, sculpture and architecture of today. Topics for this course include both Western and non-Western art.



Honors Art II Apollo

- 10th grade Honors
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value

This course places emphasis on creative problem solving through guided personal projects that are self-selected by the learner. Focus will be placed on what learners choose to explore using a variety of creative disciplines (art, music, video, 3D printing, laser cutting) for their projects. Prior art experiences is not required. This class may be taken with either Apollo English or Apollo Social Studies or both.



Honors Art III Apollo

- Grades 11
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value

This course will offer space and time for learners to investigate methods to integrate art practices (art, music, video, 3D printing, laser cutting, etc..) and research through guided projects on self-selected topics. Prior Art experience is not requires. This class may be taken with either Apollo English or Apollo Social Studies or both.



Honors Art IV Apollo

- Grades 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value

This course gives learners opportunities to investigate methods for integrating art practices (art, music, video, 3D printing, laser cutting, etc..) and research through guided projects on self-selected topics. Prior Art experience is not required. This class may be taken with either Apollo English or Apollo Social Studies or both.

Business Department

Business Basics

- All Grade Levels
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value

This course provides the student with a broad overview of the functions of the business entity. Students examine and gain an understanding of the basic principles and practices of business, types of business organizations, marketing, and financial management.

Note: This is recommended as the first course in the business curriculum.

Economics

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Business Basics

This is an introductory course to economics centering on basic economic theories, practices and concepts. Students will examine the events, factors and processes that shape the global, national and local economies. They will also assess the ways in which their economic decisions affect themselves and the world around them.

Personal Finance

- All Grade Levels
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value

In this course, students will learn and apply the principles and practices of personal finance. Students 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. Real-world applications for each unit of study will be incorporated in this course

SELF-PACED

Computer Apps & Web Tools

- All Grade Levels
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value

- Learning Options: Self-Paced

In this course, students will learn and apply basic Microsoft Word features (formatting, writing, and editing tools), Microsoft Excel spreadsheet features (formulas, charts) and Microsoft PowerPoint features. This course will also explore exciting Web 2.0 tools as well as learning proper “touch typing” techniques. The class evolves into a “hybrid self-paced” structure where all weekly assignments are due at the end of the week with each lesson being taught via screencast which facilitates more student-to-teacher interaction/assistance.

Marketing Principles and Practices

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Business Basics

In this course, students will learn and apply marketing principles and practices using current trends as the learning vehicle. Students will participate in fun and engaging project-based-learning to investigate topics such as: buying & selling, market segmentation, target marketing, product packaging, the marketing mix, economic impact, market research, and trademarks/logos topics.

Business Management

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Business Basics

In this course, students will learn and apply business management principles and practices including leadership, product management, people management, retail management, the history of management, and critical thinking skills, including the use of technology and communication as tools of business. Students will also participate in a virtual business simulation where they will be competing to have the most successful bicycle and jean manufacturing plant.

Accounting I

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester 1.0 Credit, 1.0 Weighted Value

Students will learn the elementary principles of accounting, banking activities, payroll, accounting sub-systems, and special accounting systems. Students will keep a practice set of accounting records for businesses to gain insight into current accounting procedures.

CHS

College in the High School Accounting II (Carlow University)

- Grades 10, 11, 12

- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.2 Weighted Value
- Prerequisite: Accounting I with a final grade of 70% or higher

This course builds upon basic accounting principles and practices learned in Accounting I, and is designed to provide the student with in-depth knowledge of accounting procedures utilized in solving business problems and making financial decisions. Major topics covered in this challenging curriculum include interpretation of GAAP, financial statement analysis, partnership accounting; budgetary control systems; accounting for taxes, notes and drafts; corporation accounting; and cost accounting. Through accounting simulations, Students apply their knowledge of accounting to real-world situations.

Note: This class can be taken for just high school credit or for both high school and college credit. Students pay the tuition (at a greatly reduced rate), books, and fees. Textbook prices vary.

Number of Carlow Credits: 3

Computer Science

Intro to Web Page Design/Computer Programming

- All Grade Levels
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Algebra I

This course is designed to introduce students to two computer languages. The first half of the course will focus on learning HTML and how to create basic web pages involving hyperlinks, pictures, tables and forms using only a text editor. The second half of the course will focus on using a computer programming language to create programs involving selection and iteration structures and other techniques in order to solve problems with algorithms.



Honors Advanced Web Page Design

- All Grade Levels
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: Intro to Web Page Design/Computer Programming

This course builds off the skills learned in the Introduction course. Students will focus on enhancing the look and layout of multiple pages at one time using Cascading Style Sheets, in order to create professional looking websites. Students will also use JavaScript in order to enhance user interaction with websites through both mouse and keyboard events along with other actions. Finally, students will use PHP in order to validate form submissions on the front end as well as access that information on the back end.



Honors iOS App Development

- All Grade Levels
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: Intro to Web Page Design/Computer Programming

This course will introduce you to iOS app development in Swift. Students will learn the parts of the Swift programming language, including selection and iteration structures and arrays through creation of Apps using Xcode. We will utilize the interface builder editor within Xcode, which makes it simple to design a full user interface without writing all the code. We can simply drag and drop windows, buttons, text fields and other objects onto the design canvas to create a functioning user interface. However, we will use our knowledge and skills learned about Swift to implement code to make our apps functional.



AP Computer Science Principles

- All Grade Levels
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.2 Weighted Value
- Prerequisite: Algebra II

This course introduces students to the foundational concepts of computer science and is meant to be equivalent to a college introductory computer science course. The course challenges students to explore seven big ideas: creativity, abstraction, data and information, algorithms, programming, the internet and global impact. No computer programming background is required (although recommended) for this course, as more emphasis is placed on computational thinking practices as opposed to coding.



Honors Game Development with Unity

- All Grade Levels
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: Successful completion of **one** of the following: Honors Advanced Web Page Design, Honors iOS App Development, CHS Computer Science I

This course will introduce students to game development with Unity. Students will learn the parts of the C# programming language including basic and more advanced constructs. We will utilize the Unity Real-Time Development Platform along with other IDEs in order to create and edit our own 2D and 3D games. Once comfortable using assets created by others, we will also explore creating our own assets in Blender to incorporate into our games.

Family and Consumer Science Department

Child and Adolescent Development for Teaching

- All Grade Levels
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value

This course is designed to work with students interested in pursuing a career in early childhood, elementary or secondary education, child-care, or related fields dealing with children. It focuses on creating positive environments and learning experiences for children from ages **2 through 14**. Students will learn about developmental milestones, teaching strategies, and methodologies for teaching. Students will have opportunities to work with children. Students who successfully complete this course will become eligible for an experience in Early Childhood Education Lab or a focused content elective.

Work Based

Early Childhood Education Lab

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Child and Adolescent Development for Teaching with a final grade of 70% (or with instructor approval)

This course is a laboratory experience in which the students will plan and operate Panther Preschool. Students will plan, prepare, and implement developmentally appropriate activities for 3-year olds and 4-year olds. The course focuses on guiding behavior, teaching strategies, and classroom management while working with preschoolers. **Health and Safety Basics certificate available.**

Work Based

Elementary Education Experience

- 11 & 12th Grade
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value

This course is recommended for students looking to pursue a career in elementary education or related fields working with children in a school setting. Different Child Development theories are put into practice through direct interaction with children in an assigned Central York elementary classroom. Students will experience a variety of educational opportunities within their area of interest. Students will complete required assignments in their placements and throughout the course. Students will plan, prepare, and facilitate one on one, small and large group learning activities while assisting a mentoring teacher in a variety of ways. Students must provide their

own transportation. **CDA (Child Development Associate) Ready Certificate from PDE available.**

Work Based

Secondary Education Experience

- 11 & 12th Grade
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value

This course is recommended for students looking to pursue a career in secondary education or related fields working with children in a school setting. Different Child Development theories are put into practice through direct interaction with children in an assigned Central York middle school or high school classroom. Students will experience a variety of educational opportunities within their area of interest. Students will complete required assignments in their placements and throughout the course. Students will plan, prepare, and facilitate one on one, small and large group learning activities while assisting a mentoring teacher in a variety of ways. Students must provide their own transportation. **CDA Ready Certificate from PDE available.**

Culinary Arts 1

- All Grade Levels
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value

This course will provide students with the fundamental theory, practice, and art of cooking in an atmosphere fostering teamwork through hands-on experiences in the Culinary Arts lab. Students will create increasingly complex dishes and apply various cooking method, techniques, and preparation to demonstrate their knowledge and skills. This course will also focus on the fundamentals of baking including ingredient functions and mixing methods for various quick breads.

Work Based

Culinary Arts 2

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Culinary Arts 1 with a final grade of 70% or better (or with instructor approval)

Students will build on the culinary skills learned in Culinary Arts 1 and are immersed in increasingly more difficult cooking techniques. An in-depth study of knife skills, time management, and flavor will be emphasized. Students will apply their knowledge of flavor building techniques, sauces, and seasonings to create original dishes within the lab setting. The course will also focus on the various types of yeast breads. Students will demonstrate how to make both enriched and lean doughs in the lab setting. In the spring semester, the course will

work on how a professional kitchen is run by participating in Central's student run restaurant. Students will rotate each week to work in the restaurant alongside Culinary Arts 3 Students.

Work Based

Culinary Arts 3

- Grades 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value or Yearlong, 2.0 Credit, 2.0 Weighted Value
- Prerequisite: Culinary Arts 1 and Culinary Arts 2 or Regional & International Cooking with a final grade of 70% or better

This course will build on culinary techniques discussed in Culinary Arts 1 and 2. It will provide students with an in-depth knowledge of creams, custards, and cakes. A focus on baking and pastry arts will be incorporated into increasingly more difficult techniques. Students will also participate in a simulated restaurant experience within the culinary lab each week as they run and manage Central's student run restaurant. The course will focus on managing Culinary Arts 2 students who are working in the restaurant as well as providing catered meals for various events throughout the district.

Work Based

Culinary Arts 4

- 11 & 12th Grade
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Learning Option: Self Paced
- Prerequisite: Culinary Arts 3 with a final grade of 70% or better AND have their ServSafe Manger certificate

This course is recommended for students looking to pursue a career in the food service industry. Students will use skills learned in Culinary 3 to work with Central York Food Services to run a section of the schools lunch line. Students will be responsible for planning meals that meet the National School Lunch Program requirements and fit within the budget set by the Food Services Director and Head Cook. Students will participate in real world experiences within the food service industry and develop soft skills needed in the workplace environment. Students will earn their ServSafe Allergens certificate at the end of the course.

Regional & International Cooking

- Grades 10, 11 & 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Culinary Arts 1 with a final grade of 70% or better (or with instructor approval)
Note: This course may be taken any time after Culinary 1 has been successfully completed

Students will explore a variety of culinary techniques and ingredients used to prepare authentic cuisines from regions of the United States and around the world. This course applies the foundation of culinary skills gained in Culinary 1, to the historical and cultural context of various global cuisines, while continuing to develop knife skills and food preparation methods.

Health and Physical Education Department

Graduation Requirement: All students must successfully complete Health/PE I and Health II/PE II/Driver Education.

Health I /PE I

- Grade 9
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value

This course involves the study of wellness, mental health, nutrition, stress management, and human sexuality. Students will learn ways to make responsible decisions about their health. Also, through group participation, the students will be helped to develop physical fitness, swimming skills at the high school natatorium, and lifetime game activities.

Health II /PE II / Driver Education

- Grade 10
- 6 Pds./Cycle
- Semester 1.0 Credit, 1.0 Weighted Value

This course includes a study of the concept of life stages and human needs and an appraisal of how life stages and human needs impact on personal goals and values. This course also offers a personal appraisal of individual health and wellness, nutrition and fitness; personal philosophies regarding the use of tobacco, alcohol and illegal drugs; and the consequences of substance abuse on long-term health and lifetime goals. Through group activities, students will be helped to develop physical fitness, swimming skills at the high school natatorium, and lifetime game activity skills. Students will also complete 30 hours of in-class driver education.

Resistance Training I

- Grades 11 & 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Health/PE I, Health/PE II

This course is designed to refine the understanding and practical application of kinesiology through the use of resistance training. Rotations will include experiences with free weights, body weight exercises and weight machines. The Fitness Center will be home to most of the activities of the class, however isometric and body weight training may take place elsewhere within the physical education area. Students will develop workout regimes with targets for various muscle groups, weight and repetition goals.

Resistance Training II

- Grades 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Health/PE I, Health/PE II, Resistance Training I

This course is designed to further expand the knowledge and understanding of how to use exercise science and participate in an active lifestyle. Students will explore the anatomy and physiology of the body and how it is affected through vigorous physical activity. This will be achieved through activities that focus on the five components of fitness: muscular strength, muscular endurance, cardiovascular endurance, flexibility and body composition. Students will learn advanced weight lifting techniques, movement-based activities and alternative exercises utilizing the fitness center, pool and other areas within the physical education area.

