

*Biglerville High School Program and Course
Description Booklet*



2025-2026

Grades 9, 10, 11, 12

Graduation Years: 2026, 2027, 2028, 2029

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Welcome Message

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

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

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

Sincerely,

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Non-Discrimination Policy

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

Purpose of this Booklet

High school provides opportunities for students to explore their areas of interest and begin to create their futures beyond high school. Making appropriate choices for courses during each of the four high school years is extremely important! This booklet is designed to provide you with the information needed to make those important decisions - including course descriptions, program offerings, and support services available. If you have any questions or need assistance with this process, please contact your school counselor.

Course Selection / Scheduling Anticipated Timeline

Student course selection	January / February
Tentative schedules shared with students	May
Expected schedules shared with teachers	July
Final scheduled shared with students	August
Schedule changes: We encourage students and their parents/guardians to take the time to investigate thoroughly the courses they plan to select for the coming school year. Final selections should be made with the intention of remaining in the class for the duration of the course. Schedule changes may be requested in the first two weeks of the school year through the guidance office, but Permission for Schedule Change forms must be completed before such changes can be finalized. Computer errors will not require this form. Changes after the first two weeks of school may require a teacher/student/parent conference before the principal can grant final approval.	Two weeks after the start of the semester

Honor Roll / Class Rank

All major and minor subjects are given equal value in computing the Honor Roll.

- Distinguished Honor Roll** - Students earning 92% or above in every subject in the 9-week term are eligible for the distinguished honor roll.
- First Honor Roll** - Students earning an 83% or above in every subject in the 9-week term are eligible for the first honor roll.
- Second Honor Roll** - Students earning an 83% average with no grade lower than a 73% in the 9-week term are eligible for the second honor roll.
- For the purpose of class rank as computed by G.P.A. and selection for Honor Roll, a factor of 1.15 will be used to compute the weighted grade for college level courses. A factor of 1.1 will be used to compute the weighted grade for advanced level courses. (Policy #214.1)

Class Rank is calculated at the end of each semester, based on courses that are COMPLETED, using weighted final grades.

BHS Grading Scales

Regular Grade Scale

A	92 - 100	Courses that are graded on Pass / Fail are NOT used in the calculation of honor roll, class rank, or grade point averages.
B	88 - 91	
C	78 - 82	
D	65 - 72	
P	Pass	
F	Fail; 64 and below	

Weighted vs Unweighted Courses

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

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

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

The following courses are weighted as indicated:

Sciences:

- Advanced Science 9 - 1.10
- Advanced Biology - 1.10
- HU General Chemistry/Lab - 1.15
- Physics - 1.10
- Human Anatomy and Physiology - 1.10

Math:

- AP Statistics - 1.15
- Precalculus/Trigonometry - 1.10
- Calculus - 1.10
- HU Calculus - 1.15

English:

- Advanced English 9, 10, 11, 12 - 1.10

- AP English Language and Composition - 1.15
- HACC English Composition I and II - 1.15

Social Studies:

- Advanced Modern American History - 1.10
- AP Human Geography - 1.15
- AP World History: Modern - 1.15

Electives:

- AP Spanish, AP French - 1.15
- Spanish for Heritage Speakers II, Spanish III, Spanish IV, French III - 1.10
- AP Studio Art: Drawing, 2D Design, 3D Design - 1.15
- HU Intro to Business & Entrepreneurship - 1.15

Requirements for Graduation

In order to earn a high school diploma from Biglerville High School, students must satisfy the following requirements: Keystone Exams, Smart Futures, specific high school credits, and a pathway from the Pennsylvania ACT 158.

Keystone Exams

Keystone Exams continue as the statewide assessment Pennsylvania uses to comply with accountability requirements set forth in the federal Every Student Succeeds Act (ESSA). Students are not required to achieve proficiency on the Keystone Exams to meet the statewide graduation requirement, provided that another ACT 158 pathway is demonstrated. **Students are required to take the Keystone Exams for purposes of Federal accountability.** Failure to do so will affect the Local Education Agency (LEA) and school's participation rate.

Smart Futures

As part of the district's goal to have all students college or career ready upon graduation, the Smart Futures program is required to assist them in learning about themselves, gain skills toward job acquisition, and explore possible careers. The program is completed over the course of their school age career through 11th grade.

High School Credits

In order to be granted their high school diploma, students are required to:

1. Pass the specified number of credits in each of the categories listed below by the completion of their senior year
2. Keystone Exams
3. Complete the Smart Futures program
4. Fulfill requirements per ACT 158

English: English 9, 10, 11, 12; Advanced English 9, 10, 11; AP English Literature & Composition; HACC English Composition I & II	4 credits
Math: Pre-Algebra, Algebra I, Algebra/Intro to Geometry, Geometry, Algebra II, PreCalc/Trig, Calculus, Accounting I, Strategies of Math, Accounting I, HU Calculus I, AP Statistics ** The third math credit MAY BE one Computer Science credit (Introduction to Computer Science Java Script, Introduction to Cybersecurity, and CS1a Python) after the completion of Geometry.	3 credits
Science: Science 9, Ag Science, Biology, Advanced Biology, Essentials of Science, General Chemistry, HS Chemistry/Lab, Physics, Veterinary Science, Human Anatomy & Physiology ** The third science credit MAY BE one Computer Science credit (Introduction to Computer Science Java Script, Introduction to Cybersecurity, and CS1a Python). Science 9 or Ag Science, and Biology are required.	3 credits
Social Studies: Civics, American History, Advanced American History, Global Studies, Psychology/Sociology, AP Human Geography, AP World History: Modern	3 credits
1 Additional Math, Science, or Social Studies	1 credits
Physical Education	.5 credits each year = 2 credits total
Health	.5 credits
Personal Finance	.5 credits
Computer: CS1aPython, Intro to Computer Science Java Script, Intro to Cybersecurity, Intro to Animation, Word/Internet/iLife, Database/Excel, Introduction to Web Page Development, Microsoft Office Essentials	.5 credits
Art or Music	.5 credits
Electives	6 credits
TOTAL	24 Credits

ACT 158

[Act 158 of 2018](#) (Act 158), signed into law by Governor Tom Wolf on October 24, 2018, provides alternatives to Pennsylvania's statewide requirement of attaining proficiency on the three end-of-course Keystone Exams (Algebra I, Literature, and Biology) for a student to achieve statewide graduation requirements. Effective with the graduating class of 2023, students have the option to demonstrate postsecondary preparedness through one of four additional pathways that more fully illustrate college, career, and community readiness. The two pages of graphics that follow help to provide some guidance regarding this information. You may also visit:

<https://pdesas.org/Page/Viewer/ViewPage/56/?SectionPageItemId=15140> or Google "Pennsylvania ACT 158" for more information.

Pennsylvania Pathways to Graduation

Keystone Proficiency Pathway *Numeric or Non-Numeric Scores*

Algebra I
Proficient or Advanced

Biology
Proficient or Advanced

Literature
Proficient or Advanced

Keystone Composite Pathway *Numeric Scores Only*

At least 1 Keystone Exam scaled score is
1500 or Greater

No Keystone Exam score is
Below Basic

The Keystone Exam 3-score composite is
4452 or Greater
The Keystone Exam 2-score composite is
2939 or Greater
(where eligible under §121.1)

CTE Concentrator

Meet locally established, grade-based requirements for Keystone content in which the student is less than Proficient

CTE Concentrator

1 Artifact from pathway criteria

Alternative Assessment

Meet locally established, grade-based requirements for Keystone content in which the student is less than Proficient

Alternative Assessment

1 Artifact from pathway criteria

Evidence-Based Pathways

Meet locally established, grade-based requirements for Keystone content in which the student is less than Proficient

Evidence-Based

3 Artifacts from pathway criteria

Waiver

A student in 12th grade, or experiencing extenuating circumstances, who meets locally established grade-based requirements for Keystone content area(s) in which the student is less than proficient, and is unable to satisfy the requirements of a graduation pathway may be granted a waiver by the chief school administrator.

Individualized Education Plan

A student with a disability who is unable to satisfy pathway requirements but who satisfactorily completes a special education program is granted a diploma under Title 22 §4.24.

Pathway Criteria

CTE Concentrator	Alternative Assessment	Evidence-Based
1 Artifact	1 Artifact	3 Artifacts consistent w/student goals ONE or more from Section One No more than TWO from Section Two
<p>Industry-based competency certification</p> <hr/> <p>Likelihood of industry-based competency assessment success</p> <hr/> <p>Readiness for continued engagement in CTE Concentrator program of study</p>	<p>Attainment of one alternative assessment score or better: ACT (21), ASVAB AFQT (31), PSAT/NMSQT (970), or SAT (1010)</p> <hr/> <p>Attainment of Gold Level or better on ACT WorkKeys</p> <hr/> <p>Attainment of 3 or better on AP Exam(s) related to each Keystone content area in which less than Proficient</p> <hr/> <p>Attainment of 4 or better on IB Exam(s) related to each Keystone content area in which less than Proficient</p> <hr/> <p>Successful completion of concurrent enrollment course(s) related to each Keystone content area in which less than Proficient</p> <hr/> <p>Successful completion of a pre-apprenticeship program</p> <hr/> <p>Acceptance into accredited, non-profit Institution of Higher Education (IHE) 4yr program for college-level coursework</p>	<p>Section 1</p> <hr/> <p>Attainment of 630 or better on any SAT Subject Test</p> <hr/> <p>Attainment of Silver Level or better on ACT WorkKeys</p> <hr/> <p>Attainment of 3 or better on any AP Exam</p> <hr/> <p>Attainment of 3 or better on any IB Exam</p> <hr/> <p>Successful completion of any concurrent enrollment or postsecondary course</p> <hr/> <p>Industry-recognized credentialization</p> <hr/> <p>Acceptance into accredited, non-profit Institution of Higher Education (IHE) for college-level coursework in an other-than-4yr program</p> <hr/> <p>Section 2</p> <hr/> <p>Attainment of Proficient or Advanced on any Keystone Exam</p> <hr/> <p>Successful completion of a service-learning project</p> <hr/> <p>Letter guaranteeing full-time employment or military enlistment</p> <hr/> <p>Completion of an internship, externship, or cooperative education program</p> <hr/> <p>Compliance with NCAA Division II academic requirements</p>

Career Pathways at BHS

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

Biglerville High School's Career and Technical Education program enrollment is unlimited and open to all district students regardless of gender, creed, handicap, or race. During course selection, district personnel will assist students choosing appropriate CTE courses and programs based on the student's personal interests and future career aspirations.

