



Chambersburg Area Senior High School

2025  
2026  
Program  
of  
Studies

<https://cashs.casdonline.org/>

717-261-3322



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# Administrator and Counseling Directory

## Chambersburg Area Senior High School 2025-2026 Assignments

### Administration

Mr. Brad Ocker, Principal		261-3328
Mr. Steven McNew, Grade 9 Assistant Principal*		261-3345
Mr. William Brindle, Class of 2028 Assistant Principal*		261-5621
Mrs. Lissett Jones, Class of 2027 Assistant Principal		261-3323
Mrs. Jennifer Preisler, Class of 2026 Assistant Principal		262-2283
Dr. Lisa Schoenleber, Academic Assistant Principal		709-2326
Mr. Shawn Kimple, Athletic Director		267-4460

### Counseling

Mrs. Jamie McMillen	Grade 9 - student's last name beginning A-K*	261-3337
Mrs. Lindsay Leonard	Grade 9 - student's last name beginning L-Z*	261-3339
Mr. Alex Serrano	Class of 2028 - student's last name beginning A-K*	261-3341
Mrs. Emma Mummert	Class of 2028 - student's last name beginning L-Z*	261-3340
Mrs. Audra Hochreiter	Class of 2027 – student's last name beginning A-K	261-3338
Mrs. Lisa Hill	Class of 2027 – student's last name beginning L-Z	261-5623
Ms. Devyn Heinbaugh	Class of 2026 - student's last name beginning A-K	261-5615
Mrs. Ginger Rotz	Class of 2026 - student's last name beginning L-Z	261-5660
Mrs. Maggie Hoover	CASHS/CMS College Advisor	261-3322 ext. 82226

\* Please note that these are the assignments for the 2025-2026 School Year. 9th-grade students (Class of 2028) should see their current School Counselors and/or Assistant Principal, listed as Grade 9 with questions about recommendations. Current 8th-grade students should see their 8th-grade School Counselors, Assistant Principal, and/or teachers for recommendations.

## Letter from the Team

This year, the Program of Studies underwent a major redesign. We hope that you find it to be more student-friendly, easier to navigate, and full of helpful information and links. We anticipate additional changes to this Program of Studies over the next few years as we continue to expand our educational options. Please be sure to check for an updated version each year that your child is in high school.

Please review the Program of Studies with your student. It contains pertinent information regarding areas such as graduation requirements, reasons for schedule changes, NCAA requirements for athletes and information about earning college credits or gaining work experience while in high school. Appropriate course selection by students is a primary concern to us and it involves a cooperative effort. Your interest and cooperation in preparing your child's schedule for the 2025-2026 school year will be one of the most important activities you complete together this year. The choices you make will impact on your child's opportunity for further education and future work choices.

The staff and administration at CASHS are committed to providing each student with the best educational program. Our goal is to ensure that every student is career and/or college-ready with a post-secondary plan upon graduation. We are available to provide you and your child assistance in reaching that goal. Please feel free to contact the appropriate staff member listed on the previous page if you have any questions.

Best wishes for a great 2025-2026 school year,

CASHS Administrators, Counselors, Teachers, and Support Staff

## Scheduling Timeline

Ensuring students are taking courses appropriate to their interests, abilities, and future career and educational plans is a year-round endeavor.

In late January or early February, an evening program is held for parents and students, and the Program of Studies is made available online and through School Counselor and Teacher Google Classrooms.

Throughout February and March, School Counselors meet with students to discuss their course selection options for next year in large and small groups as well as through individual student planning conferences. Students are strongly encouraged to involve their parents or guardians in the course selection process.

Once student course requests are submitted, work begins on revising the Master Schedule in April, determining the current needs of the building.

In May, a Master Schedule is finalized. After this time, schedule changes become more difficult because teachers, supplies, and classroom spaces and class sizes have been arranged based on the courses students have selected.

Throughout the summer, School Counselors and Administrators work to finalize individual schedules based on academic needs such as dual enrollment, co-op, IEP requirements, etc. Therefore, schedule change requests are limited and only made for valid academic reasons. Schedule change requests should be made before the first day of school, and changes are not guaranteed. Please consider all decisions carefully.

Once school begins in the Fall, School Counselors begin meeting with students again in large and small groups and individually to start determining the current educational and career interests of our high school students.

## Schedule Change Procedures

We understand that a student's interests and career plans change throughout high school, and we encourage students to discuss these changes with their School Counselor as they occur so that adjustments to their requests or, if possible, changes to their schedule can be made.

Changes to a selected course may be made within the first five days of the course based on class availability through the student's counselor. After the first five days of a course, changes will be made only for the following scheduling issues: (1) scheduling error; (2) scheduling conflicts (3) academic misplacement. No other changes will be considered unless they are of an extreme circumstance. Final scheduling decisions are subject to the discretion of the counseling and administrative team.

Please contact your School Counselor or check their Google Classroom for schedule change request procedures.

Following the first 5 days of the course, a student may not drop a course without administrative approval. Dropping a course after this time will result in an "Incomplete" grade on the student's transcript. Please contact your School Counselor to discuss your reason for wanting to drop a course after the first 5 days to determine other options related to your situation.