Fitness for Life

- Grades 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Health/PE I, Health/PE II

This course will lead the student through various types of physical fitness activities. Students will engage in workouts to develop cardiovascular endurance, muscular strength and endurance, and flexibility. Students will have the opportunity to develop a fitness plan suited to their current development and future objectives.

Work Based

Applied Sports Medicine

- Grades 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Health/PE I, Health/PE II

This course is designed to offer students an overview of various sports medicine topics with a focus on practical application. Course content includes: CPR and emergency care, taping techniques, therapeutic and rehabilitation exercises as well as preventative measures and evaluation processes used by athletic trainers. Students are required to complete a practicum in the athletic training room during athletic practices and/or games.

Aquatics Fitness

- Grades 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Successful completion of swimming requirements in 9th and 10th grade. Grades 11-12 only. A pre-test will be given to ensure proper placement in the course.

Students will learn the fundamentals of proper shallow and deep-water aerobics as an alternative means to aerobic fitness. Other aquatic activities that will promote lifelong fitness will include, but are not limited to: water polo, canoeing, lap swimming, and snorkeling.

Adaptive Health/PE

- All Grade
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: IEP/Administrative approval

This course involves the development of physical and motor fitness through cooperative games, sports, aquatic activities, and dance. Students will study how personal, family, and community health can affect their overall safety, health, and wellness. Overall requirements will focus on students who require modified and adapted course material.

Junior Reserve Officer Training Corps (JROTC) (Air Force)

Mission of AFJROTC: "Develop citizens of character dedicated to serving their nation and community"

The objectives of AFJROTC are to educate and train high school cadets in citizenship, promote community service, instill responsibility, character, and self-discipline, and provide instruction in air and space fundamentals.

The AFJROTC program is grounded in the Air Force core values of integrity first, service before self, and excellence in all we do. The curriculum emphasizes the Air Force heritage and traditions, the development of flight, applied flight sciences, military aerospace policies, and space exploration. Cadets are expected to take these courses in sequence. Only senior cadets may take more than one JROTC course during a school year.

Work Based

JROTC I

- All Grade Levels
- 6 Pds/Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value

JROTC I teaches aviation history focusing on the development of flight with emphasis on the civilian and military contributions to aviation; the development, modernization, and transformation of the Air Force; and a brief astronomical and space exploration history. Leadership qualities are developed through study of basic military drill and military customs and courtesies. The AFJROTC Wellness Program includes physical fitness as well as the importance of strength training, proper diet, and weight control, and the development of healthy habits. This is the recommended first course for all new cadets. **NOTE:** Cadets must adhere to US Air Force Dress & Appearance standards when in uniform. Uniform wear is mandatory at least one day per week and for other special functions.

Work Based

JROTC II

- All Grade Levels
- 6 Pds/Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Senior Aerospace Science Instructor approval

JROTC II teaches an introductory course on how airplanes fly, how weather conditions affect flight, flight and the human body, and flight navigation. Leadership education will stress communications skills, basic military drill and ceremonies, and cadet corps activities. The AFJROTC Wellness Program includes physical fitness as well as the importance of strength training, proper diet, and weight control, and the development of healthy habits. **NOTE:** Cadets must adhere to US Air Force Dress & Appearance standards when in uniform. Uniform wear is mandatory at least one day per week and for other special functions.

Work Based

JROTC III

- Grades 11 & 12
- 6 Pds/Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Senior Aerospace Science Instructor approval

JROTC III teaches world cultures, introducing cadets to the study of world affairs, regional studies and cultural awareness. Leadership education focuses on communicating effectively, understanding groups and teams, preparing for leadership, solving conflicts by holding positions of greater responsibility in the cadet corps. Leadership education also prepares cadets for life after high school by exploring life skills and career opportunities. The AFJROTC Wellness Program includes physical fitness as well as the importance of strength training, proper diet and weight control, and the development of healthy habits. Space programs are studied, along with space exploration, organization of the Air Force and organizational management. Students look at opportunities for military, military academies, and/or comparable civilian jobs. **NOTE:** Cadets must adhere to US Air Force Dress & Appearance standards when in uniform. Uniform wear is mandatory at least one day per week and for other special functions.

Work Based

JROTC IV

- Grades 11 & 12
- 6 Pds/Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Senior Aerospace Science Instructor approval

JROTC IV is a survival course teaching leadership and survival skills relevant to young adults. The survival portion includes: first aid, basic knot tying & sheltering, land navigation, water survival & rescue, fire building, and urban survival situations (active shooter, accident scene, flat tires, etc). The leadership education focuses on personal management, cadet corps management, and preparing for life after high school and career opportunities. The AFJROTC Wellness Program includes physical fitness as well as the importance of strength training, proper diet, and weight control, and the development of healthy habits. Students look at opportunities for military, military academies, and/or comparable civilian jobs. **NOTE:** Cadets must adhere to US Air Force Dress & Appearance standards when in uniform. Uniform wear is mandatory at least one day per week and for other special functions.

CHS

College in the High School - Geospatial Information Systems (Harrisburg Univ)

- Grades 11,12
- 6 Pds/Cycle
- Semester, 1.0 Credit, 1.2 Weighted Value
- Prerequisite: A final grade of 80% or better in JROTC II and Senior Aerospace Science Instructor approval
- Note: Learners pay tuition and fees. Financial assistance is available for those who qualify for free/reduced lunch. FAA Part 107 testing is an additional fee.

CHS Geospatial Information Systems builds on the aviation fundamentals learned in JROTC II adding FAA Part 107 Commercial Drone Pilot certification and an introduction to Geospatial Information Systems (GIS) and commercial applications. In addition to available college credit, successful completion prepares students for FAA Part 107 certification allowing for legal, commercial aviation applications. Cadets must adhere to US Air Force Dress & Appearance standards when in uniform. Uniform wear is mandatory for special functions.

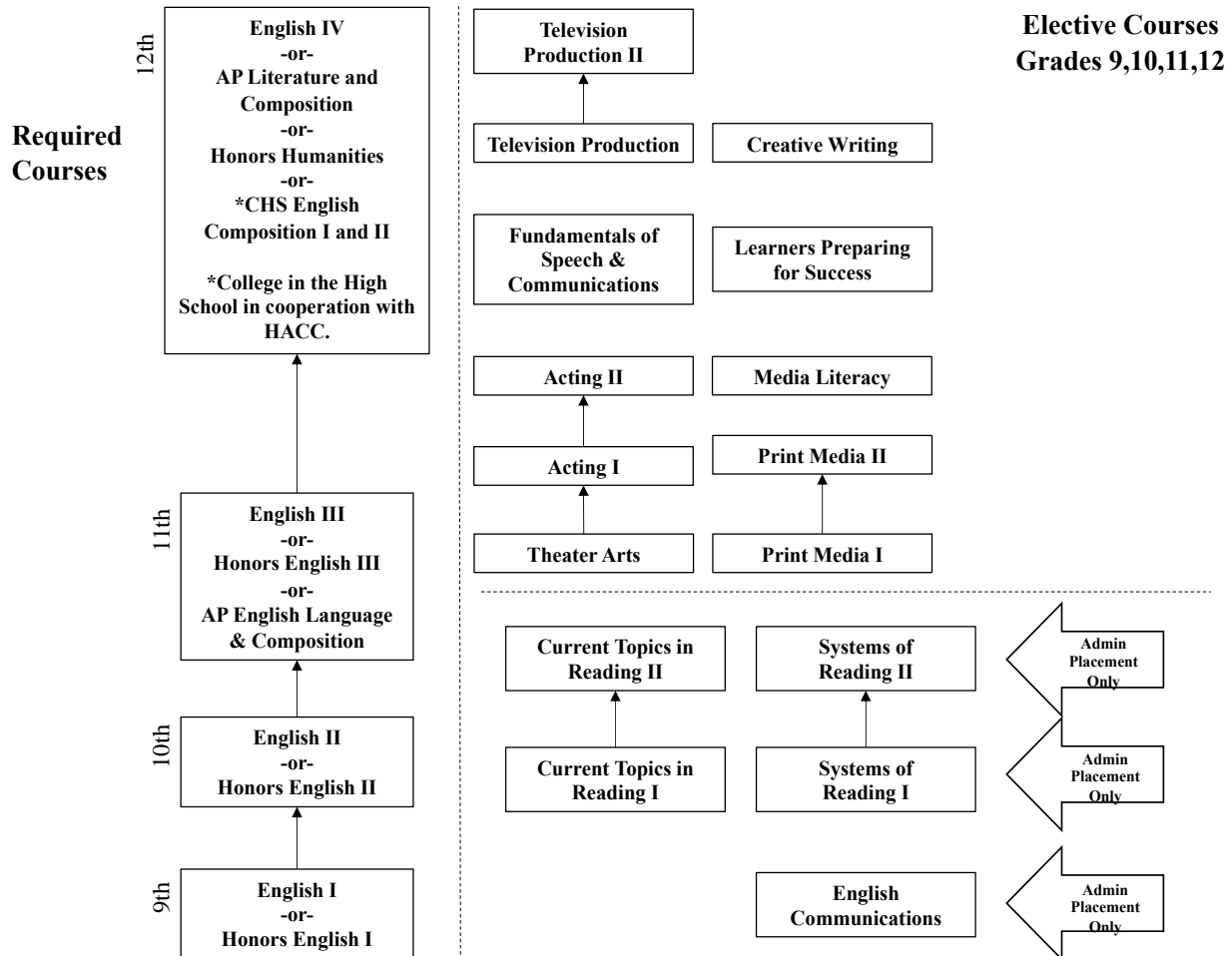
For more information about the AFJROTC program please see a JROTC instructor (MAJ Sargent or Chief Sandacz in room 169) or your school counselor.

Note: This class can be taken for just high school credit or for both high school and college credit. Students pay the tuition (at a greatly reduced rate), books, and fees. Textbook prices vary.

Number of Harrisburg Credits: 3

Language Arts

Graduation Requirements: A student must successfully complete English I, II, III, IV, or the English Honors equivalent unless otherwise approved by the administration. English courses must be taken in sequential order; therefore, each level is a prerequisite for the next course.



NOTE: English electives Media Literacy, Learners Preparing for Success, and Theatre Arts are available for 9th graders to select.

Honors level courses are intended for students who meet the prerequisites as established by the high school faculty. Students who enroll in these courses will encounter texts, which are more challenging than the standard class, and they should plan to study these texts in more depth. In addition to text complexity, honors students may expect to practice core language arts skills at a faster pace and with a heavier workload. Advanced aspects of grammar, composition, and literary analysis are also utilized.

English Communications

- 9th Grade
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: By Administrative Placement Only

Note: This course does not meet the requirements for a NCAA core course.

English Communications is a remedial course for students who need to strengthen their literature analysis and writing skills. Students are administratively placed in the course after discussion with their 8th grade Language Arts teachers. Students will have the opportunity to practice the skills needed to be successful in all English classes in the high school as well as on the Literature Keystone exam. This course is designed to allow students to build a solid foundation for English I and beyond.

English I

- 9th Grade
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value

In ninth grade, students will study literature through the lens of the Human Experience. English I serves as a foundation course to review previous Language Arts experiences and sets the expectation for high school English courses. There will be a heavy focus on the analysis and evaluation of all genres as they pertain to the Human Experience. Students will also exhibit their knowledge and understanding of unit studies through expository and persuasive process writing. Both formative and summative assessments will be given throughout the semester, and the course will culminate with a final exam.



Honors English I

- 9th Grade
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value

In ninth grade, students will study literature through the lens of the Human Experience. English I serves as a foundation course to review previous Language Arts experiences and sets the expectation for high school English courses. There will be a heavy focus on the analysis and evaluation of all genres as they pertain to the Human Experience. Students will also exhibit their knowledge and understanding of unit studies through expository and persuasive process writing. Both formative and summative assessments will be given throughout the semester, and the course will culminate with a final exam.

English II

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value

- Prerequisite: English I

Tenth grade students will study literature from around the world. They will be working towards answering the overarching question: How does our culture shape the people we are? There will be a one- week introductory unit that sets the foundation for cultural exploration. The introductory unit precedes two units that focus on the following countries/regions: Latin and Central America, Asia and Africa and the Middle East. Within each unit, students will explore an array of genres such as fiction, non-fiction, poetry, drama, and literary non-fiction. The year's culminating unit will be a project-based learning experience. Students will apply their knowledge from the aforementioned units. Throughout the year, students will read and analyze texts, take part in seminars, write essays, analyze language through literature and deliver speeches. Having read literature from a variety of cultures, students will be expected to make connections about how culture shapes who we are. This broad study will help prepare students embark on studying the American experience in eleventh grade.



Honors English II

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: Honors English I

Tenth grade students will study literature from around the world. They will be working towards answering the overarching question: How does our culture shape the people we are? There will be a one- week introductory unit that sets the foundation for cultural exploration. The introductory unit precedes two units that focus on the following countries/ regions: Latin and Central America, Asia and Africa and the Middle East. Within each unit, students will explore an array of genres such as fiction, non-fiction, poetry, drama, and literary non-fiction. The year's culminating unit will be a project-based learning experience. Students will apply their knowledge from the aforementioned units. Throughout the year, students will read and analyze texts, take part in seminars, write essays, analyze language through literature and deliver speeches. Having read literature from a variety of cultures, students will be expected to make connections about how culture shapes who we are. This broad study will help prepare students embark on studying the American experience in eleventh grade.