Agriculture

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

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

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

Agricultural Mechanization

This program includes instruction in agriculture power units, the planning and selection of materials for the construction of agriculture facilities, safe mechanical practices associated with water conservation, erosion control and data processing systems.

*Students who complete this program may earn college credits through SUNY Cobleskill, NY.

Agricultural Production and Operations

An instructional program that prepares individuals to apply scientific knowledge and methods in the planning related to and the economical use of facilities, land, water, machinery, chemicals, finance and labor in the production of plant and animal products. Activities include classroom instruction, agricultural mechanics instruction and laboratory experiences in and out of school including farms, agribusiness and other agriculturally related establishments.

Biglerville High School students who successfully complete the Agriculture Science curriculum of study can receive college credit from Delaware Valley University for the following courses: Animal Care I and II (Large & Small Animal Care): This course satisfies 3 credits of restricted electives within the Large Animal Science major and Ag Science: This course satisfies 3 credits of restricted electives within the Plant Science major. Acceptance of the curriculum by Delaware Valley University for these credits is based on the following: Biglerville High School students must successfully complete the Agriculture Science curriculum with a "B" average or higher (3.0 GPA on a 4 point scale) and students must submit an official transcript to Delaware Valley University Office of Admission listing the course and grade received by the student.

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

Accounting I, Probability and Statistics, and/or Algebra 1 (1 credit)	Animal Science Independent Study (0.5/1.0 credit, 11-12)
Personal Finance (.5 credit)	FFA Leadership (0.5 credit, 10-12)
	Supervised Agriculture Experience (0.5/1.0 credit, 9-12)
	Accounting I, Probability and Statistics, and/or Algebra 1 (1 credit)
	Personal Finance (.5 credit)

Business Education

The Business Education Department offers courses designed to help prepare students for the world of business and other aspects of life after high school, which may include post-secondary education.

Accounting	Marketing II: Sports & Entertainment
HU Intro to Business & Entrepreneurship	Personal Finance Management
Marketing I: Advertising	Business Internship

Computer / Information Technology

A variety of computer / information technology courses are offered to provide students with knowledge in several aspects of the world of computers.

CS1a Python	Intro to Animation
Introduction to Computer Science Java Script	Word/Internet/iLife
Introduction to Cybersecurity	Excel
Introduction to Web Page Development	Microsoft Office Essentials

Family and Consumer Science

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

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

Technology Education

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

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

Required Course Sequences

Suggested English Course Sequence (4 credits required for graduation):

Academic	Advanced	AP
English 9	Adv. English 9	Adv. English 9
English 10	Adv. English 10	Adv. English 10
English 11	Adv. English 11	HACC English 101 & 102
English 12	English 12 or HACC English 101 & 102	AP Literature

Suggested Social Studies Course Sequence (3 credits required for graduation):

Academic	Advanced	AP
Civics	Civics	Civics
American History	Adv. American History	Adv. American History
Global Studies	Global Studies	AP World History: Modern
Sociology / Psychology	AP World History: Modern or AP Human Geography	AP Human Geography

Suggested Math Course Sequence (3 credits required for graduation):

Academic	Advanced	AP
Algebra I	Geometry	Geometry
Geometry	Algebra II	Algebra II
Algebra II or Strategies of Math	PreCalc/Trig or AP Statistics	PreCalc/Trig or AP Statistics
Prob & Statistics or Accounting I	Calculus	HU Calculus or AP Statistics

** The third math credit MAY BE one Computer Science credit (Introduction to Computer Science Java Script and CS1a Python) after the completion of Geometry.

Suggested Science Course Sequence (3 credits required for graduation):

Academic	Advanced
Science 9 OR Agricultural Science	Adv. Science 9
Biology	Adv. Biology
Essential Science OR Chemistry	HU Chemistry & Lab
Chemistry or Veterinary Science	Physics

** The third science credit MAY BE one Computer Science credit (Introduction to Computer Science Java Script and CS1a Python). Science 9 or Ag Science, **and** Biology are required.

** **A fourth credit in Math, Science, or Social Studies is also required**

Planning for Post-Secondary Options - why course selection matters

AP Courses / Exams

Advanced Placement (AP) courses offer students the opportunity to engage in **college-level coursework (faster paced, college level readings, college level discussions)** while still in high school. To ensure students are adequately prepared for the rigor and demands of these classes, the following prerequisites are recommended:

- **Strong Academic Performance** - Students should demonstrate proficiency in prior coursework, particularly in subject areas related to the AP course. A grade of 85% or higher in prerequisite classes is typically recommended.
- **Teacher Recommendation** - Input from current or previous teachers in the subject area is valuable to assess a student's readiness and ability to handle advanced material.
- **Completion of Specific Prerequisite Courses** - Some AP courses require mastery of foundational concepts. For example:
 - **AP Statistics:** 85% or higher in Algebra II and Probability & Statistics
 - **AP French:** 85% or higher in French III
 - **AP English Literature & Composition:** 85% or higher in HACC English 101 & 102
- **Self-Motivation and Study Skills** - AP courses require a **significant time commitment for independent reading, studying, and assignments**. Students should be able to manage their time effectively and work independently.
- **Written Agreement** - Students and parents must sign an acknowledgment form stating their understanding of the course expectations, workload, and commitment required.
- **Interest and Passion for the Subject** - Students who genuinely enjoy the subject area are more likely to succeed in the course. AP classes are ideal for students with a strong desire to challenge themselves academically.

These prerequisites help ensure students are positioned to thrive in AP courses and gain the most from the rigorous curriculum. If you have questions about your readiness for an AP class, speak with your school counselor or teacher.

Students enrolled in an Advanced Placement course at Biglerville High School for the 2025-2026 school year are encouraged to take the AP exam in May of 2026. A check covering the cost of all AP exams made out to "BHS AP Program" is due by Friday, November 7, 2025. The cost of each AP Exam for the 2024-2025 school year was \$90.00. This is subject to change each year. Students who qualify for free or reduced lunch pay a significantly reduced rate due to PA State and College Board subsidies. Students scoring a 3 or above on an AP exam **may** be awarded college credit. Students should check with their college of interest.

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

College in the High School (CHS) Courses at BHS

The College in High School (CHS) program offers qualified high school students the opportunity to earn college credits during their regular school day. Each course requires that the student complete the college or university application, complete any required orientation activities, and pay the required tuition. The cost is set by the college or university and is typically much LESS than what is paid during traditional college attendance.

Students do not have to leave their school to travel to the College or University, classes are taught at BHS. Students should be academically ready for the challenge of a college level course - reading, writing, conversation. The courses are taught by our high school teachers who have been certified by that university department as part-time adjunct faculty members. Exams are written and monitored by the respective departments at the Harrisburg Area Community College and Harrisburg University.

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

CHS courses are considered advanced classes and are weighted 1.15 for gpa, class rank, and honor rolls. **College credits that are earned through CHS courses MAY transfer to post-secondary institutions. It is the student's responsibility to check with the colleges or universities to which they are applying to learn more about transferability.**

BHS College in the High School Courses:

Harrisburg Area Community College English Composition I and II
Harrisburg University General Chemistry & Lab
Harrisburg University Calculus
Harrisburg University Introduction to Business & Entrepreneurship

College & University Applications

The college application and selection process is both an exciting time and a stressful time in the life of a high school student. BHS is fortunate to have a college advisor through the National College Advising Corp to help with this process. Here are some important things to consider if you are a student who is planning to apply to post-secondary institutions:

- Take two or more consecutive years of the same foreign language
- Take classes that challenge you - colleges are more impressed with B's in challenging courses than they are with A's in regular level classes. Challenging classes also help you to practice good study habits necessary to be successful in college.
- Visit a variety of college campuses during the spring of your junior year to help decide where to apply.
- Plan to apply to 3 - 5 different institutions. Complete applications by November 1st of your senior year.
- Complete the Free Application for Federal Student Aid (FAFSA) as soon as it is available during your senior year - be sure to remember your FSID and password as you must apply each year.
- Complete scholarship applications!
- Take as many math classes as you are able. Many college require that you have passed at least Algebra II before you attend.
- Get involved. Colleges are interested in students who are well rounded and demonstrate good community skills.
- Get tutoring - improve your skills now so you are ready for college.

NCAA Eligibility

The National Collegiate Athletic Association (NCAA) is the organization that monitors and controls Divisions I, II and III at the college level. If you are a student who is interested in participating in sports while in college, please be sure to do your research! Information can be found at www.ncaa.org.

In order to be eligible for Division I or Division II sports in college you must fulfill specific requirements while in high school. Here is a list of the academic requirements:

DIVISION I	DIVISION II
Complete 16 core courses (10 of these must be complete by the start of your senior year): 4 English, 3 Math, 2 Science, 1 additional English, Math, or Science, 2 Social Studies, 4 additional courses in any of the above or foreign language	Complete 16 core courses: 3 English, 2 Math, 2 Science, 3 additional English, Math, or Science, 2 Social Studies, 4 additional courses in any of the above or foreign language
Earn a core-course gpa of 2.3 or higher	Earn a core-course gpa of 2.0 or higher
Earn an SAT combined score matching the required gpa on the Division I sliding scale (see website)	Earn an SAT combined score matching the required gpa on the Division II sliding scale (see website)
Submit proof of graduation to the Eligibility Center	Submit proof of graduation to the Eligibility Center

Unless otherwise noted in the course description, BHS courses in English, Math, Science, Social Studies, and Foreign Language are NCAA Eligible Courses. **BE SURE TO DOUBLE CHECK YOUR SELECTIONS!** This is the student's responsibility.