# Graduation Requirements

## Course and Credit Requirements

A total of 23.0 credits in grades 9-12 are required for graduation, as outlined below. In addition, each student must meet one of the PA Graduation Pathways described on the following pages. Students should meet with their School Counselor yearly to ensure that they are on track to graduate.

4.00	Credit Units English
4.00	Credit Units Math
3.00	Credit Units Science
3.50	Credit Units Social Studies
1.00	Credit Units Wellness & Fitness
.50	Credit Units Health
6.50	Credit Units Elective
<u>.50</u>	Communications Seminar Applications* or .50 Personal Finance Management**
23.00	

\*Classes of 2025, 2026, and 2027

\*\*Beginning with the Class of 2028 in their junior year

### Requirements and Recommendations for Future Planning

Requirements and recommendations for your educational and career path may differ. Gaining experience and education in a field of interest can be beneficial in decision-making as well as in the admissions or hiring process.

College admissions requirements vary. Consult college websites or admissions departments, our College Advisor and/or your School Counselor for additional information to ensure that you are taking coursework in alignment with your future college or career goals.

# Act 158 Pennsylvania Graduation Pathways

**Overview:** Students have the opportunity to follow one of five different pathways to meet the graduation requirements set forth by the state of Pennsylvania. The five options are outlined below. [Pennsylvania Department of Education: Graduation Requirements](#)

## Keystone Proficiency Pathway

- Scoring proficient or advanced on each Keystone Exam - Algebra I, Literature, and Biology (1500 or above).

## Keystone Composite Score Pathway

- Earning a composite score of 4452 on the Algebra I, Literature, and Biology Keystone Exams (while achieving at least a proficient score on at least one of the three exams and no less than a basic score on the remaining two).

Keystone Exam	Below Basic	Basic	Proficient	Advanced
Algebra	1200-1438	1439-1499	1500-1545	1546-1800
Biology	1200-1459	1460-1499	1500-1548	1549-1800
Literature	1200-1443	1444-1499	1500-1583	1584-1800

- Note: Under Act 55 of 2022, a student may also graduate via this pathway if they:
  - Earned a non-numeric Proficient in a Keystone Exam pursuant to [Act 136 of 2020](#);
  - Successfully completed locally established, grade-based requirements for academic content associated with each Keystone Exam in which the student does not have a numeric or non-numeric score of Proficient/Advanced; and
  - Achieved a Keystone Composite score of 2939 or greater for two of the three Keystone Exams (calculated using the highest numerical scores attained by the student, neither of which may be Below Basic and at least one of which must be Proficient or better).

## Alternative Assessment Pathway

1. Successful completion of grade-based requirements for academic content associated with non-proficient Keystone, **AND**
2. **One** of the following:
  - AP (3) or IB (4) Exam related to non-proficient Keystone
  - SAT (1010), PSAT (970), ACT (21), ASVAB (31)
  - Gold Level on ACT WorkKeys Assessment
    - *Note: CASD is not an ACT WorkKeys approved test site*
  - Successful completion of a pre-apprenticeship program (registered with PA Apprenticeship and Training Council)
  - Acceptance into four-year accredited non-profit institution and ability to enroll in college-level work
  - Successful completion of a concurrent enrollment course in an academic content area associated with each Keystone Exam in which the student did not achieve at least proficiency

## Evidence-Based Pathway

1. Successful completion of grade-based requirements for academic content associated with non-proficient Keystone, **AND**
2. **Three** pieces of evidence related to students' goals and career plans following tier specifications below:
  - **Tier One (at least one)**
    - ACT WorkKeys Assessment (Silver), SAT (630), AP Exam (3), IB Exam (3)
      - *Note: CASD is not an ACT WorkKeys approved test site*
    - Acceptance to an accredited non-profit institution of higher education other than a four-year institution and evidence of the ability to enroll in college-level coursework
    - Attainment of industry-recognized credential
    - Complete with a passing grade a Dual-Enrollment course or post-secondary course
  - **Tier Two (two from this list or more from above)**
    - Completion of Service Learning Project
    - Proficiency on a Keystone Exam (1500)
    - Letter guaranteeing full-time employment
    - Certificate of completion of Internship or Co-Op Program
    - Compliance with NCAA core courses for college student-athletes with a minimum 2.0 GPA

## CTE Pathway

- For Career and Technical Education (CTE) Concentrators, successful completion of locally established grade-based requirements for academic content areas associated with each Keystone Exam on which the student did not achieve proficiency and attainment of an industry-based competency certification related to the CTE Concentrator's program of study or demonstration of a high likelihood of success on an approved industry-based competency assessment or readiness for continued meaningful engagement in the CTE Concentrator's program of study.
- See for more information: [Act 6 of 2017](#)

# Early Graduation Guidelines

## CASD Board Policy 217.1 Early Graduation

The Board establishes that students may graduate as much as one (1) year in advance after satisfactorily completing all of the requirements prescribed by the Department of Education and the district.

In the event that a student has completed the necessary course work, projects, and all other requirements for high school graduation prior to that student's year or semester of scheduled graduation from high school, the student may graduate from high school at the recommendation of the Superintendent and the approval of the Board.