English III

- Grades 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: English II

English III focuses on the American experience, spanning across the centuries of the country's existence. Each of the units explores the human condition through triumph and failure. The four main units are as follows: Establishing Roots, Justice for All, American Ideologies and Philosophies, and The American Dream. Various types of texts will be studied in each unit--

informational, fiction, poetry, and drama. In addition to reading, students will participate in class discussions, write with a variety of purposes, and compose and deliver speeches. By the end of the course, students will understand and be able to express what it means to be an American, including the personal and collective struggles of the American citizen throughout the centuries. Other areas of study include grammar, critical reading research and various other language arts skills.



Honors English III

- Grades 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: Honors English II

Honors English III focuses on the American experience, spanning across the centuries of the country's existence. Each of the units explores the human condition through triumph and failure. The four main units are as follows: Establishing Roots, Justice for All, American Ideologies and Philosophies, and The American Dream. Various types of texts will be studied in each unit-- informational, fiction, poetry, and drama. In addition to reading, students will participate in class discussions, write with a variety of purposes, and compose and deliver speeches. By the end of the course, students will understand and be able to express what it means to be an American, including the personal and collective struggles of the American citizen throughout the centuries. Other areas of study include grammar, critical reading research, and various other language arts skills.

English IV

- Grades 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value

Our senior course offers a diverse look at the world's literary contributions. Their legacy, wisdom, and cultural gems allow us a insightful look into the past. The readings will be thematically arranged and will include analytical analysis of the human experience. Written expression and understanding of the works will be expected. Frequent class discussions will encourage added growth and a personal dimension to the learning of world literature.



Honors English II - Apollo

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value

The course focuses on the principle of how culture influences who we are. Throughout the semester, learners will focus on four main topics: culture, constricting identities, human

relationships, and waiting on the world to change. A variety of world literature will be studied, including works from Central America, Africa, Asia, and the Middle East. Learners will be expected to analyze literature, participate in Socratic seminars, write essays, and deliver speeches. Like all Apollo classes, the majority of the coursework will be project-based with an emphasis on thinking skills. Learners will build their daily schedules, elect to attend lessons, and work independently on projects. Thinking skills, along with time management and communication, are a focus of this course.



Honors English III Apollo

- Grade 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: Participation in the Apollo Program

This course focuses on American literature over the centuries, as well as practical reading and writing skills. In addition to traditional texts, Learners will read contemporary literature, including news articles, to find connections to themes over the course of American history. Since this is the Apollo version of the class, Learners will work in a project-based atmosphere that blends art, English, and social studies (all three or just two subjects). Learners meet the same objectives and work through the same standards as Honors English III; however, a strong emphasis is placed on thinking skills as well as time management and communication in a project-based setting.



Honors English IV Apollo

- Grade 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: Participation in the Apollo Program

This course examines literature—fiction and nonfiction—from around the world. With four unit themes (sense of place, virtues, perseverance and choose-your-own) learners explore the human experience through literary analysis and critical thinking, regarding issues that impact people and characters, past and present. The course revolves around a strong focus on the written word, peer discussions, and independent projects. All work revolves around thinking skills as well as an emphasis on time management and communication.



Honors Humanities

- Grades 11, 12
- 6 Pds./Cycle

- Semester, 1.0 Credit, 1.1 Weighted Value

In Honors Humanities, students will study literature, art, philosophy, religion and other aspects of culture, which span both, time and place. They will be working towards answering the overarching question: What are the inherent human characteristics, and why do they span both time and culture? There will be a one-week introductory unit that sets the foundation for humanities exploration. This unit will be followed by three thematic units, which include: existentialism, dissonance, and the power of knowledge. Throughout the year, students will read and analyze texts, take part in seminars, write essays, analyze language through literature, synthesize meaning and deliver speeches. By the end of their study, students will have developed a greater sense of self through their close examination of rigorous texts and critical thinking. As this course is a Language Arts course that includes various aspects of the Arts & Humanities, indicators included align with those of the Common Core as well as including those of the Pennsylvania Arts & Humanities outcomes.



AP English Language and Composition

- Grade 11
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.2 Weighted Value
- Prerequisite: Honors English I and II

The AP English Language and Composition course is an introductory college-level course in which students read and carefully analyze a broad range of challenging texts, as well as strengthen their own writing composition abilities. As outlined by the College Board AP English Course Description, the purpose of this course is to help students “write effectively and confidently in their college courses across the curriculum and in their professional and personal lives.” Course readings feature expository, analytical, personal, and argumentative texts from a variety of authors and historical contexts, though primarily from American literature. Students examine and work with essays, letters, speeches, and imaginative literature to strengthen understanding of the complexities and functions of language and rhetoric. Beyond reading and analyzing literature, students will articulate how language works in given texts, write in a variety of modes for a variety of audiences, and hone their personal styles. Because of the challenging nature of this course, students are expected to enter the course able to read critically, think analytically, and communicate clearly both in writing and speech. The course is constructed in accordance with the guidelines described in the AP English Course Description. Upon completion of this course, students will be prepared to take the AP Language and Composition exam in the spring.



AP Literature and Composition

- Academies, Grades 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.2 Weighted Value

The Advanced Placement English course follows a College Board approved curriculum and is designed to provide students with critical reading, analytical writing, and interpretive skills that are expected of students who have completed an introductory college course in literature. Students will read, discuss, and write about literature in all genres, including poetry, short stories, novels, drama, and essays. The focus will be on British and American literature throughout all literary eras. Students will be required to do extensive reading outside of class and will be completing and revising several essays in the AP style. Upon completion of this course, students will be prepared to take the AP English Literature exam in the spring.

**PROJECT
BASED**

Work Based

Print Media I

- Academics, Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: English teacher recommendation or 80% or better in English I is required for admission to this course.

Note: This course does not meet the requirements for a NCAA core course.

In this course, students will learn the necessary process of publishing a school yearbook and student newspaper. Students will be introduced to page layout, photography and story and caption writing, along with various communication skills, including interviewing and the importance of meeting deadlines. Due to the independent assignments and responsibility of meeting said deadlines, students need initiative and strong organizational skills. Students need 80% or better in English I or an English teacher recommendation to register for this class.

**PROJECT
BASED**

Work Based

Honors Print Media II

- Academics, Grades 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: 80% or better in Print Media I or approval from course instructor

Note: This course does not meet the requirements for a NCAA core course.

Participants in this course will have a major responsibility in the actual production of both student publications of the school newspaper and yearbook. Students taking this course will perfect their journalism and design skills as well as leadership skills, while they hone in on a major area of interest in the production process. Additionally, these students will engage in regional and state-level competitions and receive critical feedback from professionals.

Fundamentals of Speech and Communication

- Grades 10, 11, 12

- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value

This course covers the broad spectrum of topics and skills that comprise the field of human communication. Special attention will be given to preparing and delivering oral communication to a variety of audiences. Intrapersonal, interpersonal, small group, and public communications contexts will be explored. Students will be able to apply the skills learned in this course to other discipline areas as an aid in developing, clarifying, and refining thinking, speaking, and writing strengths.

Media Literacy

- All Grade Levels
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value

Note: This course does not meet the requirements for a NCAA core course.

An elective for ninth through twelfth graders, Media Literacy introduces students to the world of media, including magazines, newspapers, broadcast news, television, advertising, and the internet. Students will critically deconstruct media to recognize spin, bias, propaganda, and subtle messages. They will also construct media to experience the importance of goal setting and preplanning.

PROJECT BASED

Learners Preparing for Success

- All Grades
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value

Note: This course does not meet the requirements for a NCAA core course.

Using a project-based learning format, this course will prompt students to explore their interests and abilities, careers, jobs, and post-secondary education. Students will focus on developing career and educational goals and plans, as well as soft skills to move them toward a successful future after high school. Among other activities, students will analyze employment outlooks and income potentials, develop financial literacy skills, as well as learn to write a variety of “real world” communications, such as a resume and business letters. Students will create a Personal Learning Network to explore and connect with experts in their fields of interest and explore alternative forms of learning. Throughout the course, students will develop and improve communication, research, critical-thinking, problem-solving, and technology skills.

Work Based

Television Production

- Grades 10, 11, 12
- 6 Pds./Cycle

- Semester, 1.0 Credit, 1.0 Weighted Value

Note: This course does not meet the requirements for a NCAA core course.

This course provides an introduction to the practical, technical, and aesthetic aspects of video production and broadcasting as well as the principles of composition, lighting, sound, and editing in a hands-on environment. Students will learn basic news writing, reporting, and interviewing and assist in the daily production of CTV.

Work Based

Television Production II

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: 80% or higher in Television Production I

Note: This course does not meet the requirements for a NCAA core course.

This course is an advanced level workshop designed to build upon the practical, technical, and aesthetic aspects of video production and broadcasting explored in Television Production I. Students will produce independent video projects with a focus on goal setting, communication, professionalism, and organizational skills and will coordinate the daily production of CTV and other scholastic video projects.

Current Topics in Reading 1-6

- All Grades
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: By Administrative Placement Only

Note: This course does not meet the requirements for a NCAA core course.

These courses use research-based interventions, combining some or all of the following strategies: direct instruction, small group instruction, modeled and independent reading. The curriculum is designed to serve each class of up to fifteen students in grades 9-12, who are reading two or more years below grade level. Students will be introduced to the analysis of conventions and strategies for reading non-fiction as well as the short story genre. In addition, students will complete a writing unit within each reading workshop. All units attempt to integrate subject matter from other disciplines and emphasize critical thinking and effective communication skills. These courses offer the flexibility of placement into alternate courses at the end of the semester based on the individual achievement of the student.

Systems of Reading 1-6

- All Grades
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: By Administrative Placement Only

Note: This course does not meet the requirements for a NCAA core course.

Systems of Reading courses are designed for high school students who have difficulties with phonemic awareness, single word decoding, spelling, writing and literal comprehension that reflects in Lexile scores below 400L. These courses use System 44, a sequential, balanced literacy curriculum emphasizing developmental reading instruction. Its emphasis is on building the foundations of phonemic awareness, vocabulary development, comprehension, text reading, word recognition, and writing, while reading texts with Lexiles measuring 400L or below. These courses offer the flexibility of placement into an alternate course at the end of the semester, based on the individual achievement of the student.

Creative Writing

- All Grades
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: 9th Graders must have a grade of 80% or higher in their previous Language Arts course.

This course is designed to hone instinctive ability into demonstrable craft. Students will learn the basics of character development, story archetypes, the elements of plot and storyline, continuity, editing, and the general discipline necessary to be a writer. There will be weekly assignments that lead writers to the goal of creating, editing, and polishing a short story or novel for online publication.

Natural ability will be put to the test through in-depth exercises and constructive criticisms meant to improve the writer's skills. Students should know that their work will be shared with the class online in shared folders, in discussion blogs, and oral readings. This is not a good forum for comics, manga, graphic novels, or writing that requires art/drawing as a medium with a specific formatted script.

CHS

College in the High School English Composition 101 (HACC)

- Grades 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.2 Weighted Value
- Prerequisite: 480 or Above on English SAT, 21 or higher on English ACT, or 18 or higher on Reading ACT

This course is designed for the development of fluency in writing clear, forceful, effective prose. The course builds on connecting thinking, reading, and writing. For a description of the College in the High School program, see your school counselor.

Note: This class can be taken for just high school credit or for both high school and college credit. Students pay the tuition (at a greatly reduced rate), books, and fees. Textbook prices vary.

Number of HACC Credits: 3

College in the High School English Composition 102 (HACC)

- Grade 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.2 Weighted Value
- Prerequisite: CHS Composition 101
- Note: Students pay tuition, books and fees. Textbook prices vary.

This class extends the learning from English 101 by combining thinking, reading, and writing. Students will focus on improving research, interpretation, and argumentation skills. A main focus will consist of looking at essays from old philosophers to modern writers, coming up with original arguments. Students will practice and explore writing as a step-by-step process, not just a finished product, including multiple attempts at writing and revising assignments.

Note: This class can be taken for just high school credit or for both high school and college credit. Students pay the tuition (at a greatly reduced rate), books, and fees. Textbook prices vary.

Number of HACC Credits: 3

Theatre Arts

Theatre Arts

- All Grade Levels
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value

Note: This course does not meet the requirements for a NCAA core course.

Theatre Arts is designed to serve as an introduction into all things related to theatre and performance. This course focuses on establishing a stronger sense of self, a deeper awareness of others, and a basic understanding and respect for specific theatre and acting-based terms. Students will also learn how to become more effective performers and audience members through a variety of activities, performances and discussions. Students participate in improvisation games, audition techniques, scene-study and production analysis.