Cumberland Perry Area Career and Technical Center (CPACTC)

Admission into programs at the CPACTC is by application and is competitive. Interested students must talk with their school counselor in September of their 9th grade year. Below is information about the programs offered through the CPACTC. More information may be found at <http://www.cpatech.org>

Biglerville High School students are introduced to career programs at the Cumberland-Perry Area Career & Technical Center through a comprehensive orientation conducted in the eighth and ninth grade years. Students and parents are invited to tour the vo-tech where they visit each shop and hear an explanation of the course work. Students choosing to enroll in CPACTC for their sophomore through senior years will participate in Biglerville High School courses in the morning and be transported to their vocational programs in the afternoon. In most cases, students will complete their social studies classes at CPACTC as well as the vocation component of their programs. Admission to CPACTC is limited and begins in the fall of their 9th grade year. Students should see their school counselors for details regarding admission.

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

CPACTC students are expected to be responsible and respectful, demonstrating safe work habits at all times. Students must be able to understand and comply with all school rules and procedures. CPACTC has a competitive application process. Students are admitted based on their application score and school district enrollment availability. See your sending school counselor for an application. For more information, visit www.cpatech.org.

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

**Suggested Course Sequence for
For Students Enrolled in CPACTC:**

Grade 9	Grade 10	Grade 11	Grade 12
English 9 Science 9 / Ag Science Algebra I Civics Phys. Ed Art or Computer	English 10 Biology Geometry Phys. Ed Health	English 11 Science Math Phys. Ed. Personal Finance	English 12 Additional Math or Science Phys. Ed.
Electives	CPACTC Program	CPACTC Program	CPACTC Program

Advantages for Students Attending CPACTC

Learn Real World Skills

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

Earn College Credits

College in the High School Program

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

College Credit Articulation Agreements

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

SOAR Program

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

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

Earn Industry-Recognized Credentials

CPACTC students have the opportunity to earn industry credentials which employers recognize and indicate a student has achieved particular skills and knowledge. There are MANY CREDENTIALS offered at CPACTC and they are specific to a student's program and career pathway. Examples include PA State Inspection certification for Auto Tech students and Certified Nursing Assistant certification for nursing students. A complete list of credentials is listed under each program at www.cpatech.org. During the 2022-2023 school year, CPACTC students earned 1428 credentials!

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

College / Career Based Testing

PSAT

The Preliminary Scholastic Aptitude Test (PSAT) is a shorter version of the SAT that allows students to experience and practice taking a timed college entrance exam. The test covers entry level college material in English and Math. BHS offers this test in October during the school day and recommends that 10th and 11th grade students considering applying to a four year college sign up to take this test. The cost to take the test is set by the College Board and is typically between \$15 - \$20 and is due to the BHS Counseling Office by September 1st. Scores and information provided by the College Board will be helpful for students to better prepare to take the SAT.

SAT

The Scholastic Aptitude Test (SAT) is typically taken by students in the spring of their 11th grade year and again in the fall of their 12th grade year. Scores from the SAT are often required by four year institutions as part of their application process. SAT prep courses are available through resources provided with a student's PSAT score report.

ASVAB

The Armed Services Vocational Aptitude Battery (ASVAB) is the US Military's entrance exam, as well as one of the ways a student may gain artifacts required in ACT 158. All 11th grade students at BHS are offered the opportunity to take the ASVAB in the fall of their junior year at no cost. There are resources available to help student prepare for this exam - stop in the BHS Counseling Office for more information. Taking this exam does NOT mean that a student is considering military service! The scores and resources provided allow an excellent way to explore possible career interests and strengths.

Graduation Checklist

Student Name _____

YOG _____

* = weighted gpa

GRADE NINE		
	Grade	Credit
English / ADV*		
Civics / ADV*		
Science / ADV*		
Math		
Art / Music		
Computer		
Language		
PE		
Electives		
Smart Futures 1-5		

TOTAL CREDITS:

GRADE ELEVEN		
	Grade	Credit
English / ADV*		
Global Studies		
Science		
Math		
Art / Music		
Computer		
Language		
PE		
Personal Finance		
Electives		
Smart Futures 11-15		

TOTAL CREDITS:

GRADE TEN		
	Grade	Credit
English / ADV*		
Am Hist / ADV*		
Biology / ADV*		
Math		
Art / Music		
Computer		
Language		
PE		
Health		
Electives		
Smart Futures 6-10		

TOTAL CREDITS:

GRADE TWELVE		
	Grade	Credit
English / ADV*		
Am Gov		
Science		
Math		
Art / Music		
Computer		
Language		
PE		
Electives		

TOTAL CREDITS:

Keystone Scores

Algebra		
Literature		
Biology		
COMPOSITE =		

ACT 158

Prof on 3 keystones?	
Key. Comp. of 4452?	
Passed Keystone Courses?	
AND one of...	
ASVAB = 31?	
4yr College Accept?	
OR three of...	
Certs?	
2yr College Accept?	
Serv. Lrn. Proj?	
FT / Military letter?	

Smart Futures

Parts 1 - 15 done?	
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Graduation Requirements = 24 credits

English = 4	
Social Studies = 3	
Math = 3	
Science = 3	
SS/M/S = +1	
PE = .5 / year = 2	
Health = .5	
Personal Finan = .5	
Computer = .5	
Art / Music = .5	
Electives = 6	

Future Plans / Ideas

Services for Exceptional Children

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

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

Evaluation Report (ER): An Evaluation Report (ER) is designed to assist in determining the continuing needs of pupils by parent / teacher request. An ER may be initiated if there is determined to be a need or by request; an obvious severe disability exists; an instructional assessment indicates that the child may be exceptional; or, if you, as a parent, make a referral. In order for an ER to occur, written parental consent must be obtained. It will include information from parents and direct classroom observations; it may also include measurement of academic functioning, adaptive behavior, social behavior, learning strengths and needs, and/or assessment of a pupil's life skills. The findings of the ER are presented in a typed or handwritten document, a copy of which is given to all team members. The ER is designed to determine a pupil's needs and to make accommodations for an IEP meeting if an exceptionality is found. For more information, contact the building principal or District Administration Office.

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

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

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

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

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

Pupil Rights and Responsibilities: Parents often feel that the responsibility for the education of their children rests entirely with the public school system. In fact, many parents consider the school personnel to be experts and therefore to know what is best for their child. You, too, are an expert when it comes to the needs of your child. As you participate in the process of obtaining a public education for your exceptional child, you will find it necessary to work with many different school personnel. Here are a few suggestions: make all requests in writing; keep copies of all correspondence you send and receive; keep a diary of names and dates of conversations, letters, and appointments; request copies of reports on your child for your files. It is important to remember that all disabled students will be provided with support services and/or accommodations to allow them to participate in the same nonacademic

and extracurricular services and activities as their non-disabled peers. The Individuals with Disabilities Education Act (IDEA) includes many pupil rights. For answers to specific questions about the education rights of your exceptional child, contact your local school district (717-677-7191), Lincoln Intermediate Unit 12, or the Pennsylvania Department of Education, Division of Regional Review (717-783-6913).

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

Services for Exceptional Students

(ES) Emotional support: inappropriate behavior and inability to develop interpersonal relationships.

(S/LI) Speech and Language Impaired: language, voice, fluency or articulation impairments, affecting communication.

(LS) Learning Disabled: average intelligence, basic learning skills, limited ability to reason, think, read, write, spell or do mathematical calculations.

(LS/NI) Neurological impaired: severe academic, sensory motor and/or language disorders.

(HI) Hearing Impaired and Deaf: hearing loss, ranging from mild to severe, interfering with communication

(VI) Visually Impaired: loss of vision, affecting educational performance.

(MHS) Physically Handicapped: orthopedic or other health impairment requiring special classroom accommodations and educational programs.

(PDD/AS) Pervasive Developmental Disorder/Autism Spectrum: affects thought, perception and attention, are a broad spectrum of disorders that ranges from mild to severe.

The content of this notice has been written in straightforward, simple language. If a person does not understand any of this notice, he/she should contact the District and request an explanation. The District will arrange for an interpreter for parents with limited English proficiency. If a parent is deaf or blind or has no written language, the district will arrange for communication of this notice in the mode normally used by the parents (e.g., sign language, Braille, or oral communication).

Other Services Available at Biglerville High School

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

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

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

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

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

Homebound Instruction Procedure: If an accident, injury, illness or other specific circumstance prohibits a student from attending school for at least two weeks a student may qualify for homebound instruction. A homebound instruction application is available either through the guidance office at the high school or through the principal. A certification of illness by a physician, psychiatrist or psychologist must also be on file. If homebound instruction is approved, the teacher who has the child in his/her class will be asked to tutor. If he/she is unable to do so, then certified teachers from outside the Upper Adams School District faculty will be contacted. Homebound instruction will be provided for up to five hours per week. If more than five hours of instruction per week is requested, a written request must be submitted to the guidance office and be approved by the district and the building administrator. Students wishing to attend any classes or in school tutorial services while on homebound instruction must submit a written request to be

approved by the principal. Any questions or concerns over a student's program should be directed to the principal through the high school guidance office. This service is not available for pregnancy unless extenuating medical circumstances exist. Medical updates may be requested at intervals to determine if the homebound instruction needs to be continued.

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

Learning Support, Grades K-12: Learning support specialists assist students who are experiencing difficulty in specific learning skills. Students identified as needing learning support may spend all or a small part of their school day in the regular classroom, depending upon the level of support necessary to help them be academically successful. Students are usually referred for evaluation at the elementary level by their parents or by the Instructional Support Team. At the secondary level, students are generally referred by the counseling department after an intervention period.

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

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

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

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

Course Descriptions and Requirements

Alphabetical by Department

AGRICULTURE EDUCATION

Agricultural Sciences

Greenhouse I (652)	Grade Level: 9, 10, 11, 12 Credits: .5	Weight: 1.00	NOT NCAA Eligible
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A semester course, focusing on defining horticulture and the career opportunities within the field, a review of plant parts, function and environmental factors. Students will also learn plant propagation techniques, review growing mediums, review floral designing and hydroponics along with related pesticide issues. An overview of FFA opportunities and the FFA Horticulture CDE will be discussed.

Greenhouse II (653)	Grade Level: 9, 10, 11, 12 Credits: .5	Weight: 1.00	NOT NCAA Eligible
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A semester course focusing on defining horticulture and the career opportunities within the field, a review of plant parts, function and environmental factors. Students will also learn plant propagation techniques, review growing mediums, greenhouse management, container grown plants, greenhouse structures, greenhouse plans and common greenhouse practices along with related pesticide issues. An overview of FFA opportunities and the FFA Horticulture CDE will be discussed.