### Guidelines

Students who wish to graduate early from high school must put their request in writing to the high school principal. That written request must include the following:

1. Statement requesting to graduate early.
2. Reason(s) for requesting to graduate early.
3. Signature of parent/guardian that shows support of the request.
4. Signature of student requesting to graduate early.
5. Indication of interest to participate in commencement ceremonies in June.

It should be noted that students who elect to graduate at the end of the first semester of their senior year may not participate in any school activities (i.e. clubs/athletics, color day, prom, etc.) or musical program beyond that date.

Students may choose to graduate prior to the normal commencement date for their class at one (1) of the following times:

1. By the end of the second semester of the junior year.
2. At the conclusion of an approved summer course work following the junior year.
3. By the end of the first semester of the senior year.

### Special Considerations

1. Credits from non-approved sources, including non-approved summer schools, shall not be accepted for graduation purposes.
2. Students seeking graduation at the conclusion of an approved summer school following the junior year shall be expected to return to school as a regular student for the fall term if they fail to successfully complete the summer school work.
3. Students seeking graduation at the end of the first semester of the senior year who desire to receive their diploma early and who do not wish to participate in the June graduation ceremony may submit a written request to the building principal.
4. Early graduating juniors will remain in their class cohort and be designated as an early graduating junior.

# Academic and Future Planning

Starting in eighth grade, the Chambersburg Area School District encourages students to think seriously about their futures and plan an educational program that will provide the necessary knowledge and skills to succeed.

Students learn about current trends in career development and make tentative choices about a chosen career. Then they review courses that make that choice a reality. Long-term career development encourages students and parents to make course selections based on student aptitudes, interests, developed skills, and current career information. Because of this new direction, students must consider curriculum selections and career choices together. Students and school counselors annually review these decisions.

It is a win-win situation for all stakeholders: students, parents, funding sources, community, and faculty. Because parents and students are active participants in the process, constant communication is vital. Students may engage in work-based learning activities such as job shadowing, co-op, and work experiences or they may choose to take courses at CASHS or elsewhere to further their knowledge in their career area of interest.

Requirements and recommendations for your educational and career path may differ. Gaining experience and education in a field of interest can be beneficial in decision-making as well as in the admissions or hiring process.

College admissions requirements vary. Consult college websites or admissions departments, our College Advisor and/or your School Counselor for additional information to ensure that you are taking coursework in alignment with your future college or career goals.

You may take any course appropriate to your ability and interest. We suggest that you carefully follow the recommendations in the course descriptions. Any student who would like to take a course but does not meet the recommendations must have parents sign a waiver form requesting enrollment in that course.

Changes to a selected course may be made within the first five days of the course based on class availability through the student's counselor. After the first five days of a course, changes will be made only for the following scheduling issues: (1) scheduling error; (2) scheduling conflicts (3) academic misplacement. No other changes will be considered unless they are of an extreme circumstance. Final scheduling decisions are subject to the discretion of the counseling and administrative team.

Please contact your School Counselor or check their Google Classroom for schedule change request procedures.

Following the first 5 days of the course, a student may not drop a course without administrative approval. Dropping a course after this time will result in an "Incomplete" grade on the student's transcript. Please contact your School Counselor to discuss your reason for wanting to drop a course after the first 5 days to determine other options related to your situation.

It is recommended that all CASHS students carry 7 to 8 credits per year.

## Grading Scale and Weighted Courses

The Chambersburg Area Senior High School utilizes the following grading scale. Quarterly report cards will designate student letter and percentage grades. Student transcripts will reflect marking period grades until there is a final letter grade for each course.

A 90 – 100%	P - Pass
B 80 – 89%	F - Fail
C 70 – 79%	I - Incomplete (awarded in special circumstances only)
D 60 – 69%	W - Withheld (students have 2 weeks from the end of the MP to make up work.)
F 59% and below	Failure to do so will result in an F.

### Grade Point Values and Weighted Courses

Grade Point Average (GPA) will be calculated at the end of each marking period and will be printed on the official transcript. Post-secondary institutions often use the combination of the student’s GPA and score on the SAT or ACT along with other selection criteria unique to the institution in making admissions decisions.

Chambersburg Area Senior High School utilizes a three-tiered point system for weighting classes. Students who earn a passing grade in a weighted course will be awarded additional grade points per grading period. The final letter grade will remain the same; only the grade points will change.

The tables below represent the weighted and non-weighted point values for all full credit courses. Only the point values increase, the credit for each course remains the same. Additionally, the point values are lower for courses that are not a full credit.

Percentages	Grade	AP, IB HL, and Dual Enrollment (Off-Campus)	Honors and IB SL	All Other Courses
90-100	A	5.6	4.8	4
80-89	B	4.2	3.6	3
70-79	C	2.8	2.4	2
60-69	D	1.4	1.2	1
0-59	F	0	0	0

Transcripts designate three Grade Point Averages: Unweighted (all courses are considered equally), Weighted (only factors in completed courses. Honors, AP/IB and Dual Enrollment courses carry more weight in the average), and a Work In Progress (WIP) (Weighted GPA that factors in MP grades until there is a final grade in the course).