Acting I

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Theater Arts

Note: This course does not meet the requirements for a NCAA core course.

Acting I builds on the foundation that is set in Theatre Arts. Students must pass Theatre Arts if they are to take Acting I. Acting I focuses solely on performance and intermediate acting theory. Students will learn more advanced techniques for the stage and screen through more improvisation, structured performances, and acting-theory discussions. The course will end with participation in the Acting I Showcase where students will perform pieces from their work over

the whole course.

Acting II

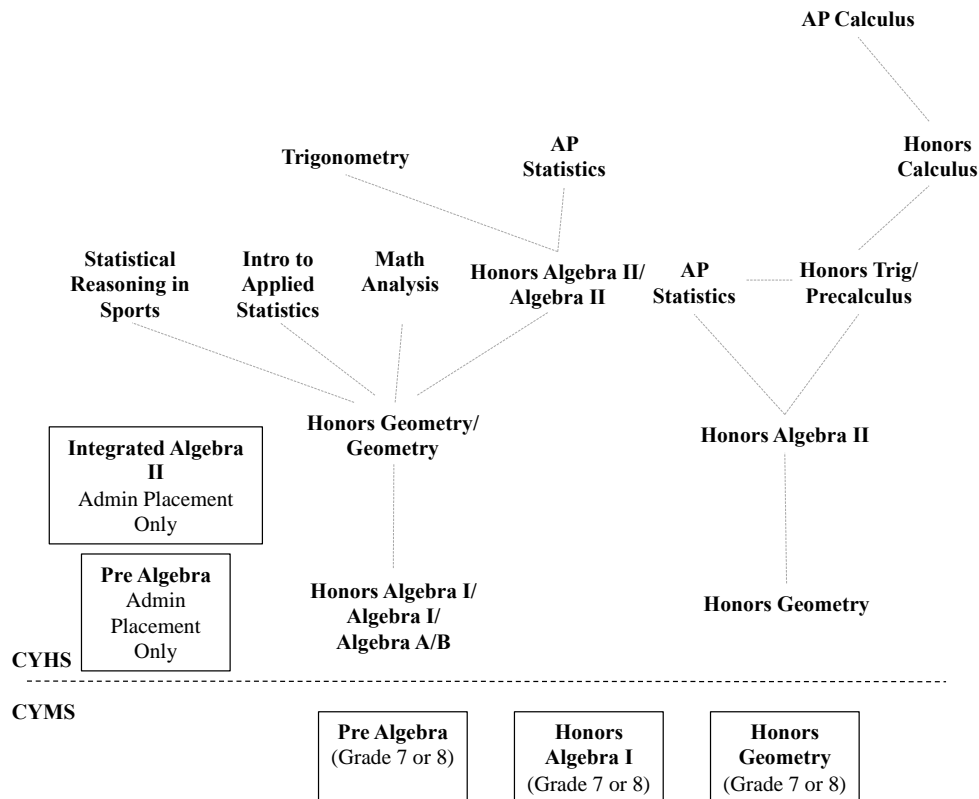
- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Acting I

Note: This course does not meet the requirements for a NCAA core course.

Acting II is the capstone course for the performing arts electives. Students will continue to focus on in-depth acting theory and performance skills. Students will spend much of the first marking period focusing on advanced scene study and work shopping. The second marking period is spent on researching, preparing, and presenting a class show. Students will be responsible for casting, scheduling, acting, marketing, and coordinating the class show that runs in May.

Mathematics

Graduation Requirements: A student must successfully complete 3 mathematics credits (consisting of Algebra I, Geometry, and one of the following (Algebra II, Intro to Statistics, Math Analysis). Students are encouraged to take additional math courses if interested in highly competitive colleges or careers that require mathematics related skills.



Algebra I A and B

- All Grades
- 6 Pds./Cycle
- Semester, 2.0 Credit, 1.0 Weighted Value

Algebra is basic to higher mathematics. This course will cover the following areas of study: using the language of algebra, performing basic operations with real numbers, and solving and graphing linear equations and inequalities. These concepts will be reinforced with applications from statistics, geometry, and probability. This course is for those students who did not earn a 'C' or better in Pre Algebra/Math 8 or are a transfer student in need of Algebra.

Algebra I

- All Grades
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value

Algebra is basic to higher mathematics. This course will cover the following areas of study: using the language of algebra, performing basic operations with real numbers, and solving and graphing linear equations and inequalities. These concepts will be reinforced with applications from statistics, geometry, and probability. This course is for those students who did not earn a 'C' or better in Algebra I in grade 8 or are a transfer students in need of Algebra.



Honors Algebra I

- All Grades
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: Pre-algebra and teacher recommendation

This course is designed for the high achieving student. Topics are covered at a faster pace and more in-depth than Algebra 1. Algebra is basic to higher mathematics. This course will cover the following areas of study: using the language of algebra, performing basic operations with real numbers, and solving and graphing linear equations and inequalities. These concepts will be reinforced with applications from statistics, geometry, and probability.

Geometry

- All Grades
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Algebra I

In this course, students will use both inductive and deductive reasoning to develop a mathematical structure. Connections to postulates and theorems are made through practical applications to everyday, real-life problems.



Honors Geometry

- All Grades
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: Honors Algebra I with a final grade of 80% or better

This course is designed for the high achieving student. Topics are covered at a faster pace and more in-depth than Geometry. Students will apply both inductive and deductive methods of reasoning to a specific mathematical structure. Students will study geometric figures, symmetry, equations, and the graphing of curves. The course content is enriched to provide the student with a challenging and advanced experience.

Integrated Algebra II

- Grades 10, 11, 12
 - 6 Pds./Cycle
 - Semester, 1.0 Credit, 1.0 Weighted Value
 - Prerequisite: By Administrative Placement Only
- Note:** This course does not meet the requirements for a NCAA core course.

This course is designed specifically for the student that needs to enhance his/her algebraic skills from previous math classes in order to be successful with future math concepts. Emphasis will be placed on relating content learned from algebra 1 and applying them to algebra 2 concepts, and developing problem solving skills.

Algebra II

- All Grades
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Geometry

This course will emphasize the following skills: solving linear and quadratic equations, analyzing a variety of functions and relations, performing basic operations with real and complex numbers. All concepts will be studied as tools for modeling real-world situations where graphing and geometry are applied.



Honors Algebra II

- All Grades
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: Honors Geometry with a final grade of 80% or better

This course is designed for the high achieving student. Topics are covered at a faster pace and

more in-depth than Algebra II. Emphasis will be placed on the axiomatic approach as related to the real number system. Equations and inequalities are extended to include irrational and quadratic examples. Students will analyze linear and quadratic relations through graphing techniques and will use the fundamental operations in working with irrational numbers. The course content is enriched to provide the student with a challenging and advanced experience.

Statistical Reasoning in Sports

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credits, 1.0 Weighted Value
- Prerequisites: 2 math credits, including Algebra 1 and Geometry

This course teaches students how to use the statistical reasoning process in the context of sports: ask questions, collect data, analyze data, and make conclusions. Each unit will begin with a sports-related statistical question (e.g., Is there a home field advantage in the NFL?) and then students will learn how to collect appropriate data, how to analyze the data, and how to make reasonable conclusions. Although the context of the examples and exercises will be sports related, the primary focus of the class will be to teach students the basic principles of statistical reasoning. Use of technology, including online applets and the graphing calculator will be prominent in the course. Throughout the course, students will complete investigations that require students to complete the four-step statistical process using athletes of their choice.

Introduction to Applied Statistics

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: 2 math credits, including Algebra 1 and Geometry

This course will provide students with a practical introduction to the highlights of descriptive and inferential statistics, including data production and some basic probability. A major goal of this course will be to make students statistically literate, i.e. able to determine the validity of statistical information available in the media and literature. This course will make extensive use of technology, enabling focus to be more on interpreting statistics rather than doing computations. The course will also include writing assignments designed to teach the students how to present technical information in a clear and concise manner.

Note: Students planning on taking Trigonometry or Honors Trigonometry/PreCalculus should take the Trigonometry course directly following successful completion of Algebra II/Honors Algebra II.

Trigonometry/Advanced Mathematical Concepts

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Algebra II with a final grade of 75% or better

Students will study trigonometry as ratios from a right triangle and as circular functions. Other units of study will include matrices, sequences and series, and polar coordinates and equations. The graphing calculator will be used frequently in this course.



Honors Trigonometry/Pre-Calculus

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: Honors Algebra II with a final grade of 80% or better

This course is designed for high achieving students who plan to enroll in Honors Calculus and/or Advanced Placement Calculus in the following year. Trigonometric functions are studied including identities, graphing inverses, and applications. All elementary functions (polynomial, trigonometric, logarithmic, and exponential) are discussed in the Advanced Algebra part of this course. The course content is enriched to provide the student with a challenging and advanced experience.



Honors Calculus

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: Honors Trigonometry/Pre-Calculus with a final grade of an 80% or better and instructor approval.

This introductory Calculus course is designed to provide students with strong math ability exposure to the fundamentals of Calculus. The course includes the study of algebraic and trigonometric functions. The topics emphasized will be limits, continuity, derivatives and their applications and integration. It is recommended that the student should have attained a grade of 80% or better in Honors Trigonometry/Pre-Calculus. Students planning to take AP Calculus must take Honors Calculus in the same year as AP Calculus.



AP Calculus

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.2 Weighted Value
- Prerequisite: Honors Calculus with a final grade of an 80% or better and instructor approval

This course in mathematics is designed to provide students with exceptional math ability an opportunity to determine their college placement and/or earn college credit in mathematics. The

course includes the study of algebraic, trigonometric, exponential, and logarithmic functions. The topics emphasized will be limits, derivatives and their applications and integration and the applications of it.



AP Statistics

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.2 Weighted Value
- Prerequisite: Honors Algebra II or Algebra II

The purpose of this AP course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to three broad conceptual themes: Exploring Data (observing patterns and departures from patterns) Planning a Study (deciding what and how to measure) and Anticipating Patterns (producing models using probability theory and simulation). This course is an excellent option for any student who possesses sufficient maturity and quantitative reasoning ability.

Mathematics Analysis

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Algebra 1 and Geometry

This course is specifically designed as an elective for students planning to pursue higher education. Course topics include combinatorics, probability, statistics, economics, and finance.

Music

Band

- All Grade Levels
- 3 Pds./Cycle
- Year, 1.0 Credit, 1.0 Weighted Value

Students in Band will develop instrumental skills through ensemble experiences centered around quality band literature. As the year progresses, students will experience increasing demands of technique, range, and interpretation. Students will be placed in an ensemble based on the student's current level of achievement. Students are assessed regularly with benchmark playing evaluations. The bands perform concerts in January, March, and May, as well as participating in occasional adjudication festivals. Prior experience on a band instrument is required. Private instruction on your instrument is highly recommended.



Honors Band

- 10,11,12
- 3 Pds./Cycle
- Year, 1.0 Credit, 1.1 Weighted Value

Honors Band will incorporate the Band curriculum with the addition of additional projects for honors credit. Projects will include a Honors Jury Recital each semester consisting of standard solo literature. Additional honors projects may include research, reports, and presentations, etc., relevant to the solo literature or the repertoire being studied in class. Prior instructor approval is required for this course.

Choir

- All Grade Levels
- 3 Pds./Cycle
- Year, 1.0 Credit, 1.0 Weighted Value

Students will sing a variety of choral literature in addition to developing music reading skill, sight-singing skills and their vocal instrument. Vocal pitch matching skills are a prerequisite to successful participation in this course.



Honors Choir

- All Grade Levels
- 3 Pds./Cycle
- Year, 1.0 Credit, 1.1 Weighted Value

Honors Choir will incorporate the Choir curriculum with the addition of additional projects for honors credit. Projects will include a Honors Jury Recital each semester consisting of standard solo literature. Additional honors projects may include research, reports, and presentations, etc., relevant to the solo literature or the repertoire being studied in class. Prior instructor approval is required for this course.

Orchestra

- All Grade Levels
- 3 Pds./Cycle
- Year, 1.0 Credit, 1.0 Weighted Value

This instrumental course aims to help students develop their musical skills and an appreciation for orchestral compositions. String orchestra is taught during the block with a full orchestra experience during selected FLEX. This course is for students who play a string instrument (violin, viola, cello or string bass). Students enrolling in this course as a freshman should have participated in a middle school string program or have equivalent experience.



Honors Orchestra

- All Grade Levels
- 3 Pds./Cycle
- Year, 1.0 Credit, 1.1 Weighted Value

Honors Orchestra will incorporate the Orchestra curriculum with the addition of additional projects for honors credit. Projects will include a Honors Jury Recital each semester consisting of standard solo literature. Additional honors projects may include research, reports, and presentations, etc., relevant to the solo literature or the repertoire being studied in class. Prior instructor approval is required for this course.