Landscaping I (669)	Grade Level: 9, 10, 11, 12 Credits: .5	Weight: 1.00	NOT NCAA Eligible
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Course focuses on defining landscaping and the career opportunities within the field. A review of designing principles, reading blueprints, plant selection, site maintenance and related pesticide issues will be reviewed. An overview of FFA opportunities and the FFA Landscape CDE will be discussed.

Landscaping II (670)	Grade Level: 9, 10, 11, 12	Credits: .5	Weight: 1.00	NOT NCAA Eligible
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Course focuses on defining landscaping and the career opportunities within the field. The development of a functioning landscape design including site analysis, designing, and implementation along with the related pesticide issues will be reviewed. An overview of FFA opportunities and the FFA Landscape CDE will be discussed.

Large Animal Care (679)	Grade Level: 9, 10, 11, 12	Credits: .5	Weight: 1.00	NOT NCAA Eligible
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This course will focus on large animal production. Students will work directly with pigs, cattle, goats, sheep, and horses to learn breed identification, handling, facility requirements, equipment, reproduction, digestion, and health issues. An overview of FFA opportunities, the FFA Dairy Judging CDE, the FFA Livestock CDE, FFA Meats, and the FFA Horse Judging CDE will be completed.

Small Animal Care (683)	Grade Level: 9, 10, 11, 12	Credits: .5	Weight: 1.00	NOT NCAA Eligible
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This course will focus on small animal production. Students will work directly with chickens, rabbits, cats and dogs to learn breed identification, handling, facility requirements, equipment, reproduction, digestion, and health issues. An overview of FFA opportunities and the FFA Small Animal Vet Assistant CDE will be completed.

Veterinary Science (663)	Grade Level: 11, 12	Credits: 1	Weight: 1.00	NOT NCAA Eligible
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This course will focus on anatomy and physiology of small and large domestic animals. Students will research related career field opportunities. An overview of the FFA opportunities and the Veterinary Science CDE will be discussed. This course may count as a science credit for graduation.

Agriculture Mechanics

Introduction to Agricultural Mechanics (657)	Grade Level: 9, 10, 11, 12	Credits: 1	Weight: 1.00	NOT NCAA Eligible
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The practice of safety and basic skills to work within agriculture, metalworking, welding, construction courses and small engines will be reviewed and tested. A minimum of 73% must be obtained before advanced agriculture classes can be taken.

Agriculture Building Carpentry and Concrete Masonry (654)	Grade Level: 10, 11, 12	Credits: .5	Weight: 1.00	NOT NCAA Eligible
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Construction techniques in concrete, masonry, and rough carpentry (framing) relating to agricultural structures will be covered.

Agriculture Building Electrical and Plumbing Systems (656)	Grade Level: 10, 11, 12	Credits: .5	Weight: 1.00	NOT NCAA Eligible
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Construction techniques involving electrical wiring systems and plumbing relating to agricultural structures will be covered.

Agricultural Engines and Power I (661)	Grade Level: 10, 11, 12	Credits: .5	Weight: 1.00	NOT NCAA Eligible
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Large and small gasoline engines and diesel engines will be covered. Students will also study hydraulics with electrical motors as they relate to agriculture mechanic skills.

Agricultural Engines and Power II (691)	Grade Level: 10, 11, 12	Credits: .5	Weight: 1.00	NOT NCAA Eligible
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Prerequisite: 70% or higher in Agricultural Engines and Power I or a completed Prerequisite Waiver and Teacher/Principal Recommendation form.

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

Agricultural Welding and Metal Fabrication (660)	Grade Level: 10, 11, 12	Credits: .5	Weight: 1.00	NOT NCAA Eligible
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Course will cover welding applications and metal fabrication relating to agricultural metal application skills.

Agriculture Electives

FFA/Leadership (658)	Grade Level: 10, 11, 12	Credits: .5 or 1.0	Weight: 1.00	NOT NCAA Eligible
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Prerequisite: Teacher Approval

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

Supervised Agricultural Experience (659)	Grade Level: 9, 10, 11, 12	Credits: .5 (60 hours) or 1.0 (120 hour)	Weight: 1.00	NOT NCAA Eligible
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Prerequisite: Teacher Approval

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

Independent Study in Agricultural Science or Agricultural Mechanics (659)	Grade Level: 9, 10, 11, 12	Credits: .5 or 1.0	Weight: 1.00	NOT NCAA Eligible
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Prerequisite: Teacher Approval

**Independent Study courses are Pass/Fail and are not calculated into cumulative GPAs*

ART

Art Exploration (772) Grade Level: 9, 10, 11, 12 Credits: .5 Weight: 1.00 **NOT NCAA Eligible**

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

Fundamentals of Design I (774) Grade Level: 9, 10, 11, 12 Credits: .5 Weight: 1.00 **NOT NCAA Eligible**

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

Fundamentals of Design II (760) Grade Level: 9, 10, 11, 12 Credits: .5 Weight: 1.00 **NOT NCAA Eligible**
Prerequisite: 70% or higher in Fundamentals of Design I or a completed Prerequisite Waiver and Teacher/Principal Recommendation form.

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

Pottery and Sculpture I (763) Grade Level: 10, 11, 12 Credits: .5 Weight: 1.00 **NOT NCAA Eligible**
Prerequisite: 70% or higher in Fundamentals of Design I or 90% or higher in Art Exploration or a completed Prerequisite Waiver and Teacher/Principal Recommendation form.

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

Pottery and Sculpture II (764) Grade Level: 10, 11, 12 Credits: .5 Weight: 1.00 **NOT NCAA Eligible**
Prerequisite: 70% or higher in Pottery and Sculpture I or a completed Prerequisite Waiver and Teacher/Principal Recommendation form.

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

Studio Art Through Time I (779) Grade Level: 9, 10, 11, 12 Credits: .5 Weight: 1.00 **NOT NCAA Eligible**

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

Studio Art Through Time II (780) Grade Level: 9, 10, 11, 12 Credits: .5 Weight: 1.00 **NOT NCAA Eligible**
Prerequisite: 70% or higher in Studio Art Through Time I or a completed Prerequisite Waiver and Teacher/Principal Recommendation form.

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

Unified Art (778) Grade Level: 9, 10, 11, 12 Credits: .5 Weight: 1.00 **NOT NCAA Eligible**

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

AP Studio Art - Drawing (784) Grade Level: 11, 12 Credits: 1 Weight: 1.15 **NOT NCAA Eligible**
Prerequisite: Completion of at least one Level II Art Class with a 70% or higher or teacher recommendation based upon portfolio review.

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

AP Studio Art - Two-Dimensional Art (782) Grade Level: 11, 12 Credits: 1 Weight: 1.15 **NOT NCAA Eligible**
Prerequisite: Completion of at least one Level II Art Class with a 70% or higher or teacher recommendation based upon portfolio review.

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

AP Studio Art- Three-Dimensional Art (783) Grade Level: 11, 12 Credits: 1 Weight: 1.15 **NOT NCAA Eligible**
Prerequisite: Completion of Level II Pottery Class with a 70% or higher or teacher recommendation based upon portfolio review.

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

Independent Art Study (761) Grade Level: 10, 11, 12 Credits: .5 Weight: 1.00 **NOT NCAA Eligible**
Prerequisite: Fundamentals of Design I and II, Teacher Approval.

A contract-based course where students make up their own curriculum for a semester class. Students must have their planned curriculum approved BEFORE admittance to the class. This class requires a basic knowledge of the Design Elements and Principles, all types of medium and use of materials and a willingness to do individual research. Students must be self-motivated and self-paced to carry out their planned curriculum. Students must set up a meeting with the art teacher prior to admittance to present a detailed proposal. **Independent Study courses are Pass/Fail and are not calculated into cumulative GPAs.*

Pottery & Sculpture Independent Study (765) Grade Level: 11, 12 Credits: .5 Weight: 1.00 **NOT NCAA Eligible**
Prerequisite: Pottery & Sculpture I and II, Teacher Approval.

A contract-based course where students make up their own curriculum for a semester class. Students must have their planned curriculum approved BEFORE admittance to the class. This class requires a basic knowledge of the Design Elements and Principles, all types of medium and use of materials and a willingness to do individual research. Students must be self-motivated and self-paced to carry out their planned curriculum. Students must set up a meeting with the art teacher prior to admittance to present a detailed proposal. **Independent Study courses are Pass/Fail and are not calculated into cumulative GPAs.*

BUSINESS EDUCATION

Accounting I (504) Grade Level: 10, 11, 12 Credits: 1.0 Weight: 1.00 **NOT NCAA Eligible**
Prerequisite: Passed Algebra and Geometry.

Accounting is a skill level course that is of value to all students pursuing a career in business, marketing, or management. This course also will be valuable for anyone wanting to operate a business helping the student understand profit and loss concepts through data analysis. Students will learn how to keep financial records by recording, summarizing, and analyzing data. Practical accounting principles will be taught by preparing actual business management records. This class would be beneficial for a college-bound student pursuing an accounting career well as a student who wanted to enter a vocational job.

Business Internship (511) Grade Level: 11, 12 Credits: .5 or 1 Weight: 1.00 **NOT NCAA Eligible**
Prerequisite: Completed one other Business or Computer course.

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

HU Intro to Business & Entrepreneurship (509)
 Grade Level: 10, 11, 12 Credits: .5/Harrisburg University 3 CR Weight: 1.15 **NOT NCAA Eligible**
Prerequisite: 85% or higher in Marketing I: Advertising or a completed Prerequisite Waiver and Teacher/Principal Recommendation form. THIS IS A COLLEGE LEVEL COURSE.

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

Marketing I: Advertising (545) Grade Level: 9, 10, 11, 12 Credits: .5 Weight: 1.00 **NOT NCAA Eligible**

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

Marketing II: Sports & Entertainment (526) Grade Level: 9, 10, 11, 12 Credits: .5 Weight: 1.00 **NOT NCAA Eligible**
Prerequisite: 83% or higher in Marketing I: Advertising or a completed Prerequisite Waiver and Teacher/Principal Recommendation form.