## Course Recommendations by High School Plan

	<b>4 year College or University</b>	<b>2 year College or Technical School</b>	<b>Military</b>	<b>Workforce</b>
<b>English</b>	4 years: Regular, Honors, AP or IB	4 years: Regular, Honors, AP or IB	4 years: Regular, Honors, AP or IB	4 years: Regular, Honors, AP or IB
<b>Math</b>	4 years (one each year of high school – take a math senior year): Algebra I; Geometry; Algebra II; Trig/Prob & Stats; Pre-Calc; Calculus; Honors, AP or IB Business Math and other Math department courses should be used as electives	4 years (consider taking one every year): Algebra I; Geometry; Algebra II; Trig/Prob & Stats; (Pre-Calc; Calculus) Business Math and other Math department courses are okay depending on career path	4 years (consider taking one every year): Algebra I; Geometry; Algebra II; Trig/Prob & Stats; (Pre-Calc; Calculus) Business Math and other Math department courses are okay depending on career path	4 years: Algebra I; Geometry; (Algebra II; Trig/Prob & Stats; Pre-Calc; Calculus) Business Math and other Math department courses are okay depending on career path
<b>Science</b>	3-4 credits of Lab Sciences: Environmental; Biology; Chemistry; Physics; Anatomy/Physiology; Honors, AP or IB	3 credits: Environmental; Biology; Chemistry; Physics; Anatomy/Physiology; Earth; Physical Choice depends on career path	3 credits: Environmental; Biology; Chemistry; Physics; Anatomy/Physiology Earth; Physical Choice depends on career path	3 credits: Environmental; Biology; Earth; Physical; (Chemistry; Physics; Anatomy/ Physiology) Choice depends on career path
<b>Social Studies</b>	3.5-4 credits: Early/Modern American, World History; Honors, AP or IB	3.5 credits: Early/Modern American; World; Regular (Honors, AP or IB)	3.5 credits: Early/Modern American; World; (Honors, AP or IB)	3.5 credits: Early/Modern American; World (Honors, AP or IB)
<b>Foreign Language</b>	Most colleges look for 2-3 years of the same language	Depending on interest and career path	Depending on interest and career path	Depending on interest and career path
<b>Electives</b>	College Prep or interest-oriented. Do not take “easy” classes to increase GPA.	College Prep or interest-oriented, depending on career path	College Prep or interest-oriented, depending on career path	Career and interest-oriented
<b>Misc. Information</b>	Do your best all 4 years of high school. Colleges will look at each year. Take 5 solid academic subjects a year. Take challenging classes even if you are not interested in the subject. AP/IB and Honors classes will help prepare you for college-level work. Deep involvement in a few activities is meaningful. Consider college classes or Co-op in a field of interest.	Do your best all 4 years of high school. Take challenging classes related to your intended career path. CP, Honors, AP/IB classes will help prepare you for college-level work. Get involved in a few meaningful activities. Consider college classes – they could transfer to your program. Consider Co-op in a field of interest.	Do your best all 4 years of high school. Take challenging classes related to your intended career path. CP, Honors, AP/IB classes will help prepare you for college-level and technical work opportunities within the military. Get involved in a few meaningful activities. Consider college classes – they could transfer if you later decided to go to college. Consider Co-op in a field of interest.	Do your best all 4 years of high school. Take challenging classes related to your intended career path. Higher level classes will prepare you for advancement and training opportunities. Consider Co-op in a field of interest.

**Works cited:**

Abrams, Tanya. “Advice From a Dean of Admissions on Selecting High School Courses.” *The New York Times*. May 13, 2013.  
 Best Choice Schools. “What High School Courses Do I Need to Take to be Ready for College?” [www.bestchoiceschools.com](http://www.bestchoiceschools.com). 2017  
 Big Future. “High School Classes Colleges Look For.” [www.bigfuture.collegeboard.org](http://www.bigfuture.collegeboard.org). 2017  
 Khan Academy. “Selecting high school classes in preparation for college.” [www.khanacademy.org](http://www.khanacademy.org) 2017  
 Shippensburg University. “Recommended Course Selections For College Bound Students.” [www.ship.edu](http://www.ship.edu) 2017.

# Course Recommendations for College-Bound Students

If you are thinking about continuing your education at a 2 or 4-year college, then these are some recommendations for courses you should take in high school, focusing on college preparatory curriculum. Always remember to do your best work- ALL of your grades from 9<sup>th</sup>-12<sup>th</sup> are seen by college admissions representatives.

**English:** You are required to take 4 years of English.

**Math:** It is best to take 4 years of college prep math, regardless of your intended major.

- Algebra 1
- Algebra 2
- Geometry
- Trigonometry (Note: Many Penn State University majors require you to take Trig)
- Probability and Stats
- AP Math Options: Pre-Calculus, Stats, Calc AB, Calc BC,
- IB Math

**Science:** Although 3 years may be adequate, it is best to take 4 years of science (some colleges require lab science).