Music Production I

- All Grades
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value

Music Production I is an introductory look at the technology associated with the recording arts and the popular music industry. The course provides hands-on experience with projects, through which students create and record their own music. Students also learn basic song-writing skills through a variety of industry-standard music software applications dealing with MIDI sequencing, digital audio, and basic recording techniques. This course is for students who have a desire to explore music, creativity, production and the recording and popular music industries. No prior musical experience is required.

Music Production II

- All Grades
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Music Production I – some musical training recommended

Music Production II is an advanced exploration of the technology involved in the music industry, specifically the recording arts. The course covers advanced MIDI sequencing skills, synthesis, digital audio manipulation and processing, sound design and composing for video, and advanced recording techniques. In addition, students will look at live sound reinforcement applications and explore various career opportunities with the music industry. The course centers around the use of an industry-standard DAW (Digital Audio Workstation) software.

Music Theory

- All Grades
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Instructor approval

This course is highly sequential and will explore and analyze the music theory concepts of

scales, intervals, chords, progressions, form and melody writing. Sight-singing and music dictation will also be a regular part of class. The ability to read music is a prerequisite for this course.

Applied Music

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Instructor approval

Applied Music provides a focused, in-depth study of a specific area of music study (e.g. instrumental, vocal, composition, jazz, technology studies and small ensemble). The course of study will be individualized for each student. Course participants will set goals to work toward for the semester based on the student's needs and applied area. Students will work independently in a mentor format with music faculty. Assessment will take the form of periodic studio recital performances. This course is intended for students who wish to pursue concentrated musical study in a specific area, for example: preparing for District Band/Orchestra/Choir auditions; preparing for college music acceptance auditions or pursuing music composition or recording arts beyond the scope of the offered courses.

Basic Piano

- All Grades
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value

This course is open to all students and is designed to teach basic piano keyboard skills to beginning players. Students will work in a piano lab setting with much of the work being done in an independent working environment. Having access to a piano outside of class is not necessary. Students who have previous piano experience should not take this course.

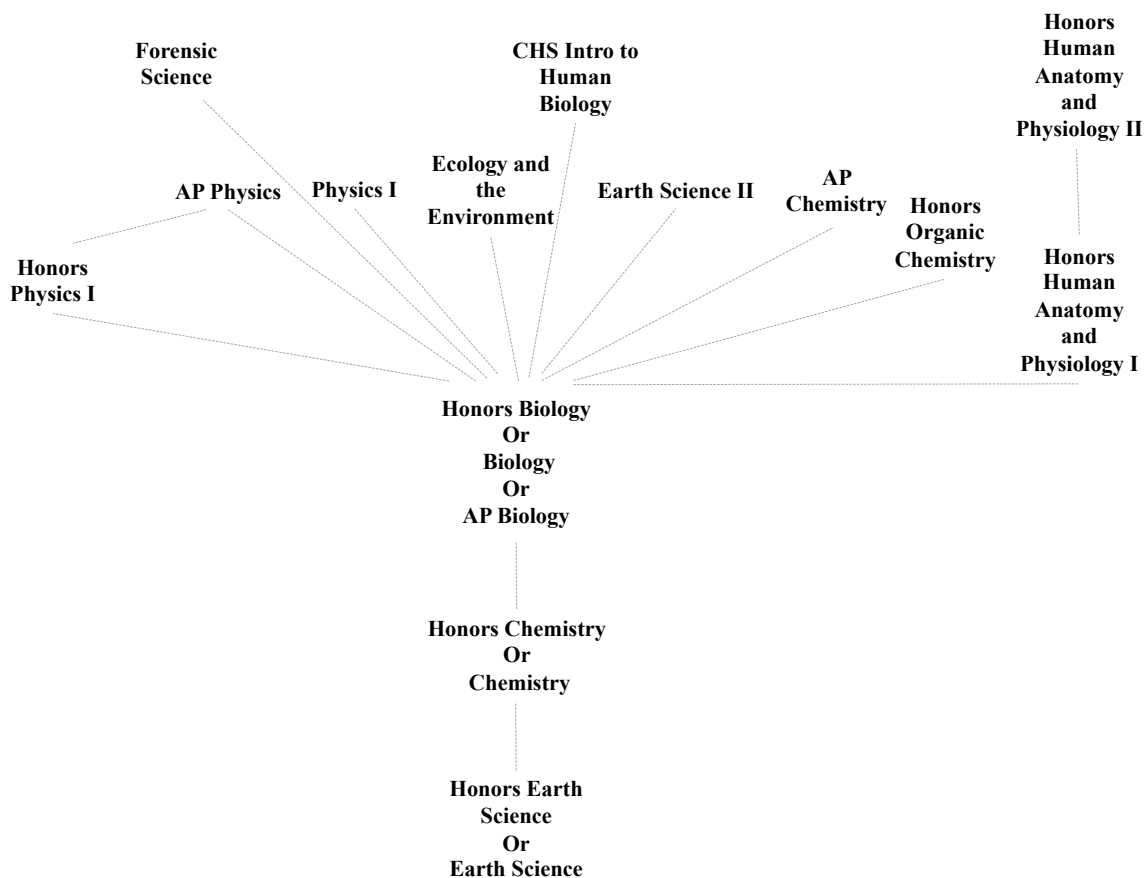
Advanced Piano

- All Grades
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Previous piano playing experience

This course is for students who can read music. Students will be tested and placed at their level upon entering the course. The course of study will be individualized for each student. Students will work in an independent setting.

Science

Graduation Requirement: A student must successfully complete 3 science credits, consisting of Earth Science, Chemistry, and Biology. Students are encouraged to take additional science courses if interested in a science related career field or a highly competitive college.



Earth Science

- 9th Grade
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value

This course will provide the student with insight into the branch of Geology. There will be lab activities in all units of study. Research projects will be expected. Community and government resources will be an important component of these projects. This is the foundational course for the science program at Central York High School.



Honors Earth Science

- 9th Grade
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value

This is a college preparatory course that will provide the student with insight into the branch of Geology. There will be some emphasis on conservation and environmental awareness. There will be lab activities in all units of study. Research projects will be expected. Community and government resources will be an important component of these projects. Students taking this course should expect a fast pace and high level of academic difficulty.

Earth Science II

- Grades 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credits, 1.0 Weighted Value
- Prerequisites: Chemistry and Biology

Earth Science Part II will include three individual six-week units of study. These include; Oceanography, Meteorology, and Astronomy. This subject matter is designed to extend upon the curriculum learned during the freshman Earth Science course. Throughout the course, students will be required to construct various types of graphs and perform algebraic calculations.

Chemistry

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Algebra I or Honors Alg I and Earth Science or Honors Earth Science

This is a college preparatory course, which will include units of measurement, physical, and chemical properties, relationships between matter and energy, atomic theory, stoichiometry, molecular structure and solutions. Considerable laboratory work is performed and proficiency in mathematics is required.



Honors Chemistry

- Grades 9, 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: Algebra I or Honors Algebra I, Earned a 90% or higher in Earth Science OR earned an 80% or higher in Honors Earth Science.

This is a very rigorous chemistry course designed for students planning a career in the sciences. The course content will include units of measurements, physical and chemical properties, atomic

theory, stoichiometry, gases, bonding, solutions and acids and bases. Students taking this course should expect a fast pace and a high level of academic difficulty focusing on higher level thinking skills. Considerable laboratory work is performed and a thorough understanding of mathematics is required.



Honors Organic Chemistry

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: Earned a 90% or higher in Chemistry or earned an 80% or higher in Honors Chemistry.

Organic Chemistry focuses on the study of carbon compounds. This course will focus on the naming, structures and reactions of the important classes of organic compounds; alkanes, alkenes, alcohols, benzene and its derivatives, amines, aldehydes, ketones and carboxylic acids. Simple reaction mechanisms and synthesis will also be addressed.

Biology A/B

- Grades 10, 11, 12
- 6 Pds./Cycle
- Year, 2.0 Credit, 1.0 Weighted Value
- Prerequisite: By Administrative Placement Only and Chemistry

This course will survey the living world. This course is specifically designed for students who need a slower paced environment to enhance, reinforce and build upon their basic scientific skills. Areas of concentration for the first semester include scientific investigation, biochemistry, bioenergetics, homeostasis and cell transport. Areas of concentration for the second semester include cell growth, cell reproduction, genetics, ecology and evolution. This is a Pennsylvania Keystone Exam course consisting of 8 units. The course follows the required curriculum as dictated by the Pennsylvania Department of Education. In addition to the Biology Keystone Exam, students will take an end of course final exam.

Biology

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Chemistry or Honors Chemistry

This course will survey the living world. Areas of concentration include scientific investigation, biochemistry, cytology, bioenergetics, genetics, evolution, and ecology. This is a Pennsylvania Keystone Exam course consisting of 8 units. The course follows the required curriculum as dictated by the Pennsylvania Department of Education. In addition to the Biology Keystone Exam, students will take an end of course final exam.



Honors Biology

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: Earned a 90% or higher in Chemistry -OR- Earned an 80% or higher in Honors Chemistry

This course will survey the living world. Areas of concentration include scientific investigation, biochemistry, cytology, bioenergetics, genetics, evolution, and ecology. This is a Pennsylvania Keystone Exam course consisting of 8 units. The course follows the required curriculum as dictated by the Pennsylvania Department of Education. In addition to the Biology Keystone Exam, students will take an end of course cumulative final exam worth 20% of the overall course grade. The Honors course will move at a faster pace than its counterpart, and includes more difficult tests, lab analyses, and enrichment assignments. In addition, students will be required to complete an intensive, investigative project that spans the length of the semester. With each unit of study, students will have a section of the project to complete and incorporate into their digital portfolio.

Physics

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Algebra II

This course is an algebra/trigonometry-based course designed as a college preparatory course of classical physics. It will prepare the student for science and science related college and technology studies. Broad ranges of topics are covered with heavy emphasis on formal problem solving and laboratory work. Major topics include: motion, forces, energy, sound, light and atomic and nuclear.



Pre AP/Honors Physics 1

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: Honors Algebra 2 or instructor approval

This course is an algebra/trigonometry-based course designed as a college preparatory course of classical mechanical physics. It will prepare the student for science and science related college and technology studies. The purpose of the course is to give the student a solid foundation of classical mechanics with heavy emphasis on formal problem solving and laboratory work. Major

topics include: kinematics, dynamics, energy, vector analysis, momentum, circular motion, torque and rotational motion.



AP Chemistry

- Grades 10, 11, 12
- 6 Pds./Cycle
- YEAR, 2.0 Credits, 1.2 Weighted Value
- Prerequisite: Earned a 90% or higher in Honors Chemistry or administrative and instructor approval

This rigorous college-level chemistry course will deal with intermediate concepts in inorganic chemistry and basic concepts in organic and nuclear chemistry. Higher-level thinking skills are mandatory for success in this class. Major topics include: stoichiometry, states of matter, chemical bonding, solutions, reactions and reaction rates, thermochemistry, equilibrium, acids and bases, electrochemistry, organic chemistry, descriptive chemistry and nuclear chemistry.



AP Physics 1

- Grades 10, 11, 12
- 6 pds/cycle
- Semester, 1 Credit, 1.2 Weighted Value
- Prerequisites: Pre AP/Honors Physics 1, administrative or instructor approval

AP Physics 1 is an algebra-based, introductory college-level physics course taken after the successful completion Pre AP/Honors Physics 1. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: circular motion and gravitation; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound. The course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to demonstrate the foundational physics principles and apply the science practices.



AP Biology

- Grades 10, 11, 12
- 6 Pds./Cycle
- Year, 2.0 Credits, 1.2 Weighted Value
- Prerequisites: Honors Chemistry and recommendation from the Chemistry teacher to move directly to AP Biology, or Biology and Biology teacher recommendation, or Honors Biology with an 80% or higher.

This rigorous biology course focuses on four main themes of biology: evolution, cellular processes, genetics, and biological interactions. This course prepares students to take the AP Biology Exam in the Spring for a chance to earn 1 or 2 semesters of college biology credit. Higher-level thinking skills are mandatory for success in this class, with a focus on independently designed investigations, research assignments, and projects.



Honors Human Anatomy and Physiology I

- Grades 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: A final grade of 80% or better in Honors Biology or a final grade of 90% or better in Biology

This course is the first half of the Human Anatomy & Physiology curriculum. It is equivalent to the first semester of a 2-semester college-level Human Anatomy & Physiology. This course will provide students with an understanding of the structure and function of the human body from cellular through the systems level. The course content of Human Anatomy & Physiology I consists of the following units/body systems: Introduction to Human Anatomy & Physiology, Histology, Integumentary System, Skeletal System, Muscular System, and Nervous System. Students planning further studies in scientific and health related careers or physical education will find this course beneficial.



Honors Human Anatomy and Physiology II

- Grades 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: A final grade of 80% or better in Human Anatomy and Physiology I.

This course is the second half of the Human Anatomy & Physiology curriculum. It is equivalent to the second semester of a 2-semester college-level Human Anatomy & Physiology. This course will provide students with an understanding of the structure and function of the human body from cellular through the systems level. The course content of Human Anatomy & Physiology II consists of the following units/body systems: the Special Senses, Blood, Cardiovascular/Lymphatic Systems, Immune System, Digestive System, Respiratory System, and Urogenital Systems. Students planning further studies in scientific and health related careers or physical education will find this course beneficial.