Marketing II: Sports & Entertainment Marketing (SEM) builds on the concepts acquired in the Marketing I: Advertising course, then goes one step further. We will be taking areas such as the marketing foundations, economics, sponsorship, public relations, sales advertising, licensing, distribution, visual merchandise, and other industry-related topics, and applying them in "real world" situations.

Personal Finance Management (100)	Grade Level: 11, 12	Credits: .5	Weight: 1.00	NOT NCAA Eligible
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***This course is a graduation requirement.**

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

COMPUTER/INFORMATION TECHNOLOGY

CS1a Python (499)	Grade Level: 9, 10, 11, 12	Credits: .5	Weight: 1.00	NOT NCAA Eligible
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CS1a is a graphic-based introduction to programming in Python. Units develop programming and computer science skills. Each Unit provides content for the topic to be investigated, visually engaging exercises to explore and master the topic, some end-of-unit exercises that require students to use and synthesize all the topics found in that Unit, and a creative task. Included are interesting problems to solve, as computational problem-solving is the core of computer science.

Intro to Animation (528)	Grade Level: 9, 10, 11, 12	Credits: .5	Weight: 1.00	NOT NCAA Eligible
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Learn fundamental 2-D animation skills needed to confidently create your own animations. Various animation techniques will be used to produce a variety of animation styles. Students will use graphic tablets to bring their sketches to life. Topics include storyboarding, timeline management, layers, tweens, ActionScript, sounds, filters, and animating tools such as the bone tool, camera tool, warp tool, and more. This is a beginner class with no prior animation experience required.

Introduction to Computer Science JavaScript (544)	Grade Level: 9, 10, 11, 12	Credits: .5	Weight: 1.00	NOT NCAA Eligible
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The Introduction to Computer Science course is geared for the student with little or no programming experience. The course teaches the foundations of computer science and basic programming. Students will learn programmatic thinking and computer science problem solving. Topics include: Basic Programming Concepts, JavaScript Programming Language, Graphics and Game Creation, and Data Structures.

Introduction to Cybersecurity (498)	Grade Level: 10, 11, 12	Credits: .5	Weight: 1.00	NOT NCAA Eligible
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As our world becomes increasingly dependent on technology, cybersecurity is a topic of growing importance. It is crucial that companies and individuals take precautions to protect themselves from the growing threat of cyber-attacks (we have heard about this on the news repeatedly—Facebook, the presidential election, etc.). This course prepares students with crucial skills to be responsible citizens in a digital future. The course is designed for students with some exposure to computer science, but there are no specific course prerequisites. Topics include: cybersecurity, cryptography, hacking ethics, software security, networking fundamentals, and basic system administration. We'll take a look at the CIA Triad, Caesar Cipher, and Vigenère Cipher. The course will culminate with a final project where students will complete a simulated hack walkthrough. This course is highly visual and dynamic.

Microsoft Office Essentials (502)	Grade Level: 9, 10, 11, 12	Credits: .5	Weight: 1.00	NOT NCAA Eligible
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The Microsoft Office Essentials course is designed to introduce high school students to the core applications of Microsoft Office: Word, Excel, PowerPoint, and Outlook. Through hands-on learning, students will develop foundational skills in word processing, data management, presentation design, and communication tools, preparing them for success in both academic and professional settings.

Microsoft Word: Students will learn to create, format, and edit professional documents, including resumes, reports, and newsletters. They will explore advanced features like tables, styles, and document collaboration tools. **Microsoft Excel:** Students will gain proficiency in using spreadsheets for data analysis, including functions, formulas, graphs, and data visualization tools. They will also learn to manage, analyze, and present data effectively. **Microsoft PowerPoint:** Students will develop skills in creating dynamic and visually appealing presentations. Emphasis will be placed on design principles, slide transitions, and presenting information clearly. **Microsoft Outlook:** Students will explore email management, calendar organization, task tracking, and collaboration features within Outlook, building essential skills for digital communication and time management.

ENGLISH

Grade 9 English (116)	Grade Level: 9	Credits: 1	Weight: 1.00
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Literature, Analysis, and Composition I (General Level)

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

Grade 9 Advanced English (117)	Grade Level: 9	Credits: 1	Weight: 1.10
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Prerequisite: Teacher Recommendation.

Literature, Analysis, and Composition I (Advanced Level)

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

Grade 10 English (124)	Grade Level: 10	Credits: 1	Weight: 1.00
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Literature, Analysis, and Composition II (General Level)

English 10 will delve further into the worlds of literature and writing. Students will read fiction and nonfiction selections that will feature a wide variety of thematic and subject content. Writing, research, vocabulary study, and in-class discussions will all be parts of this course.

Grade 10 Advanced English (125)	Grade Level: 10	Credits: 1	Weight: 1.10
Prerequisite: Teacher recommendation.			

Literature, Analysis, and Composition II (Advanced Level)

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

Grade 11 English (111)	Grade Level: 11	Credits: 1	Weight: 1.00
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English 11 students will read and write critically in a variety of modes, focusing on close reading and analytical writing. Students will read diverse fiction and nonfiction texts, responding through different modes of writing. Students will explore literacy in various formats with a special emphasis on twenty-first century skills. They will collaborate to produce products that focus on creativity with an emphasis on communication skills and media literacy. Students will investigate career options as they relate to personal interests, talents, and abilities.

Grade 11 Advanced English (961)	Grade Level: 11	Credits: 1	Weight: 1.10
Prerequisite: Teacher recommendation.			

Advanced English 11 is designed for the college-bound student who wishes to focus on essay writing and personal reading skills. Emphasis is placed on college essay writing with a focus on thesis statements, in-text citations and Works Cited pages. Emphasis is also placed on analysis with a focus on the skill of annotation through close reading. Students will explore a wide range of diverse texts to prepare them to enter a collegiate environment with a twenty-first century worldview. Project-based learning is incorporated to support the skill of collaboration, along with the research skills essential for success in a college environment.

Grade 12 English (112)	Grade Level: 12	Credits: 1	Weight: 1.00
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English 12 is designed to further study and practice skills that ensure that students are college and career ready. This course emphasizes essential reading, writing, and speaking skills that are necessary for success in the postsecondary world. To practice these skills, students will read a variety of fiction and nonfiction texts. Students will be expected to produce writing pieces, as well as to develop projects and presentations that demonstrate their understanding of texts and concepts learned throughout the course.

ENGL 101 - HACC English Composition I (127)	Grade Level: 11, 12	Credits: .5 (HACC 3 CR)	Weight: 1.15
Prerequisite: Juniors must have an 83% or higher in Advanced English 10 and teacher recommendation; Seniors must have teacher recommendation or a completed Prerequisite Waiver and Teacher/Principal Recommendation form. THIS IS A COLLEGE LEVEL COURSE.			

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

ENGL 102 - HACC English Composition II (135)	Grade Level: 11, 12	Credits: .5 (HACC 3 CR)	Weight: 1.15
Prerequisite: 70% or higher in HACC ENGL 101 (HACC requirement). THIS A COLLEGE LEVEL COURSE.			

This course builds on English 101, connecting thinking, reading, and writing. The ultimate purpose of this course, as conveyed to students, is to create citizen-scholars who embody thought, compassion, and action, and who understand the relationship between language and power. As their awareness of the world increases, their ability to engage in relevant discourse will expand, enabling them to participate actively as transformative agents of change within their own communities and society at large. Throughout the course, students will study the human condition through an examination of texts organized thematically. At the center of the year-long discussion will be the idea that all writing is argument. Every unit in this course will examine how text and images can be used to make an argument. Students will study rhetoric and rhetorical strategies to expand their analysis beyond what a text says to the much more challenging task of deciphering what a text does. By analyzing the rhetoric of other writers, authors, filmmakers, and speakers, each student will also begin to develop his or her unique voice and style as a rhetorician. Students will examine and work with a broad

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

AP English Literature and Composition (126)	Grade Level: 12	Credits: 1	Weight: 1.15
Prerequisite: 85% or higher in ENGL 101 & ENGL 102 (HACC English Composition 101 & 102) and teacher recommendation or a completed Prerequisite Waiver and Teacher/Principal Recommendation form.			

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

FAMILY AND CONSUMER SCIENCES

Child Development and Preschool I (858)	Grade Level: 10, 11, 12	Credits: 1	Weight: 1.00	NOT NCAA Eligible
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This course covers education and training needed to work with young children in different types of early childhood programs. Child development from age three to five years will be covered, as well as a hands-on experience with children of those ages. An understanding of creating a safe and healthy environment, discipline and guidance techniques, daily routines and age appropriate activities will be activated in the preschool lab. Students are responsible for planning, teaching and evaluating activities for the preschool children.

Child Development and Preschool II (864)	Grade Level: 11, 12	Credits: 1	Weight: 1.00	NOT NCAA Eligible
Prerequisite: Child Development and Preschool I and teacher approval.				

This course is a continuation of the preschool program with an emphasis on curriculum and use of the Pennsylvania Pre-Kindergarten standards. In addition, techniques in observing children will be covered. Work in the preschool lab will continue.

Culinary Arts I (855)	Grade Level: 11, 12	Credits: 1	Weight: 1.00	NOT NCAA Eligible
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This course is to provide students with the art of cooking. Students will prepare foods, sample their dishes and evaluate the recipes and nutritional content. Various components of a meal will be studied including salads, pastas, rice, quick breads, meats, poultry, fish, soups, cookies and cheese dishes.

Culinary Arts II (860)	Grade Level: 11, 12	Credits: 1	Weight: 1.00	NOT NCAA Eligible
Prerequisite: Culinary Arts I and teacher approval.				

Students prepare a variety of advanced recipes, such as baked goods, international foods, appetizers, and much more. This course includes mostly individual projects. Students also design, bake, and decorate a cake.

Independent Study Child Development (861)	Grade Level: 12	Credits: .5 or 1	Weight: 1.00	NOT NCAA Eligible
Prerequisite: Child Development and Preschool I & II and teacher approval.				

This course is a further child development study with research projects. Students have the option of spending a third year in the preschool lab or working at an elementary building within our school district. **Independent Study courses are Pass/Fail and are not calculated into cumulative GPAs.*

FOREIGN LANGUAGES

Spanish I (621)	Grade Level: 9, 10, 11, 12	Credits: 1	Weight: 1.00
Prerequisite: 83% or higher in 8th grade ELA or 9th grade English or a completed Prerequisite Waiver and Teacher/Principal Recommendation form.			