- Biology
- Chemistry
- Physics
- Environmental Science
- AP/IB Science Options: Biology, Chemistry, Physics, Environmental
- Physical Science
- Earth Science
- Anatomy and Physiology

**Social Studies:** It is best to take 4 years of social studies.

- World History
- American History (Early/Modern)
- Civics
- AP/IB Social Studies: US, Euro, Psych, Gov, World
- Sociology
- Psychology
- Economics

**World/Foreign Language:** Most colleges will review your transcript and prefer to see at least 2 years of a language. However, some colleges require students to have 3 years of a language or more.

**Electives:** It is best to take electives that are also college preparatory or interest-oriented. Do not take “easy” classes just to increase your GPA.

# Timeline for College Bound Students

## Sophomore Year

- o Make sure you are scheduled to take college prep courses
- o Take the PSAT/NMSQT offered in the Fall or Spring
- o Begin to think about your college search and major
- o Make a list of what you are looking for in a future college. Include factors like: size, distance from home, majors offered, public or private, etc.
- o Look at the websites of different colleges to see their admissions requirements.

## Junior Year

### ***Fall...***

- o Take college prep courses
- o Take the PSAT/NMSQT offered in the Fall
- o Continue researching colleges--check your mail and email for college information
- o Attend the College Fair in October.
- o Talk with your school counselor about what colleges might be suitable for you

### ***Spring...***

- o Take the SAT
- o Keep researching schools, you should be starting to narrow your search
- o Visit any schools you may be interested in, especially if they offer programs specifically for juniors
- o Be sure to register for college prep classes when scheduling for your senior year—consider dual enrollment options
- o Complete a “resume”. Record all involvements, accomplishments, and work experience over the past three years

## Senior Year

### ***Fall...***

- o Take the SAT one or two more times, and/or try the ACT test, which most colleges will accept as well
- o Attend college fairs in your area and prepare a list of questions for each college
- o Speak with college representatives who visit your school
- o Narrow the number of colleges down (5 or 6)
- o Look at the colleges’ websites for their application process (deadlines, interviews, etc.)
- o Look online for electronic applications and common application websites
- o Fill out and have your applications completed by December 1<sup>st</sup> (selective programs may have earlier deadlines)
- o Attend a Financial Aid night with your parents at a school in your area
- o Complete your FAFSA after October 1<sup>st</sup> of your senior year

### ***Spring...***

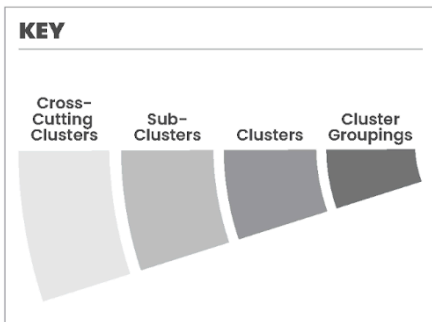
- o Be in touch with the admission and financial aid offices where you have applied—CHECK EMAIL!
- o Visit the schools for the first or second time
- o After receiving your acceptance letter(s), make a final decision as to which college you want to attend
- o Send your confirmation deposit on time (Be aware of deadlines)
- o Apply for scholarships