Ecology and the Environment

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Chemistry and Biology

This course will provide students with the basic scientific principles, concepts and methodologies required to understand the relationships of the natural world. Students will examine environmental problems, both natural and man-made and evaluate risks and possible solutions associated with these problems.

PROJECT BASED

Forensic Science

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Biology and Chemistry

In this course, students will apply the principles of science, technology and mathematics as they analyze trace evidence found at a crime scene. Students will act as investigators in a mock crime scene(s) collecting evidence. The evidence will then be analyzed in labs and projects to solve the mock crime. Students will also apply their knowledge of forensic science by analyzing real life case studies from famous crimes. Forensic science is taught through project-based learning. Students will act as forensic scientists as they investigate crimes and process crime scenes. Students apply their knowledge of forensic science by analyzing the investigation of crimes. Students will read case studies and hear from eye-witness accounts from crime scenes.

Social Studies

Graduation Requirement: All students must successfully complete 3 social studies credits, consisting of American Studies, Global Studies, and Foundations of Citizenship or their honors equivalent.

Course Progression:

- **Freshmen Year:** American Studies or Honors American Studies
- **Sophomore Year:** AP World History, Global Studies, or Honors Global Studies
- **Junior Year:** Foundations of Citizenship, Honors Foundations of Citizenship, AP US Government, or CHS American Politics
- **Sophomore, Junior, and/ or Senior Year:** Social Studies electives if desired

American Studies

- 9th Grade
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value

This course will cover U.S. History from the post-Reconstruction era to today. Students in this course will analyze the political, economic, and social aspects of U.S. history.



Honors American Studies

- 9th Grade
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value

This course will cover U.S. History from the post-Reconstruction era to today. This course is a more rigorous and in-depth evaluation to American Studies.

Global Studies

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: American Studies

Global Studies provides the connection between the historic background and the geographic, cultural, political, and economic aspects of the major regions of the world. This course will satisfy the Global graduation requirement.



Honors Global Studies

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: American Studies or Honors American Studies and teacher approval

Global Studies provides the connection between the historic background and the geographic, cultural, political and economic aspects of the major regions of the world. This course will satisfy the Global graduation requirement and is highly recommended for students that plan to take additional honors or AP courses.

Foundations of Citizenship

- Grade 11
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Global Studies or Honors Global Studies

This course will examine the rights and responsibilities of good citizens, our political heritage, the role of government on the federal, state, and local levels and some basic economic concepts. The students will also examine how the Constitution and the Bill of Rights work in our daily lives. This course will satisfy the Civics graduation requirement.



Honors Foundations of Citizenship

- Grade 11
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: Global Studies or Honors Global Studies and teacher approval

This course will examine the rights and responsibilities of good citizens, our political heritage, the role of government on the federal, state, and local levels and some basic economic concepts. The students will make an in-depth analysis of the Constitution and the Bill of Rights and how they pertain to our daily lives. This course will satisfy the Civics credit requirement and is highly recommended for students that plan to take additional honors or AP courses



APOLLO

Honors Global Studies - Apollo

- Grade 10
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value

This course will examine the elements of society, culture, government, and economy to better understand the context of non-Western civilizations. Particular attention will focus on the people in these civilizations and the societal problems they face. As with other Apollo classes, this skills-based course will consist of independent projects as well as assessments, mainly in the form of expository and persuasive writing. Learners have the opportunity to build their daily schedule, electing to attend lessons or work independently but regularly meeting with Apollo classroom teachers. This course should be taken with Honors English II - Apollo and Portfolio 2 - Apollo.



APOLLO

Honors Foundations of Citizenship - Apollo

- Grade 11
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value

This course will examine the rights and responsibilities of good citizens, our political heritage, the role of government on the federal, state, and local levels and basic economic concepts. As with other Apollo classes, this skills-based course will consist of independently driven projects. Learners have the opportunity to build their daily schedule, electing to attend lessons or work independently but regularly meeting with Apollo classroom teachers. This course should be taken with Honors English III - Apollo and Portfolio 1 - Apollo.



Honors Self in the Modern World - Apollo

- Grade 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: Participation in Apollo

As one third of Apollo program, this project driven course allows learners to examine how they fit in to modern social institutions and culture. Each learner's personal experiences and interests will dictate their strategies to address four guiding themes: Perseverance, Virtues, Sense of Place, and a learner selected theme.

Current Events and Issues

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value

In this course, students will study responsible ways to consume media and think critically about the contexts of current events, the perspectives of those involved, and how our society interacts with news sources. Students will analyze the creation, distribution, and consumption patterns of current events.

Psychology

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value

Students will study basic principles of psychology and how those basic principles apply to the work place, education, gender issues, human relations and a variety of other integrated topics. Each student must complete a benchmarked Behavioral Science Research Project. This course will help students to understand the relevant uses of psychology in their lives and prepare students for continuing their education in behavioral sciences.



AP Psychology

- Grades 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.2 Weighted Value
- Prerequisite: Psychology with an 80% or better and/or instructor approval

AP Psychology is a course for advanced students who are interested in a thorough, systematic and scientific exploration of the behavior and mental processes of humans and animals. Students will comprehensively explore psychological principles and theory associated with each of the major subfields within psychology. They will also learn about the ethics and methods

psychologists use in their science and practice. The class is intended to prepare students for the AP Exam, for which students have the opportunity to possibly earn college credit.

AP Psychology is designed as a college level-class. As such, students electing to take this course should be (at minimum) proficient or advanced in reading and writing, as well as being highly responsible.

Law

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value

Students in this elective will investigate constitutional, criminal, and civil law. Students will engage in problem solving, critical thinking, and discussions of controversial legal issues.

Sociology/Anthropology

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value

This elective provides a strong foundation into studying human society, social relationships, and culture from various behavioral and scientific perspectives. This course will challenge students to think critically about the world that they live in and provide a platform for discussion of controversial societal topics.



AP United States History

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.2 Weighted Value
- Prerequisite: Administrative and instructor approval

The Advanced Placement program in United States history is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with United States history. Students will be exposed to the equivalent of a full year introductory college course.



AP World History

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.2 Weighted Value
- Prerequisite: Administrative and instructor approval

The Advanced Placement World History: Modern course provides a global view of historical processes and contacts between people in different societies, dating from 1200-2001. This is a rigorous course as it is the equivalent to an introductory college course. Students will need to pay particular attention to continuity and change over time, comparisons and contrasts, and cause and effect. These historical reasoning skills along with historical thinking skills and selective factual knowledge are all expectations designed to help prepare students for the AP Exam in the Spring. This course will satisfy the Global graduation requirement.



AP United States Government & Politics

- Grades 10, 11, &12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.2 Weighted Value
- Prerequisite: Instructor approval

The Advanced Placement (AP) United States Government and Politics Course will give students an analytical perspective on government and politics in the United States. This course will include both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. The aim of this AP course is to provide the student with a learning experience equivalent to that obtained in most college introductory U.S. Government and Politics courses. The course will be a mixture of traditional learning activities, Project Based Learning (PBL), and a number of research and written assignments. The use of technology is highly encouraged in this course. This course will satisfy the Civics graduation requirement.

The CHS logo features the letters 'CHS' in black, centered within a yellow shield-shaped background.

CHS

College in the High School Western Civilization II (PITT)

- Grades 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.2 Weighted Value
- Prerequisite: Foundations of Citizenship, Global Studies, and American Studies (or their honors/AP equivalents with a 70% or better

This is an introductory-level course in Western European History that handles topics from the Scientific Revolution to the Cold War. This course will introduce major questions of historical process and it will emphasize chronological, comparative, and contextual reasoning and the construction of original arguments grounded in historical evidence. For a description of the College in the High School program, see your school counselor.

Note: This class can be taken for just high school credit or for both high school and college credit. If seeking college credit, students pay the tuition (at a greatly reduced rate), books, and fees. Textbook prices vary.

Number of PITT Credits: 3

CHS

College in the High School American Politics (PITT)

- Grades 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.2 Weighted Value
- Prerequisite: Global Studies, and American Studies with a 70% or better

This is an introductory course in American politics. The purpose of the course is to teach students both about the American political system and about broad concepts social scientists use to study politics. Students will study topics in Political History, The Constitution, Civil Rights, Civil Liberties, Congress, The Presidency, The Judiciary, and Public Opinion. For a description of the College in the High School program, see your school counselor.

Note: This class can be taken for just high school credit or for both high school and college credit. If seeking college credit, students pay the tuition (at a greatly reduced rate), books, and fees. Textbook prices vary.

Number of PITT Credits: 3

Technology Education

Technical Sketching and Drawing

- All Grade Levels
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value

This is an introductory level course intended for those interested in sampling the fundamental sketching and drawing concepts used in the technical and product design world. Students will learn and create sketches and drawings demonstrating skills that include using measurement, orthographic projection / multi-view drawings, oblique, isometric, and perspective view drawings. Students will learn to sketch and draw objects based on various combinations of geometric solids and parts. Students will get an introduction to using AutoCAD (2D Computer-Aided-Drafting software) to produce and plot technical drawings. It is recommended that students enrolled in this elective have good visualization skills and an interest in learning about drawing skills that are fundamental in generating and producing drawings that could be used to manufacture parts or products.

H

Honors Drafting & CAD

- All Grade Levels

- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value

This course is intended for those interested in the fields of engineering, product design, and/or architectural design as it introduces students to the fundamentals of mechanical drawing and CAD software. Students will learn techniques utilizing precision drafting tools and SolidWorks CAD (Computer-Aided-Drafting) software. Students will learn and create drawings demonstrating skills that include: geometric constructions, orthographic projections, dimensioning, and isometric pictorials. Half of the semester we will focus on traditional drafting concepts (pencil, tools, and paper), while the second half will consist of an introduction to the CAD software where we will produce part, assembly, and drawing examples. As students develop visualization and precision drawing skills, real-world product design problems will be incorporated. An introduction to rapid-prototyping will be part of the course projects providing students opportunities to utilize 3-D Printers in the classroom. Students will be required to maintain an ePortfolio of their work throughout the course.

CHS

Advanced CADD & Engineering (Harrisburg University)

- Grades 10, 11, & 12
- 6 Pds/Cycle
- Semester 1.0 Credit 1.2 Weighted Value
- Prerequisite: Honors Drafting & CAD (70% or better)

This course is an advanced level elective which builds upon the concepts learned in the Honors Drafting and CAD course through part and product design. The focus of this course is to apply the skills learned in Honors Drafting and CAD through product design and analysis. Research and development will play an important role throughout the course. Students will explore the evolution of how and why products are designed as well as how products and technology can impact society. Part design problems, reverse-engineering and product development will drive this project-based learning course. The course will teach students how to use advanced features of the SolidWorks CAD Suite. The concept of solid modeling and rapid-prototyping will also be a focus utilizing 3D Printers in the classroom. Students interested in this course should have strong math and visualization skills as well as an interest in mechanical engineering and/or product design. Students are required to maintain an ePortfolio of their work throughout the course. This course will be offered every other year and alternates with Honors Architectural Design. Course is expected to run: 2025-26 then again in 2027-28

Note: This class can be taken for just high school credit or for both high school and college credit. Students pay the tuition (at a greatly reduced rate), books, and fees. Textbook prices vary.

Number of Harrisburg Credits: 3



Honors Architectural Design

- Grades 10, 11 & 12
- 6 Pds/Cycle
- Semester 1.0 Credit 1.1 Weighted Value
- Prerequisite: Honors Drafting & CAD (70% or better)

This course is an advanced level elective which builds upon the concepts learned in the Honors Drafting and CAD course with a focus and exploration of architectural design. Students will learn about examples of architectural feats throughout history and compare it to the modern architectural world. The bulk of the course focuses on the process of planning, designing, creating drawings (blueprints), and the construction related to residential architecture. Students will learn and utilize REVIT Architectural CAD software to develop floor plans, elevations and 3-D renderings of structures. Students will have an opportunity to work with, and design a home for a live-client. The course will introduce concepts of framing and construction through scale modeling activities. Research and development will play an important role throughout the course. Students interested in this course should have strong math and visualization skills as well as an interest in the field of architecture and/or engineering. Students are required to maintain an ePortfolio of their work throughout the course. Note: This course will be offered every other year as an alternate to Honors Advanced CADD & Engineering. Course is expected to run: 2024-25 then again in 2026-27.

Electronics I

- All Grade Levels
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Algebra I (70% or better)

This course is designed for students to experience the basics of electrical and electronic theory through mathematical computations and circuit-based lab experiments. The course will emphasize the principles and typical applications of electronic devices. Topics covered include AC and DC circuits, the calculation, and measurement of electrical quantities, series and parallel circuit networks, testing and analysis of basic circuits, component identification, and residential wiring. Students will also learn how to develop circuits schematically, on a breadboard, and test them using various instruments. Students will learn to solder and will complete two electronic project kits during the class. Students interested in this course should be strong in math and science subject areas as well as have an interest in electrical engineering or electrician fields. Students will be required to maintain a portfolio of their work throughout the course.