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

Spanish for Heritage Speakers I (628)	Grade Level: 9, 10, 11, 12	Credits: 1	Weight: 1.00
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In this introductory course, students will embark on a journey to strengthen their Spanish language skills while exploring cultural themes. The key components of the course include: Students will develop a strong foundation in Spanish phonetics to enhance their reading abilities. The basics of Spanish grammar will be covered, with an introduction to conjugating verbs in the present tense. The course places a strong emphasis on developing communication skills in speaking, reading, and writing in Spanish. Students will explore important cultural themes. This comprehensive introduction is designed to help students build a solid foundation in Spanish while fostering an appreciation for its cultural richness.

Spanish II (622)	Grade Level: 10, 11, 12	Credits: 1	Weight: 1.00
Prerequisite: 83% or higher in Spanish I and teacher approval or a completed Prerequisite Waiver and Teacher/Principal Recommendation form.			
This course builds on the knowledge acquired in Spanish I and continues to focus on listening, speaking, reading, and writing. Students learn to communicate using idiomatic verb expressions.			
Spanish for Heritage Speakers II (629)	Grade Level: 10, 11, 12	Credits: 1	Weight: 1.10
Prerequisite: 83% or higher in Spanish for Heritage Speakers I or a completed Prerequisite Waiver and Teacher/Principal Recommendation form.			
Building upon the foundation established in Heritage 1, this intermediate course delves into more advanced aspects of the Spanish language and culture. Key components of the course include: Advanced Grammar: Students will explore complex grammatical structures to enhance their proficiency. Cultural Themes: The course will cover a broader range of cultural topics, including family, identity, science, and global challenges, broadening students' cultural awareness. Focus on Communication: There will be a strong emphasis on refining the four key language skills: writing, listening, reading, and speaking. This course aims to deepen students' understanding and appreciation of the Spanish language while preparing them to engage with diverse global issues.			
Spanish III (623)	Grade Level: 11, 12	Credits: 1	Weight: 1.10
Prerequisite: 83% or higher in Spanish I & II and teacher approval or a completed Prerequisite Waiver and Teacher/Principal Recommendation form.			
This advanced Spanish course emphasizes comprehensive language skills and detailed grammatical understanding to enhance student fluency. The core components include: Advanced Grammar: Students will deepen their grasp of Spanish grammar, delving into the preterite, imperfect, commands, conditional, and future tenses. Fluent Reading: Instruction will focus on improving reading fluency through varied exercises, including engaging with authentic Spanish texts. Writing Skills: Students will practice writing through structured activities such as dictation, fostering accuracy and confidence in written Spanish. This course is designed to prepare students for complex language tasks and enhance their ability to comprehend and convey nuanced ideas in Spanish.			
Spanish IV (624)	Grade Level: 11, 12	Credits: 1	Weight: 1.10
Prerequisite: 83% or higher in Spanish III or Spanish for Heritage Speakers II or a completed Prerequisite Waiver and Teacher/Principal Recommendation form.			
Spanish 4 is an advanced-level course designed for students who want to elevate their Spanish proficiency and deepen their understanding of Hispanic cultures. Conducted 90% in Spanish, this course focuses on higher-level skills in reading, writing, speaking, and cultural exploration. Students will read and analyze diverse texts, write formal letters and essays, and engage in thoughtful discussions to develop fluency and confidence. The course also emphasizes preparing and delivering cultural presentations, fostering an appreciation for the diversity of the Spanish-speaking world. This course is strongly recommended for students planning to take AP Spanish.			
AP Spanish Language and Culture (627)	Grade Level: 11, 12	Credits: 1	Weight: 1.15
Prerequisite: 85% or higher in Spanish III or Spanish for Heritage Speakers I & II and teacher approval or a completed Prerequisite Waiver and Teacher/Principal Recommendation form.			
This course prepares students for the AP Spanish Language & Culture exam. Emphasis is on mastering interpersonal communication, interpretive communication, and presentational communication within the context of six thematic units: Families in Different Societies; Influence of Language & Culture on Identity; Influences of Beauty & Art; How Science & Technology Affect Our Lives; Factors that Affect the Quality of Life; and Environmental, Political, and Societal Challenges.			
Spanish Independent Study (630)	Grade Level: 12	Credits: .5	Weight: 1.00 NOT NCAA Eligible
Prerequisite: Earn a 4 or 5 on the AP Spanish exam and teacher approval.			
This course is for students who have demonstrated proficiency in the Spanish language. Students will continue to grow their linguistic skills through daily translations and interpreting scenarios that are appropriate and non-confidential. The duties will include translations of non-confidential material for the Upper Adams School District as well as being interpreters, tutoring students during class, and helping provide for fluency in Spanish within the classroom. <i>*Independent Study courses are Pass/Fail and are not calculated into cumulative GPAs.</i>			
French I (641)	Grade Level: 9, 10, 11, 12	Credits: 1	Weight: 1.00
Prerequisite: 83% or higher in 8th grade ELA or 9th grade English or a completed Prerequisite Waiver and Teacher/Principal Recommendation form.			
This course provides students with a general introduction to the French language, including pronunciation, vocabulary, grammar, and culture. Emphasis is on listening, speaking, reading, and limited writing.			

French II (642)	Grade Level: 10, 11, 12	Credits: 1	Weight: 1.00
Prerequisite: 83% or higher in French I and teacher approval or a complete Prerequisite Waiver and Teacher/Principal Recommendation form.			

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

French III (643)	Grade Level: 11, 12	Credits: 1	Weight: 1.10
Prerequisite: 83% or higher in French I and teacher approval or a complete Prerequisite Waiver and Teacher/Principal Recommendation form.			

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

AP French (640)	Grade Level: 12	Credits: 1	Weight: 1.15
Prerequisite: 85% or higher in French III and teacher approval or a completed Prerequisite Waiver and Teacher/Principal Recommendation form.			

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

MATHEMATICS

Prerequisite courses are requirements! Please read and plan accordingly.

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

Accounting I (504)	Grade Level: 10, 11, 12	Credits: 1 (Math Credit)	Weight: 1.00	NOT NCAA Eligible
Prerequisite: Pass Algebra I and Geometry				

Accounting is a skill-level course that is of value to all students pursuing a career in business, marketing, or management. This course also will be valuable for anyone wanting to operate a business helping the student understand profit and loss concepts through data analysis. Students will learn how to keep financial records by recording, summarizing, and analyzing data. Practical accounting principles will be learned by preparing actual business management records. This class would be beneficial for a college-bound student pursuing an accounting career as well as a student wanting to enter a vocational job. Accounting 1 may be used as one math credit towards the three needed for graduation.

Algebra I (230)	Grade Level: 9	Credits: 1	Weight: 1.00
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Topics include operations with real numbers and expressions, linear equations and inequalities, functions and coordinate geometry, and data analysis.

Algebra II (214)	Grade Level: 10, 11, 12	Credits: 1	Weight: 1.00
Prerequisites: Pass Algebra and Geometry and score Proficient or Advanced on Keystone Algebra Exam, or a completed Prerequisite Waiver and Teacher/Principal Recommendation form.			

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

Algebra I A (205)	Grade Level: 9	Credits: 1	Weight: 1.00	NOT NCAA Eligible
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This Course will review basic mathematical concepts that will prepare students for Algebra 1. The students will work to develop skills in number sense as well as real life applications. This course is intended to strengthen prerequisite skills needed for Algebra 1.

Algebra/Intro to Geometry (236)	Grade Level: 10	Credits: 1	Weight: 1.00	NOT NCAA Eligible
Prerequisite: Pass Algebra I and score Basic or Below Basic on the Keystone Algebra Exam				

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

Calculus (219)	Grade Level: 12	Credits: 1	Weight: 1.10
Prerequisite: 90% or higher in Precalculus/Trigonometry or a completed Prerequisite Waiver and Teacher/Principal Recommendation form.			

A study of differentiation and integration in both the pure and applied forms.

***Graphing calculator required - see note at the top of the Mathematics section**

Geometry (217)	Grade Level: 10, 11, 12	Credits: 1	Weight: 1.00
Prerequisite: Pass Algebra I or equivalent for transfer students AND score Proficient or Advanced on Keystone Algebra Exam or a completed Prerequisite Waiver and Teacher/Principal Recommendation form.			

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

Harrisburg University Calculus I (235)	Grade Level: 12	Credits: 1 (3 HU CR)	Weight: 1.15
Prerequisite: 95% or higher in Precalculus/Trigonometry and Algebra II or a completed Prerequisite Waiver and Teacher/Principal Recommendation form. THIS IS A COLLEGE LEVEL COURSE.			

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

***Graphing calculator required - see note at the top of the Mathematics section**

Precalculus/Trigonometry (215)	Grade Level: 11, 12	Credits: 1	Weight: 1.10
Prerequisite: 85% or higher in Algebra II or a completed Prerequisite Waiver and Teacher/Principal Recommendation form.			

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

***Graphing calculator required - see note at the top of the Mathematics section**

Probability and Statistics (222)	Grade Level: 11, 12	Credits: 1	Weight: 1.00
Prerequisite: Algebra I and Geometry			

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

Strategies of Math (212)	Grade Level: 11	Credits: 1	Weight: 1.00	NOT NCAA Eligible
Prerequisite: Algebra/Intro to Geometry, Geometry, or a completed Prerequisite Waiver and Teacher/Principal Recommendation form.				

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

AP Statistics (234)	Grade Level: 11, 12	Credits: 1	Weight: 1.15
Prerequisite: 85% or higher in Alg II AND Probability & Statistics OR Precalc/Trig (or currently taking), or a completed Prerequisite Waiver and Teacher/Principal Recommendation form.			

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

MUSIC

Beginning Guitar (748)	Grade Level: 9, 10, 11, 12	Credit: .5	Weight: 1.00	NOT NCAA Eligible
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Beginning guitar will teach students how to read from staff notation, tablature, and lead sheet to play melodies and accompany with chords to a variety of songs. Both picking and strumming methods will be taught to help give a foundation for students to continue playing songs of their choice when the course is completed. Limited availability due to the number of instruments available.