# College & Career Planning by Grade



<b>9th Grade (Freshman) EXPLORE</b>	<b>10th Grade (Sophomore) IDENTIFY</b>	<b>11th Grade (Junior) PLAN</b>	<b>12th Grade (Senior) DECIDE</b>
<p><b>Graduation Requirements</b></p> <ul style="list-style-type: none"> <li>✓ Schedule at least 7 credits</li> <li>✓ Complete Algebra Keystone (if enrolled in course)</li> <li>✓ Complete Biology Keystone (if enrolled in course)</li> <li>✓ Complete Keystone Literature Exam (if invited to do so)</li> <li>✓ Complete Civics Exam (in Early American History Class)</li> </ul> <p><b>College and Career Planning</b></p> <ul style="list-style-type: none"> <li>✓ Take challenging classes in all academic and elective areas.</li> <li>✓ Do your best - all grades count! If a course is difficult. Talk to your teacher, parents, and School Counselor. Stay for Back on Track!</li> <li>✓ Start exploring activities inside and outside of school.</li> <li>✓ Get to know your School Counselor, Career Readiness Coordinator, and College and Career Advisor.</li> <li>✓ Complete your Xello lessons with intention - start learning about your options for the future!</li> </ul>	<p><b>Graduation Requirements</b></p> <ul style="list-style-type: none"> <li>✓ Schedule at least 7 credits</li> <li>✓ Complete Algebra, Biology, and/or Literature Keystone exams if enrolled in those courses (or if you have not previously completed them)</li> <li>✓ Take the ASVAB</li> <li>✓ If you have failed any courses, meet with your School Counselor to discuss remediation options</li> </ul> <p><b>College and Career Planning</b></p> <ul style="list-style-type: none"> <li>✓ Take challenging classes in all academic and elective areas.</li> <li>✓ Talk to adults in a variety of professions to see what interests you and what kind of education is needed for each job.</li> <li>✓ Re-evaluate your activities to make sure that they align to your future interests or are something that you are passionate about. Start building a resume!</li> <li>✓ Check for field trip and school visitor opportunities related to career interests.</li> <li>✓ Meet with your School Counselor, Career Readiness Coordinator, or College Advisor to discuss post-high school options related to your career interests.</li> <li>✓ Complete your Xello lessons with intention. You may even want to go back to previous lessons and retake some if you're not sure what careers interest you.</li> </ul>	<p><b>Graduation Requirements</b></p> <ul style="list-style-type: none"> <li>✓ Schedule at least 7 credits</li> <li>✓ Complete any keystones you have not yet taken</li> <li>✓ If you did not score Proficient or Advanced on all of your Keystone Exams, meet with your School Counselor to discuss your Act 158 Graduation Pathway</li> <li>✓ If you have failed any courses, or have fewer than 12 credits at the beginning of 11<sup>th</sup> grade, meet with your School Counselor to discuss a Graduation Plan</li> </ul> <p><b>College and Career Planning</b></p> <ul style="list-style-type: none"> <li>✓ Take challenging classes in all academic and elective areas.</li> <li>✓ Meet with your School Counselor to discuss your post-high school plans and CASHS opportunities related to your field of interest.</li> <li>✓ Continue to refine your extracurricular activities, and see if there are any jobs or volunteer opportunities to get experience in your career field.</li> <li>✓ Finish up those Xello lessons!</li> <li>✓ Meet with your School Counselor and/or the Career Readiness Coordinator to discuss co-op and work experience options related to your career field of interest</li> </ul>	<p><b>Graduation Requirements</b></p> <ul style="list-style-type: none"> <li>✓ Schedule at least 7 credits</li> <li>✓ Ensure that you complete your Act 158 Pathway</li> <li>✓ If you are not on track to earn 23 credits by the end of the school year, meet with your School Counselor to discuss a Graduation Plan</li> </ul> <p><b>College and Career Planning</b></p> <ul style="list-style-type: none"> <li>✓ Take challenging classes in all academic and elective areas.</li> <li>✓ Meet with your School Counselor to discuss your post high school plans. They will advise you of appropriate opportunities available to you.</li> </ul>
	<p><b>Educational Planning</b></p> <ul style="list-style-type: none"> <li>✓ Consider College in the High School classes to begin earning college credits</li> <li>✓ Talk to your School Counselor and/or the College Advisor about College in the High School and Dual Enrollment opportunities for 11<sup>th</sup> &amp; 12<sup>th</sup> grade</li> </ul>	<p><b>Educational Planning</b></p> <ul style="list-style-type: none"> <li>✓ Attend college fairs. They typically include trade schools, community colleges, and the military as well as 4-year colleges and universities.</li> <li>✓ Start researching and visiting colleges or trade schools. Ask questions about admissions and financial aid.</li> <li>✓ Register for and take the SAT or ACT if planning on attending a 4-year college or university - while some colleges don't require them, many scholarships do!</li> <li>✓ Meet with your School Counselor and/or the College Advisor to discuss Dual Enrollment options</li> </ul>	<p><b>Educational Planning</b></p> <ul style="list-style-type: none"> <li>✓ If you are going to need a letter of recommendation for college or scholarship applications, complete the necessary forms and give teachers and counselors 2-4 weeks to complete them for you - remember that there are a lot of other students applying, too!</li> <li>✓ Retake the SAT (early!) if necessary.</li> <li>✓ Apply to college, trade school, community college, or the military. Pay attention to deadlines!</li> <li>✓ Complete the FAFSA</li> <li>✓ Apply for Scholarships. Pay attention to deadlines!</li> </ul>

# Career Clusters



## Caring for Communities

### Education

Early Childhood Development  
Education Administration & Leadership  
Learner Support & Community Engagement  
Teaching, Training, & Facilitation

### Healthcare & Human Services

Behavioral & Mental Health  
Biotechnology Research & Development  
Community & Social Services  
Health Data & Administration  
Personal Care Services  
Physical Health

### Public Service & Safety

Emergency Response  
Judicial Systems  
Local, State, & Federal Services  
Military & National Security  
Public Safety

## Building & Moving

### Advanced Manufacturing

Engineering  
Industrial Machinery  
Production & Automation  
Robotics  
Safety & Quality Assurance

### Construction

Architecture & Civil Engineering  
Construction Planning & Development  
Equipment Operation & Maintenance  
Skilled Trades

### Supply Chain & Transportation

Air & Space Transportation  
Ground & Rail Transportation  
Maintenance & Repair  
Marine Transportation  
Planning & Logistics  
Purchasing & Warehousing

## Connecting & Supporting Success\*\*

### Digital Technology\*\*

Data Science & AI  
IT Support & Services  
Network Systems & Cybersecurity  
Software Solutions  
Unmanned Vehicle Technology  
Web & Cloud

### Management & Entrepreneurship\*\*

Business Information Management  
Entrepreneurship & Small Business  
Leadership & Operations  
Project Management  
Regulation

### Marketing & Sales\*\*

Market Research, Analytics, & Ethics  
Marketing & Advertising  
Retail & Customer Experience  
Strategic Sales