Electronics II

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisites: Electronics I with a final grade of 70% or better

This course builds upon the concepts learned in Electronics I. The focus of this course is to study the theory behind DC electronics, AC electronics, electronic devices, and basic robotics. Students will apply prior knowledge and explore new concepts through lab exercises and circuit development. Students will learn how to approach real-world electronic design problems through circuit building and troubleshooting. Students will learn about the process of designing, creating and etching printed circuit boards. Research and development will play an important role throughout the course. Students interested in this course should have a strong math and science background as well as an interest in electronic engineering. Students will be required to maintain a portfolio of their work throughout the course.

Process Engineering I

- All Grade Levels
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value

This activity-based woodworking course is designed to blend the principles of product design and quality control with the modern production methods of industrial manufacturing. The emphasis of this course is on the methods used in the production flow of raw material to finished product. Students are expected to master the following basic woodworking skills: material layout, machining, gluing, cutting a variety of different wood joints, assembly, sanding, staining and finishing, as well as following verbal, written, and spatial directions through the fabrication of a several different projects including but not limited to a small bench, a Shaker bedside table, a 3-legged stool, and a small storage box.

Process Engineering II

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Process Engineering I with a final grade of 70% or better

This activity-based woodworking course builds upon the skills and concepts mastered in Process Engineering I and is designed to help students develop a greater understanding of product design and industrial production. The emphasis of the course is on real-world solutions to production problems. Students will emulate a manufacturing enterprise through a Limited Production Run (LPR) of a case goods project featuring advanced woodworking joinery. Students will be required to develop and maintain a process portfolio of the design, construction, methodology, and techniques involved in the completion of two projects that demonstrate their mastery in the field of woodworking, including one that involves lathe-turned objects.

**PROJECT
BASED**

Process Engineering III

- Grades 11 and 12
- 6 Pds./Cycle

- Semester, 1.0 Credit, 1.0 Weighted Value
- Learning Option: Project Based
- Prerequisite: Process Engineering II with a final grade of 70% or better

This course is designed as a capstone course for students who have successfully completed two levels of the Process Engineering courses. Students will research and engage in a brief Limited Production Run (LPR) project as a group before engaging in an individual, in-depth study of a specific area of woodworking and/or cabinetmaking designed to fit within the parameters of a given Design Problem Statement (DPS). Students will be required to develop and maintain a process portfolio of the design, construction, methods, and techniques involved in the completion of two projects that demonstrate their mastery in the field of woodworking, including one that involves a lathe turned object consisting of multiple parts. Students will be required to conference with the instructor prior to the approval of their projects.

World Languages

Departmental Course Sequence Recommendations: The first two levels of a language should be taken in consecutive semesters. World language offerings are academically rigorous, college preparatory courses.

Chinese I

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Students entering grade 10 must have earned a final grade of at least 75% in their most recent language arts course.

Note: This class is offered through a blended learning environment from Intermediate Unit 8 (IU8). This course is only offered for high school credit and graded as stated above.

This course serves as an introduction to Modern Standard Chinese (Mandarin) as a foreign language for beginners. The main goal for this course is for students to acquire a culturally contextualized working knowledge of the essential skills in introductory Chinese. The course aims at developing four basic skills, reading, writing, listening, and speaking, and at building a solid foundation in preparation for more advanced studies.

Chinese II

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Students entering this course must have earned a final grade of at least 75% in their most recent language arts course and a final grade of at least 75% in Chinese I or instructor approval.

Note: This class is offered through a blended learning environment from Intermediate Unit 8

(IU8). This course is only offered for high school credit and graded as stated above.

This course expands on the concepts from Chinese I and looks at Modern Standard Chinese (Mandarin) as a foreign language and culture. The main goal for this course is for students to acquire a culturally contextualized working knowledge of the essential skills in Chinese. The course aims at continuing to develop four basic skills (reading, writing, listening, and speaking).



Honors Chinese III

- Grades 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: Students entering this course must have earned a final grade of at least 75% in their most recent language arts course and a final grade of at least 75% in Chinese II or instructor approval.

The emphasis in this class is on building vocabulary and sentence patterns in communicative contexts and building a solid foundation in pronunciation. Students will expand their ability to carry out simple conversations in Chinese on a limited range of topics, such as school and family life, social issues and aspects of Chinese culture. Reading and writing (using simplified or complex characters) will be more developed in conjunction with speaking and listening skills. Students will be expected to speak, read, and write all new words that appear in vocabulary lists in the main textbook unless otherwise noted by the instructor. Students will be exposed to a limited amount of slightly modified authentic materials. This may include restaurant menus, invitation letters or magazine articles.

Note: This class is offered through a blended learning environment from Intermediate Unit 8 (IU8). This course is only offered for high school credit and graded as stated above.



Honors Chinese IV

- Grades 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: Students entering this course must have earned a final grade of at least 75% in their most recent language arts course and a final grade of at least 75% in Honors Chinese III or instructor approval.

In this demanding course, students will improve Chinese skills in the areas of speaking, listening, reading and writing, and will make significant gains in the acquisition of vocabulary and grammar. The emphasis in this class is on building up vocabulary and sentence patterns in communicative contexts, and building a solid foundation in pronunciation. Students will expand their ability to carry out simple conversations in Chinese on a limited range of topics. Students will engage in discussions and conversations concerning sports, travel, social activities and

house/apartment hunting. Students will be expected to speak, read, and write all new words that appear in vocabulary lists in the main textbook unless otherwise noted by the instructor.

Note: This class is offered through a blended learning environment from Intermediate Unit 8 (IU8). This course is only offered for high school credit and graded as stated above.

French I

- All Grades
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Students entering this course must have earned a final grade of at least 75% in their most recent language arts course.

French I provides the student with a balanced focus on the listening, reading and writing skills, with a special emphasis on oral proficiency.

French II

- All Grades
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Students entering this course must have earned a final grade of at least 75% in their most recent language arts course. A final grade of at least a 75% in French I or instructor approval.

French II is a continuation of French I, in which the listening, speaking, reading and writing skills will be strengthened and expanded upon, while developing a realistic awareness of French culture.



Honors French III

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: Students entering this course must have earned a final grade of at least 75% in their most recent language arts course and a final grade of at least a 75% in French II or instructor approval.

French III aims to develop and strengthen proficiency in the French language through integrated activities involving the listening, speaking, reading and writing skills. The contributions of the French culture are also discussed.



College in the High School – Intermediate College French I (PITT)

- Grades 10, 11, & 12

- Up to 6 Pds./Cycle
- Semester, 1.0 Credit, 1.2 Weighted Value
- Prerequisite: Students entering this course must have earned a final grade of at least 75% in Honors French III or instructor approval.

This course is Intermediate College French 1. High School students will take this course instead of their standard fourth-semester French course. This course builds on and expands the language skills acquired in Honors French III. It is designed to develop communicative proficiency. It combines content-based language instruction with an interactive task-based approach and focuses on all relevant language skills: listening, speaking, reading and writing.

Note: This class can be taken for just high school credit or for both high school and college credit. Students pay the tuition (at a greatly reduced rate), books, and fees. Textbook prices vary.

Number of PITT Credits: 3

German I

- All Grades
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Students entering this course must have earned a final grade of at least 75% in their most recent language arts course.

In German I students will begin listening, speaking, reading, and writing in German. They will participate in a variety of activities each day. Technology is used frequently in the course for practice and assessments.

German II

- All Grades
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Students entering this course must have earned a final grade of at least 75% in German I or instructor approval

In German II students will continue learning through a variety of activities. They will engage in listening, speaking, reading, and writing activities to grow in their abilities in the German language. Technology will again be used frequently in the course for practice and assessments.



Honors German III

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: Students entering this course must have earned a final grade of at least 75% in German II or instructor approval

German III will expand and refine development of reading, writing, and especially speaking skills. Cultural activities will be included, and grammatical principles will be further integrated.

CHS

College in the High School – Intermediate College German I (PITT)

- Grades 10, 11, & 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.2 Weighted Value
- Prerequisite: Students entering this course must have earned a final grade of at least 75% in German III or instructor approval

This is the first course in intermediate language training. The course is designed to continue to enhance students' German language proficiency. It integrates all four skills (speaking, listening, reading, and writing) and provides practice in these skills.

Note: This class can be taken for just high school credit or for both high school and college credit. Students pay the tuition (at a greatly reduced rate), books, and fees. Textbook prices vary.

Number of PITT Credits: 3

H

SELF-PACED

Honors German V

- Grades 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Learning Option: Self-Paced
- Prerequisite: Students entering this course must have earned a final grade of at least 75% or higher in College In the High School – Intermediate College German I or instructor approval.

German V will refine development of reading, writing, listening, and especially speaking skills. Cultural activities will be included, and grammatical principles will be further integrated, as well as the introduction of more advanced grammatical concepts.

Japanese I

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Students entering grade 10 must have earned a final grade of at least 75% in their most recent language arts course.

Note: This class is offered through a blended learning environment from Intermediate Unit 8 (IU8). This course is only offered for high school credit and graded as stated above.

This is a beginning course in Japanese language and culture. Students will learn conversational basics, including greetings and classroom phrases, and cover topics of family, daily routines, leisure activities, physical description, and weekend plans. Students will also learn to read and write the phonetic Japanese syllabi hiragana and katakana, and about 25 Japanese characters or kanji. Information about Japanese culture is integrated throughout the course.

Japanese II

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Students entering this course must have earned a final grade of at least 75% in their most recent language arts course and a final grade of at least 70% in Japanese I or instructor approval.

Note: This class is offered through a blended learning environment from Intermediate Unit 8 (IU8). This course is only offered for high school credit and graded as stated above.

This is a continuation of the beginning course in Japanese language and culture. Students will learn to give and understand information on a variety of topics, including past activities, school classes, health and sickness, shopping, eating out, and invitations. Information about Japanese culture is integrated throughout the course.



Honors Japanese III

- Grades 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: Students entering this course must have earned a final grade of at least 75% in their most recent language arts course and a final grade of at least 70% in Japanese II or instructor approval.

Note: This class is offered through a blended learning environment from Intermediate Unit 8 (IU8). This course is only offered for high school credit and graded as stated above.

This course provides a stronger foundation in the Japanese language by emphasizing informal speech using new verb forms. Students will also be able to read and write about 50 more Japanese characters, kanji, to develop the ability to comprehend a short written passage and to practice writing a letter and a diary in Japanese. Cultural topics will be introduced from time to time.



Honors Japanese IV

- Grades 11, 12
- 6 Pds./Cycle
- Semester 1.0 Credit, 1.1 Weighted Value
- Prerequisite: Students entering this course must have earned a final grade of at least 75% in their most recent language arts course and a final grade of at least 70% in Honors Japanese III or instructor approval.

Note: This class is offered through a blended learning environment from Intermediate Unit 8 (IU8). This course is only offered for high school credit and graded as stated above.

To reach the intermediate level of conversation in Japanese, students need to learn how to master connections between sentences in order to express their ideas more thoroughly. Grammar is further stressed and the study of Kanji continued from the last level. The context and dialogues are based in the daily Japanese life vocabulary and grammar in formal or colloquial situations. Japanese culture is integrated throughout the course.

Latin I

- Grades 9, 10, 11
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Students entering this course must have earned a final grade of at least 75% in their most recent language arts course.

In this course the student will be introduced to the basic structure of the Latin language and develop an understanding of basic grammar and vocabulary. The student will gain an understanding and appreciation for the Ancient Roman culture through a study of history and mythology.

Latin II

- Grades 9, 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Students entering this course must have earned a final grade of at least 75% in Latin I or instructor approval.

In this course the student will further gain an understanding of the Latin language through development of extended grammar and vocabulary. An emphasis is placed on the study of nouns and adjectives. The student will gain an understanding and appreciation for the Ancient Roman culture through a study of Pompeii, daily life, and entertainment.



Honors Latin III

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value

- Prerequisite: Students entering this course must have earned a final grade of at least 75% in Latin II or instructor approval.

In this course the student will complete an understanding of the Latin language through development of extended, complex grammar and vocabulary. An emphasis is placed on verb structure. The student will gain an understanding and appreciation for the Ancient Roman culture through a study of art and architecture.

CHS

College in the High School – Latin: Intermediate Verse (PITT)

- Grades 10, 11, 12
- Up to 6 Pds./Cycle
- Semester, 1.0 Credit, 1.2 Weighted Value
- Prerequisite: Students entering this course must have earned a final grade of at least 75% in Honors Latin III or instructor approval.

This course serves as an introduction to Latin poetry, where the student will apply a mastery of the Latin language in order to read selections from Vergil’s epic poem, The Aeneid. Complex grammar and vocabulary will continue to be stressed, specifically as they relate to the poem. Through reading the poem in both Latin and English, as well as learning to analyze Vergil’s stately dactylic hexameter, the student will gain an authentic understanding and appreciation for ancient Roman culture.