Beginning Piano (747)	Grade Level: 9, 10, 11, 12	Credit: .5	Weight: 1.00	NOT NCAA Eligible
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Students will learn how to read staff notation to play melodies and harmonize on the piano. Once basic reading skills are learned, this class will become student-paced to accommodate the individual player. A final recital is given at the end of the semester. Limited availability due to the number of instruments available.

Music Appreciation (775)	Grade Level: 9, 10, 11, 12	Credit: .5	Weight: 1.00	NOT NCAA Eligible
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This course includes units of study on the culture of music, the basic elements found in music, and the history of popular music. The course is designed to orient the student to modern issues of music by familiarizing them with recent music history and music technology. This course may be chosen anytime between freshman and senior years.

Music Theory (756)	Grade Level: 9, 10, 11, 12	Credit: .5	Weight: 1.00	NOT NCAA Eligible
Prerequisite: Teacher Approval; willing to sing or play/attempt an instrument				

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

Introduction to Ukulele (745)	Grade Level: 9, 10, 11, 12	Credit: .5	Weight: 1.00	NOT NCAA Eligible
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This course is designed to develop students' musicianship skills through the performance of ukulele. Students will learn the basics of reading chord charts, tablature and standard western notation. By the end of the course students will perform on their own instruments alone and with others, be able to read notation that will allow them to learn new repertoire, and will have a rudimentary understanding of theory which they will apply to writing their own original pieces. Most importantly students will get to have fun playing uke all semester! ***Please note that students may need to provide their own instruments.***

Senior High Band (754 = .5 credits / 744 = 1.0 credits)	Grade Level: 9, 10, 11, 12	Credit: .5 or 1.0	Weight: 1.00	NOT NCAA Eligible
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Band meets as a scheduled class 3 days out of 6 and is offered to instrumental students in grade 9, 10, 11 and 12. Previously acquired playing skills and music fundamentals are more fully developed with additional emphasis on both interpretation and ensemble accuracy. The band performs mandatory public concerts seasonally during the semester. Students involved in senior high band also have the opportunity to audition for county, district, regional, and state bands. Students complete project-based assignments throughout the year. **This course is graded with A, S or U and not calculated into cumulative GPAs.*

Senior High Chorus (752 = .5 credits / 743 = 1.0 credits)	Grade Level: 9, 10, 11, 12	Credit: .5 or 1.0	Weight: 1.00	NOT NCAA Eligible
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Chorus meets as a scheduled class and is offered to all students in grades 9, 10, 11 and 12. Previously acquired vocal skills are refined and more fully developed through a variety of choral repertoire. Special interest ensembles are formed throughout the semester. Students have the opportunity to audition for County and District Chorus. Mandatory public performances by the chorus are presented seasonally during the semester. **This course is graded with A, S or U and not calculated into cumulative GPAs.*

Senior High Marching Band (759)	Grade Level: 9, 10, 11, 12	Credit: .5	Weight: 1.00	NOT NCAA Eligible
Prerequisite: Concert Band or Teacher Approval				

The band performs at all football games, pep assemblies, parades, and competitions. The band rehearses two nights a week during the fall and has a two-week long band camp in the summer. **This course is graded with A, S or U and not calculated into cumulative GPAs.*

Unified Music (785)	Grade Level: 9, 10, 11, 12	Credit: .5	Weight: 1.00	NOT NCAA Eligible
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Regular education students will be paired up with students from the life skills or autistic classrooms. These students will learn various music skills and strategies through a variety of activities. The regular education students will learn what is needed to design and implement an appropriate activity for these students. Humanities credit will also be given to the regular education students, as they participate in the activity alongside their assigned students.

PHYSICAL EDUCATION

Cardio/Fitness (557)	Grade Level: 9, 10, 11, 12	Credit: .5	Weight: 1.00	NOT NCAA Eligible
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The cardio fitness course is designed for students interested in evaluating their own fitness levels while learning about various ways of improving their cardiovascular endurance, muscle strength, and flexibility. Students will use daily logs to track a variety of measurements such as heart rate, calories burned, distance, and total exercise time. A variety of fitness equipment will be used during this class, such as treadmills, bikes, ellipticals, and various types of workouts using weights or movements.

Fitness Walking and Nutrition (564)	Grade Level: 9, 10, 11, 12	Credit: .5	Weight: 1.00	NOT NCAA Eligible
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The fitness walking course has been developed for those students who want to learn the importance of cardiovascular health through walking and other low impact activities to improve muscular strength, endurance, and flexibility. Students will use daily logs to help track their results from each day using a variety of measures such as average heart rate, total steps, calories burned, distance, and total exercise time. Students will also be working on a personalized fitness plan throughout the semester that tailors to their specific interests and goals. By the end of this class, students will have a fitness plan of their own design to take with them to continue their lifetime fitness journey.

Introduction to Weight Training and SAQ - Speed, Agility, and Quickness (558)	Grade Level: 9, 10, 11, 12	Credit: .5	Weight: 1.00	NOT NCAA Eligible
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The goal of this course is to improve overall fitness through strength and conditioning activities. Using all the tools and guidelines of this course, students will eventually tailor their individual fitness programs! The outcome is to use formulas that help each student maintain a healthy and well- balanced conditioned self for the future. Students are trained in areas of conventional resistant lifting, Olympic lifts, flex band training, medicine ball training, stability balls, core and balance, kettlebells, TRX, yoga routines, and a variety of conditioning activities. Once proper body mechanics and conditioning factors have been refined by the student, he or she can create an unlimited mix of (strength) resistant and conditioning routine that works best for them "The Art of Strength and Conditioning"!

Speed, Agility, and Quickness (SAQ) (566)				
	Grade Level: 10, 11, 12	Credit: .5	Weight: 1.00	NOT NCAA Eligible
Prerequisite: Intro to Weight Training and SAQ				
This course is for those who have been through the intro strength and conditioning class. You will learn more options with resistant lifts and conditioning aspects of the course. You are more independent with this course but you will follow the general guidelines of the intro course.				
Team Sports (560)				
	Grade Level: 9, 10, 11, 12	Credit: .5	Weight: 1.00	NOT NCAA Eligible
This course focuses on an environment that promotes team strategies and cooperation in various team sports. These sports would include soccer, basketball, flag football, floor hockey, lacrosse, etc.				
Unified Physical Education (562)				
	Grade Level: 9, 10, 11, 12	Credit: .5	Weight: 1.00	NOT NCAA Eligible
This course is designed to meet the needs of life skills and autistic students with the help of regular education students. Regular education students will be paired up with students from the life skills or autistic classrooms. These students will learn various skills and strategies through a variety of activities and sports. The regular education students will learn what is needed to design and implement an appropriate activity for these students. Physical education credit will also be given to the regular education students, as they participate in the activity alongside their assigned students.				
SCIENCE				
Agricultural Science 9 (668)				
	Grade Level: 9	Credits: 1	Weight: 1.00	NOT NCAA Eligible
The AgriScience 9 course is designed for those students enrolled in the agriculture curriculum. This course will introduce students to the various areas of the agricultural field. Only students planning on working toward completing the agriculture program should schedule this course.				
Essential Science (313)				
	Grade Level: 11, 12	Credits: 1	Weight: 1.00	NOT NCAA Eligible
Prerequisite: Completion of Biology and one other science credit				
Essential Science (ES) provides an overview of how science affects our lives and the aspects around it. To do this, the students will combine knowledge, models, and methods drawn from geology, biology, physics, and chemistry. ES will cover a range of topics from matter and chemicals, solutions, energy, heat, motion, forces momentum, natural disasters, and space science. As the students move through each part of this course, students will participate in inquiry-based investigations, create models, develop and justify claims based on evidence, and much more. Students will not only gain knowledge of scientific concepts in this course, but also important skills that can apply in all areas of their lives now and in the future.				
Science 9 (309)				
	Grade Level: 9	Credits: 1	Weight: 1.00	
The main goal of the course is to understand the interrelationships of the natural world and to analyze environmental problems both natural and human-made. Special emphasis is given to Keystone Biology sections Ecology Evolution in order to prepare students for state mandated testing. However, science class emphasizes a “Results only Learning Environment”. In this environment, students are expected to produce results of their learning to demonstrate that they are mastering state standards. Therefore, students will propose, present, create, determine, model, and showcase their learning while reflecting on their progress and products. All of the products will connect with state standards and students are expected to explain how their product demonstrates mastery of the standards. Topics include Earth’s systems, weather & climate, human impact, and history of the Earth.				
Advanced Science 9 (325)				
	Grade Level: 9	Credits: 1	Weight: 1.10	
Prerequisite: Teacher recommendation				
The Advanced science course will cover all content included in Science 9. As mandated by the state, both courses follow the same set of standards since all students will need to master (be proficient or advanced) the Biology Keystone Exam at the end of their 10th grade year. Additionally, advanced science requires students to move beyond basic requirements and advance their understanding of science through experiential field trips, schoolyard field investigations, or extended research projects. The advanced classes also emphasize more independent learning and the creation and implementation of one student-led scientific investigation throughout the year. This is separate from the required coursework and guided investigations. Moreover, advanced science courses also have opportunities to connect with experts in current fields of study either through video chat or in person experiences when applicable. Topics include Earth’s systems, weather & climate, human impact, and history of the Earth.				
Biology (310)				
	Grade Level: 10	Credits: 1	Weight: 1.00	
This course is designed to provide a better understanding of the biological world. General areas of study include basic biological principles, the chemical basis for life, bioenergetics, homeostasis and transport, cell growth and reproduction, and genetics. Laboratory activities offer the student more of a “hands on” approach to the major concepts. Evaluation is based on laboratory activities, homework, classwork, projects, quizzes, and tests. In place of a final exam, students will complete the Keystone Biology Exam at the conclusion of the course. It is a graduation requirement for students to pass the Keystone Exam at the completion of the course.				

Advanced Biology (980)	Grade Level: 10	Credits: 1	Weight: 1.10
Prerequisite: Teacher recommendation			

Advanced Biology will cover all content included in Biology. Additionally, this academically challenging course moves at a faster pace and covers topics in greater depth. In place of a final exam, students will complete the Keystone Biology Exam at the conclusion of the course. It is a graduation requirement for students to pass the Keystone Exam at the completion of the course.