## Creating & Experiencing

### Arts, Entertainment, & Design

Design & Digital Arts  
Fashion & Interiors  
Fine Arts  
Lighting & Sound Technology  
Media Production & Broadcasting  
Performing Arts

### Hospitality, Events, & Tourism

Accommodations  
Conferences & Events  
Culinary & Food Services  
Travel & Leisure

## Cultivating Resources

### Agriculture

Agribusiness  
Agricultural Technology & Automation  
Animal Systems  
Food Science & Processing  
Plant Systems  
Water Systems

### Energy & Natural Resources

Clean & Alternative Energy  
Conservation & Land Management  
Ecological Research & Development  
Environmental Protection  
Resource Extraction  
Utilities

## Investing in the Future

### Financial Services

Accounting  
Banking & Credit  
Financial Strategy & Investments  
Insurance  
Real Estate

### \*\*Cross-Cutting Clusters

Denote careers that overlap in **all** industries, highlighting the versatile and interconnected nature of today's workforce. These careers can stand on their own or be contextualized in each Cluster and emphasize the need for adaptability in navigating the modern economy.

### Notes:

Clusters are listed in alphabetical order. Clusters and Sub-Clusters represent the entire world of work (see definitions).

# PIAA and NCAA

**What is PIAA?** The Pennsylvania Interscholastic Athletic Association provides policies to member schools “that will safeguard the educational values of interscholastic athletes and cultivate the high ideals of good sportsmanship.” To that end, the CASD Athletic Department provides guidelines for athletes, including athletic eligibility. You can find more information about CASD athletics [here](#) or by contacting [Mr. Shawn Kimple](#), Athletic Director at 267-4460.

**What is the NCAA Eligibility Center?** The NCAA Eligibility certifies the academic and amateur credentials of all students who want to play sports at an NCAA Division I or II institution. In order to practice, play and receive an athletics scholarship, students need to meet certain academic benchmarks while still in high school. An additional certification process exists to make sure the student is still an amateur, which is necessary in order for the student to compete collegially.

Students must register for an account at [eligibilitycenter.org](http://eligibilitycenter.org) to find information on NCAA initial-eligibility requirements, CASHS list of NCAA-approved core courses, participate in active recruitment, and verify their transcript with the NCAA for college-level eligibility.

On their website, you will find helpful information such as what you see below. Your School Counselor can also help you to be sure that you are meeting the NCAA requirements.

**High School Timeline**

- 9<sup>th</sup> GRADE REGISTER**
  - If you haven't yet, register for a Free Profile Page and submit your information for information.
  - Use NCAA's interactive [resources](#) to help locate the right course and earn the best grades possible.
  - Find your high school's list of NCAA-approved core courses at [eligibilitycenter.org/resources](http://eligibilitycenter.org/resources) to ensure you're taking the right course, and earn the best grades possible.
- 10<sup>th</sup> GRADE PLAN**
  - If you're being **recruited** by an NCAA Division I or II school, you'll need to complete the **Recruitment Process** as soon as possible.
  - Follow the **task list** and **sign up** for **test dates** to ensure you meet the **eligibility requirements** for NCAA schools.
  - At the end of the school year, ask your high school counselor to help you **verify** your **eligibility** for the **10<sup>th</sup> grade**.
- 11<sup>th</sup> GRADE STUDY**
  - Take **additional** and **additional** courses to **improve** your **academic** and **athletic** performance.
  - At the end of the school year, ask your high school counselor to help you **verify** your **eligibility** for the **11<sup>th</sup> grade**.
- 12<sup>th</sup> GRADE GRADUATE**
  - Be accepted to the NCAA school you plan to attend.
  - Ensure your **academic** and **athletic** performance meets the **eligibility** requirements for the **12<sup>th</sup> grade**.

**NCAA-Approved Core Courses**

The NCAA **core-course** requirements ensure you're taking high school courses that prepare you for the academic expectations in college. **Note:** Not all high school courses are NCAA-approved core courses and may not count toward your 16 core-course credit requirement.

**What is a Core Course?**

A core course must meet the following requirements to be used in your academic certification:

- Meet high school graduation requirements in one or more of the following subject areas:
- Be completed in alignment with your high school's policies related to instruction, grading, etc.
- Be completed at a high school with a "Clear" or "Extended Evaluation" Eligibility Center **status**.

**PLAN AHEAD**

Scan the QR code to find your high school's list of NCAA-approved core courses.

**Division I Academic Standards**

Division I schools require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:

- Earn 16 NCAA-approved core-course credits in the following areas:
 

ENGLISH 4 years	MATH 3 years (including at least one year of calculus)	SCIENCE 2 years (including at least one year of lab)	EXTRA ENGLISH, MATH OR SCIENCE 1 year	SOCIAL SCIENCE 2 years	ADDITIONAL 4 years (any course that meets the 16-course requirement)
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- Complete your 16 NCAA-approved core-course credits in eight semesters from your initial start of ninth grade. If you graduate from high school early, you still must meet core-course requirements.
- Meet the 107 requirement by completing 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of your seventh semester.
 