Note: This class can be taken for just high school credit or for both high school and college credit. Students pay the tuition (at a greatly reduced rate), books, and fees. Textbook prices vary.

Number of PITT Credits: 3

Exploratory Spanish – Pre-Curser to Spanish I

- Grades 9,10
- 6 periods per cycle
- Semester, 1 credit, 1.0 weighted value

This course is designed for students that may not meet the prerequisite for Spanish I who would like to experience an overview of basic vocabulary and conversational expressions for travel and everyday use as well as gain an appreciation for the history, geography, and culture of various Spanish speaking countries. It is not meant to replace Spanish I nor be a pre-requisite for Spanish I.

NOTE: THIS COURSE DOES NOT SATISFY NCAA REQUIREMENTS AND DOES NOT COUNT AS A WORLD LANGUAGE CREDIT.

Spanish I

- All Grades

- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Students entering this course must have earned a final grade of at least 75% in their most recent language arts course.

Students will be introduced to the language and cultures of the Spanish-speaking world. They will develop proficiency-based skills. Listening, speaking, reading, and writing will be emphasized.

Spanish II

- All Grades
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Students entering this course must have earned a final grade of at least 75% in their most recent language arts course and a final grade of a 75% in Spanish I or instructor approval.

Students will continue to strengthen and expand the proficiency based skills developed in Spanish I.



Honors Spanish III

- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: Students entering this course must have earned a final grade of at least 75% in their most recent language arts course and a final grade of a 75% in Spanish II or instructor approval

Students will continue to develop proficiency-based skills with emphasis placed on higher level tasks in all four areas: speaking, listening, reading and writing.



College in the High School – Intermediate College Spanish 1 (PITT)

- Grades 10, 11 & 12
- Up to 6 Pds./Cycle
- Semester, 1.0 Credit, 1.2 Weighted Value
- Prerequisite: Students entering this course must have earned a final grade of at least 75% in their most recent language arts course and a final grade of 75% or higher in Honors Spanish III or instructor approval.

This course is Intermediate College Spanish 1. High School students will take this course instead of their standard fourth-year Spanish course. This course builds on and expands the language skills acquired in Honors Spanish III. It is designed to develop communicative proficiency. It

combines content-based language instruction with an interactive task-based approach and focuses in all relevant language skills: listening, speaking, reading and writing.

Note: This class can be taken for just high school credit or for both high school and college credit. Students pay the tuition (at a greatly reduced rate), books, and fees. Textbook prices vary.

Number of PITT Credits: 3

CHS

College in the High School – Intermediate College Spanish 2 (PITT)

- Grades 11 & 12
- Up to 6 Pds./Cycle
- Semester, 1.0 Credit, 1.2 Weighted Value
- Prerequisite: Students entering this course must have earned a final grade of at least 75% in their most recent language arts course and a final grade of 75% or higher in College in the High School – Intermediate College Spanish 1 or instructor approval.

This course is Intermediate College Spanish 2. High School students will take this course instead of their standard fifth-year Spanish course. It is designed to develop communicative proficiency. This course builds and expands the language skills acquired in High School – Intermediate College Spanish 1. It combines content-based language instruction with an interactive task-based approach and focuses in all relevant language skills: listening, speaking, reading and writing. Culture is integrated in all aspects of the program.

Note: This class can be taken for just high school credit or for both high school and college credit. Students pay the tuition (at a greatly reduced rate), books, and fees. Textbook prices vary.

Number of PITT Credits: 3

OTHER ACADEMIC OPPORTUNITIES

Work Based

Internship

- Grades 11 & 12
- 6 Pds./Cycle
- Up to 2 Semesters 0.5, 1.0, or 2.0 Credits
- Excellent/Satisfactory/Unsatisfactory Grading
- Prerequisite: Administrative approval

Internships assist students in further exploring their career interest by providing exposure to real world work environments. The Central York Internship is a structured program that builds on the student's course of study. Students will observe professionals in a specific industry and may

have the opportunity to participate hands-on activities. The experience is also intended to improve employability skills through mentoring and coaching.

Internships must be pre-approved and coordinated through the Career Center in order to obtain academic credit. Interested students should visit the Career Center to complete a Pre-Internship Questionnaire and schedule an appointment with the Workforce Readiness Coordinator. Internships are overseen by Central's Workforce Readiness Coordinator and a Worksite Host. Together the internship team will work with the student to identify learning objectives for the internship experience. Students are assessed on their work performance.

Electrical Pre-Apprenticeship Program

- Grade 12
- 6 Pds./Cycle
- Year, 2.0 Credit, 1.0 Weighted Value
- Prerequisite: Administrative approval

Elective Credit

Electricians are in demand in South Central PA. In addition to being in demand, this career field is particularly attractive because of the employer supported training. Individuals are hired as electrician apprentices, and participate in a four-year program where they gain hands on experience, as well as theory/classroom curriculum, all funded by the employer.

Central York High School, in partnership with the Central Pennsylvania Chapter of the Independent Electrical Contractors (IEC) will offer a pre-apprenticeship program. Participating Central students will complete the theory portion of the first-year apprenticeship during their senior year of high school. This pre-apprenticeship program is an example of the high value, industry recognized credential referenced in the Future Ready PA Index.

Students will be enrolled in IEC's first year apprenticeship program online with Mr. Eric Musselman's oversight. The curriculum will take approximately 144 hours to complete. Additionally, IEC and its member companies will offer hands on labs as well as field experiences and mentoring to students throughout the year. Students will earn two elective credits on their high school transcript for this program. Seniors that have completed Electronics 1 and 2 will be eligible to enroll in the program. Once students turn 18, there may be opportunities for placement in an internship or part-time employment.

Additional Planned Topics

- Intro to Registered Apprenticeship Programs - the Industrial Trades
- Intro to the Plant Floor
- Intro to Hand Tools
- Intro to Workplace Safety (OSHA Cert) – Maybe offer as part of program
- Proper Use of Power Equipment
- Applied Math Review
- Basic Blueprint Reading
- Planning your Work and Completing Assigned Tasks

Central York Cyber Academy

Central York School District offers a cyber school option for families and students seeking the academic rigor of a Central York educational experience combined with the flexibility afforded through a cyber school program.

The Central York Cyber Academy offers students a 24/7 learning environment with a curriculum that meets Pennsylvania state standards and the option to participate in co-curricular activities and opportunities just like their “brick-and-mortar” classmates.

Through the Central York Cyber Academy, full-time cyber school students may:

- Take core and elective classes to meet their graduation requirements or personal education goals
- Participate in an online classroom environment outside of the traditional Central York High School setting
- Enjoy a flexible schedule and 24/7 access to their classes and online resources
- Choose to participate in co-curricular activities offered to all Central York School District students, including school-sponsored activities and events such as Homecoming and Prom
- Receive a Central York High School Diploma upon graduation
- Use a District-issued computer and Internet connection if needed

Students who enroll in the Central York Cyber Academy will be considered full-time cyber school students. If you would like more information on the Central York Cyber Academy, please contact, Mrs. Lisa Cornbower at (717) 846-6789, ext. 1427, or via email at lcornbower@cysd.12.pa.us.

Build Your Own Course

CYHS offers 11th and 12th grade students the ability to design a course that explores topics of their choosing. Students will be required to design their area of study, develop assessments, and meet regularly with their mentor(s). Areas of study must be approved by the principal or their designee and a mentor will be assigned. BYOC can be selected once a year (in your 11th and 12th grade year) for an elective credit and will be graded as Excellent, Satisfactory, or Unsatisfactory. Please see your school counselor for the form.

College in the High School Courses

Harrisburg Area Community College (HACC), University of Pittsburgh (PITT), Carlow University, Harrisburg University and Central York High School have created educational partnerships. These partnerships are called College in the High School (CHS) and enable qualified, capable eleventh and twelfth grade students to enroll in college-level courses that are taught at their high school. CHS approved courses allow students to earn both college and high school credit. These high school credits are applied towards graduation requirements. Additionally, these course credits become part of the student’s permanent HACC, PITT, Carlow, or Harrisburg University record and can count towards a degree program or be transferred to a number of colleges and universities. Students should check with his/her college of interest to ensure these credits transfer. Students pay the tuition (at a greatly reduced rate), books, and fees. Tuition can range from around \$75 to \$100 per credit. Prerequisites vary but can include placement exam and/or PSAT/SAT/ACT score. Please contact your child’s school counselor for

further information about College in the High School.

Dual Enrollment Program

Students entering 11th and 12th grade may be eligible to take college courses at Penn State York, York College, HACC-York Campus, Harrisburg University, Commonwealth University, Millersville University, Messiah University, PA College of Health Sciences, and Thaddeus Stevens. Dual Enrollment allows students the opportunity to earn college credit while completing their high school graduation requirements. Students planning to take a college level English course must complete English 3 at Central York High School prior to enrolling. Tuition, books, and fees are paid for by the student. Depending on the institution, tuition can range from around \$150 to \$300 per credit. Additionally, admission requirements vary but can include minimum GPA, placement exam, SAT/ACT score, and/or school counselor approval. Interested students should meet with their school counselor and visit the CYHS School Counseling [website](#) to obtain specific information about the college/university he/she is interested in.

Early Enrollment at Thaddeus Stevens College

High School seniors have the opportunity to complete their final year of high school while completing their first year of college at Thaddeus Stevens College of Technology. Students are able to study in one of the 24 programs (excluding mechanical engineering) while also taking general education courses that will count towards their high school diploma. Students typically earn 4-6 technical credits and 2 academic credits (English and math). The cost for early enrollment is half of standard tuition. All costs are the responsibility of the student.

All classes are taken on site at Thaddeus Stevens College of Technology. Participants commute to Thaddeus Stevens on weekdays and would be on campus from 7:30am-4:30pm. Participating students are still fully enrolled at Central York High School and as such may participate in school sponsored events as their schedule permits. Application deadline is March 1st.

MSSC Certification/Safety in the Workplace

The Manufacturing Skill Standards Council (MSSC) is an industry-led, training, assessment and certification system focused on the core skills and knowledge needed by the nation's front-line production and material handling workers. MSSC awards certificates to students who pass the Safety and Quality Practices & Measurement production modules. Please see your school counselor or the Workforce Readiness Coordinator for information.

York County School of Technology

The following part-time courses will be offered at the York County School of Technology (YCST) for 11th and 12th grade students. Students who enroll in any of the part-time courses must follow all YCST rules and regulations. This includes purchasing and wearing school uniforms. Courses will run daily from 1:30-3:00 p.m. Please take this into account when planning your course schedule. Transportation to and from YCST is provided. Interested students should apply through their school counselor. Applications are generally available in February. For more information, contact your counselor or the Workforce Readiness Coordinator. This information and school program videos are also posted on the school's website: www.ytech.edu.

1. Construction Technician

Students will have the opportunity to explore four aspects of the construction pathway. The classes include Electrical Occupations, Heating Ventilation/Air Condition, Masonry, and Carpentry. Safety practices will be covered in all areas. The Electrical Occupations portion will begin with an introduction to the theory of electricity following by an introduction to the electrical trades. In Carpentry, small construction projects are assigned to represent mastery of skills. Masonry students will use the proper use of hand tools and how to mix mortar. HVAC students will be introduced to basic skills required for an HVAC/Plumbing career.

2. Introduction to Automotive Technology

This course will focus on two basic systems. The first is the Automotive Electrical/ Electronics Systems and the identification and repair of electrical concerns. The second system is designed to provide the student with an understanding of the basic operating principals of the Automotive Chassis.

3. Introduction to Welding

This is an introductory course that teaches the working elements associated with learning the skill of welding. The course also covers ANSI/AWS National Skills Standards for acquiring the basic knowledge and skills in blueprint reading and interpretation.

4. Mechatronics/Industrial Controls Technology

Students that are interested in this program may choose to spend all of part of their school day at York Tech. If you like solving complex problems, this program will prepare you for a career as an industrial maintenance technician or a mechatronics technician. Students will study robotics and motion control, mechanical design, build and program and automated machines, wire and solder electrical circuits, an test an debug programmable logic controllers.

5. Nail Technology

This program includes a practical and theoretical study of nails. The theory portion includes Pennsylvania Cosmetology law. Students who successfully complete the program are eligible to apply for a State Board of Cosmetology examination for licensure in Nail Technology. Nail kit and certification costs are the student's responsibility.

NCAA Information

The NCAA has approved specific CYHS courses that can be used to establish initial eligibility of collegiate athletes at the Division I and Division II levels. See the list of CYHS approved courses at tinyurl.com/CYHSNCAAEligibility and learn more about NCAA Initial Eligibility at web3.ncaa.org/ecwr3/.

Note: *Central York Cyber Academy (CYCA) courses can only meet NCAA Eligibility Center requirements if they are designated as such at the time of course registration. Students considering collegiate athletics should discuss this with their school counselor prior to registering for cyber courses*