General Chemistry (311)	Grade Level: 11, 12	Credits: 1	Weight: 1.00
Prerequisites: 83% or higher Algebra II (concurrent okay) and Proficient or Advanced on Biology and Algebra Keystone Exams or a completed Prerequisite Waiver and Teacher/Principal Recommendation form.			

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

Harrisburg University Chemistry I / Lab (330/352)	Grade Level: 11, 12	Credits: 1 (4 CR HU)	Weight: 1.15
Prerequisites: 85% or higher Algebra II and Proficient or Advanced on Biology and Algebra Keystone Exams or a completed Prerequisite Waiver and Teacher/Principal Recommendation form. THIS IS A COLLEGE LEVEL COURSE.			

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

Human Anatomy and Physiology (314)	Grade Level: 12	Credit: 1	Weight: 1.10	NOT NCAA Eligible
Prerequisite: Biology and Chemistry				

The Anatomy and Physiology course is designed to be an advanced study of the human body for those who have an interest in pursuing their careers in health-related fields. We focus on the structure and functions of the various body systems. The content will be observed through textbooks, laboratory activities, dissections, technology, or drawing references. Teacher approval is required on the course selection sheet. (Class size is limited to 28 students.)

Physics (312)	Grade Level: 12	Credits: 1	Weight: 1.10
Prerequisites: 83% or higher in Algebra II, PreCalculus/Trigonometry (concurrent okay) and Chemistry; Proficient or Advanced on Algebra and Biology Keystone Exams or a completed Prerequisite Waiver and Teacher/Principal Recommendation form.			

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

Veterinary Science (663)	Grade Level: 11, 12	Credits: 1	Weight: 1.00	NOT NCAA Eligible
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An in-depth study of anatomy and physiology of animals. This class is targeted for academic students interested in a career as a veterinarian or a vet technician.

SOCIAL STUDIES

Civics (409)	Grade Level: 9	Credits: 1	Weight: 1.00
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This course will study the roots of our United States government and how the United States government has grown and changed to meet the issues and demands of today's American society. An emphasis is placed on understanding federal, state, and local governments and their laws that affect students. Another emphasis is placed on knowing and understanding our rights as laid out in the Bill of Rights. Students are encouraged to debate, critique, problem solve, and make decisions on the many issues facing American citizens.

Modern American History (410)	Grade Level: 10	Credits: 1	Weight: 1.00
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This course focuses on the history of the United States from the Reconstruction Era through the Cold War. There is an emphasis on non-fiction reading comprehension and non-fiction writing. Further skill development will include reading primary documents, interpreting images, interpreting maps and analyzing different points of view.

Advanced Modern American History (435)	Grade Level: 10	Credits: 1	Weight: 1.10
Prerequisite: 92% or higher in Civics (409) or a completed Prerequisite Waiver and Teacher/Principal Recommendation form.			

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

Global Studies (411)	Grade Level: 11	Credits: 1	Weight: 1.00
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In this eleventh-grade social studies class, students will gain a better understanding of the world around them while they learn how the differences in culture, history, language, and economic conditions of each place guide the development of societies around the world. This course will focus on physical and human geography of various parts of the world: Latin America, Europe, Russia, Africa, Asia, and Australia & Oceania. Current events will be an integral part of this course as students gain a global perspective.

Psychology (417)	Grade Level: 12	Credits: .5	Weight: 1.00
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This course is designed to help students think about themselves and their actions. Students concentrate on units about personality, motivation, learning, and mental illness, all geared to an understanding of self. The method of teaching centers on experiments and open discussions of the various theories of psychology.

Sociology (448)	Grade Level: 12	Credits: .5	Weight: 1.00
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This course includes the individual's place in society, social organizations, social institutions, and social change. In addition to the study of sociological terms and methodology, this course is centered on human relationships and can be applied to everyday living. Students will learn to use the sociological perspective to think critically and analytically about life and the world.

AP Human Geography (403)	Grade Level: 11, 12	Credits: 1	Weight: 1.15
Prerequisite: 87% or higher in Advanced Modern American History (435), or 92% or higher in Modern American History (410), or 92% or higher in Global Studies (411), or a completed Prerequisite Waiver and Teacher/Principal Recommendation form. Recommended: Completion of AP World History: Modern (432)			

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

AP World History: Modern (432)	Grade Level: 11, 12	Credits: 1	Weight: 1.15
Prerequisite: 87% or higher in Advanced Modern American History (435), or 92% or higher in Modern American History (410), or a completed Prerequisite Waiver and Teacher/Principal Recommendation form.			

This course is equivalent to an introductory college-level course in modern world history. This course will study the cultural, economic, political, and social developments that have shaped the world from c. 1200 CE to the present. You'll analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments. Students are encouraged, but not required, to take the Advanced Placement exam; however, colleges require specific exam performance standards (depending on the institution) to receive any potential credits.

TECHNOLOGY EDUCATION

Exploring Technology I (905)	Grade Level: 9, 10, 11, 12	Credits: .5	Weight: 1.00	NOT NCAA Eligible
<i>* This course can count as a computer credit.</i>				

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

Exploring Technology II (923)	Grade Level: 9, 10, 11, 12	Credits: .5	Weight: 1.00	NOT NCAA Eligible
Prerequisite: Exploring Technology I				

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

Visual Communications I (904)	Grade Level: 9, 10, 11, 12	Credits: .5	Weight: 1.00	NOT NCAA Eligible
<i>*This course can count as an Art credit</i>				

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

Visual Communications II (908)	Grade Level: 9, 10, 11, 12	Credits: .5	Weight: 1.00	NOT NCAA Eligible
Prerequisite: Visual Communication I				

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

Technology Student Association (TSA) / Member (TBD)	Grade Level: 10, 11, 12	Credits: .5	Weight: 1.00	NOT NCAA Eligible
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A member of the TSA will receive ½ credit for completing and participating in at least three events at the regional level. At least one of these three events must be an individual event. The member must participate in the regional conference, typically held on the first or second Saturday of February. **This course is Pass/Fail and not calculated into cumulative GPAs.*

Technology Student Association (TSA)/Leadership (906)	Grade Level: 10, 11, 12	Credits: 1.0	Weight: 1.00	NOT NCAA Eligible
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A current TSA officer (President, Vice President, Secretary and Treasurer) may select this course to fulfill leadership roles within the chapter and receive one credit. These leaders must complete and participate in at least four events at the regional level. Two events will be individual events and the remaining events can be team events. **This course is Pass/Fail and not calculated into cumulative GPAs.*

MISCELLANEOUS OFFERINGS

Driver Education (801)	Grade Level: 10, 11, 12	Credits: .5	Weight: 1.00	NOT NCAA Eligible
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The primary goal of this curriculum is to focus on the Content Expectations set forth by the Pennsylvania Department of Education. The Content Expectations describe what students should know at the end of the classroom Driver Education course. They include the following: Pennsylvania Laws and Regulations, knowledge of vehicle operations, perceptual skills development, decision-making/risk reduction, driving conditions and influences on driver performance.

Emergency Medical Technician (HACC)	Grade Level: 11, 12	Credits: 3	Weight: 1.00	NOT NCAA Eligible
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Students interested in this program must meet with their school counselor to learn more about opportunities through HACC.

Gifted Seminar (138)	Grade Level: 9, 10, 11, 12	Credits: .5	Weight: 1.00	NOT NCAA Eligible
Prerequisite: Identified as gifted according to the Pennsylvania Department of Education guidelines.				

This is an exploratory-style class that allows students to grow in an individualized area of study while still engaging with peers on a similar mission. The class combines the open-ended nature of independent study with a structure and coursework of more traditional

classes. Examples of possible projects include: art-related, photography, scientific demonstrations, music-related creations, creative writing, a mentorship at a local business, volunteering, medical research, digital and technology development and career exploration. Focus is placed on readings relevant to the area of study, contact with a professional in the field, and creation of an original product.

**This course is Pass/Fail and not calculated into cumulative GPAs.*

Health (811)	Grade Level: 10, 11	Credits: .5	Weight: 1.00	NOT NCAA Eligible
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**This course is a graduation requirement.*

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

Journalism/Yearbook (113)	Grade Level: 9, 10, 11, 12	Credits: 1	Weight: 1.00	NOT NCAA Eligible
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This course helps produce The Mirror, the Biglerville High School yearbook. In this course, students will gain skills in the following areas: page design, publishing techniques, copywriting, editing, photography, record keeping, time management, teamwork, marketing, and leadership skills. Students are tasked with producing a timeless, creative, and innovative publication which will record our school's community, memories and events. Students will use computer programs such as Adobe PhotoShop and Jostens Yearbook Avenue StudioWorks to complete the tasks. In addition, they will learn how to use a digital camera with zoom lens and scanners.

**This course is Pass/Fail and not calculated into cumulative GPAs.*

Prerequisite Waiver and Teacher/Principal Recommendation



Biglerville High School

161 N Main Street
Biglerville, PA 17307
717.677.7191



Prerequisite Waiver and Teacher/Principal Recommendation

This waiver has been developed based on the philosophy of Biglerville High School that students experience the most success in their academics when they follow department prerequisite requirements and teacher, guidance, and administrator recommendations. The development of these prerequisites and recommendations are based on knowledge of course progressions within the department and knowledge of the student. Research shows that students' needs are best served by being prepared for the academic rigor of a course and by having reasonable expectations about their workload. **This waiver is required for any student who does not meet the prerequisite for a course but would still like to register for the course.**

To be completed by the **STUDENT** and **PARENT/GUARDIAN** and submitted prior to registering for the course.

Name of Student: _____ Graduation Year: _____

Course for which the waiver is requested: _____

Prerequisite course: _____ Students grade in Prerequisite course: _____

Reason for waiver request:

I understand that my student would like to enroll in a course for which he/she does not meet the prerequisite. My student is submitting this form to request a waiver to the established prerequisite for the course.

Parent/Guardian Signature

Date

Student Signature

Date

To be completed by the **TEACHER** of the prerequisite course

Prerequisite Teacher Recommendation: YES _____ NO _____ (please explain below)

Prerequisite Teacher Signature: _____ Date: _____

Approval/Denial Decision (For Office Use Only)

Counselor Signature: _____ Date of meeting with student: _____

Administrative Approval: YES _____ NO _____ (please explain below)