Timeline: 9th, 10th, 11th, 12th grade semesters. 10 core courses completed by the start of the 7th semester.
- Students with **solely international** academic credentials (including Canada) are not required to meet the 107 requirement.

4. Earn a minimum 2.8 core-course GPA.

5. Ask your high school counselor to upload your final official transcript with proof of graduation to your Eligibility Center account.

6. Receive academic and amateur certifications from the Eligibility Center.

**Example Schedule**

How to Plan Your High School Courses to Meet the 16 Core-Course Requirement **4 x 4 = 16**

<b>9<sup>th</sup> GRADE</b> (1) English (1) Math (1) Science (1) Social science and/or additional <b>4 CORE COURSES</b>	<b>10<sup>th</sup> GRADE</b> (1) English (1) Math (1) Science (1) Social science and/or additional <b>4 CORE COURSES</b>	<b>11<sup>th</sup> GRADE</b> (1) English (1) Math (1) Science (1) Social science and/or additional <b>4 CORE COURSES</b>	<b>12<sup>th</sup> GRADE</b> (1) English (1) Math (1) Science (1) Social science and/or additional <b>4 CORE COURSES</b>
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# High School Options

## CASHS

- All students are provided iPads to utilize as an instructional tool.
- Over 100 elective courses are available for students for career exploration.
- Opportunity for co-op and school-to-work opportunities for our students prior to graduation.
- On-site dedicated College and Career Advisor to guide students through the college selection process.
- Expansive Advance Placement courses offered and International Baccalaureate (IB).
- College in the High School and Dual Enrollment options available
- JROTC, Varsity Sports (25), and nearly 40 clubs and activities.

## CVA (Chambersburg Virtual Education)

- Self-Paced classes
- Multi-media rich, interactive courses
- CASD Diploma, unlike other online programs
- Accessible anytime, anywhere
- Free to CASD students - continued access to same School Counselor and College & Career Advisor
- PA-Certified Teachers Only
- Student activities available

## Career Magnet School

- Flexible Scheduling
- Online Opportunities for electives and Advance Placement options
- STEM emphasis
- Individualized Instruction
- Smaller Class sizes
- Collaborative environment
- Project-based learning
- Technology-rich instruction through the use of iPads for every student
- Business Advisory Board partnership offers unique student learning opportunities

## College Credit Options

For those students who intend to continue their education at the college level, it is imperative that we continue to provide multiple opportunities for students to gain college credentials while in high school, as post-secondary education costs continue to rise. Chambersburg Area Senior High School currently offers the following opportunities for students to gain college credits while still in High School:

### Exam based college credit options

**Advanced Placement:** CASHS offers 22 AP courses that are each weighted 1.4 credits. AP Courses are available to all high school students. AP Exams are not mandatory, but we strongly encourage students to take the AP Exam(s) in May. Many Colleges/Universities will award college credit for high scores on AP exams.

- *Student/Parents are responsible for the cost of the exam and must register per the College Board timeline.*

**International Baccalaureate:** International Baccalaureate is a rigorous, two-year course of study. There is a strong emphasis on international understanding, inquiry-based learning, while encouraging students to be caring and open-minded. Students may elect to take individual courses, or enroll in the Diploma Programme. The Diploma Programme promotes a positive attitude for learning, achievement, and success. Students may take IB exams at the conclusion of each course and many Colleges/Universities will award college credit for IB exams scores. CASHS offers 14 IB course options, plus the IB core for DP students.

- *Student/Parents are responsible for the cost of the exam and must register per the IB timeline.*

### Early to College Options

**College in the High School Courses:** CASHS offers students the opportunity to earn BOTH high school and college credit through College-in-the-High-School courses. These courses are offered during the traditional school day at CASHS and taught by CASHS teachers who are also certified instructors through Wilson College or Robert Morris University. A full list of courses is available from your child's School Counselor.

- *Student/Parents are responsible for all costs of the course.*
- *Application requirements must be met in order to be enrolled per the College/University application process.*

**Early to College (Dual Enrollment):** Juniors/Seniors may apply to take a class or classes at a local college/university and receive credit from both CASHS and the college/university upon successful course completion.

- *All College/University specific admission requirements must be met in order to be enrolled in a Dual Enrollment course.*
- *Students/parents are responsible for transportation and all college costs (tuition, fees, books, parking permits, etc...).*
- *Upon completion of the course, the student is responsible for getting official transcripts and all other credit documentation to their school counselor.*
- *Any student who refuses to release their final Dual Enrollment course grades to CASHS will be assigned an “**INCOMPLETE**” grade and NO CREDIT for the course on their CASHS transcript.*
- *A Senior High School Counselor will meet with the applying student to provide assistance and information and select the appropriate course and course section, which correlates best with the student's high school schedule. It is understood by the student and/or parents that the course and/or course section selected in spring may not correlate with the student's high school schedule in the fall, and adjustments and/or possible cancellation of the college course may be necessary.*
- *The student follows the college calendar regarding college class attendance, which may necessitate beginning the course prior to the beginning of the high school calendar; it may also require attendance on days when the high school is not in session.*
- *The student understands that they are responsible for any high school coursework missed due to leaving a high school class early, entering a high school class late, or missing a high school class due to a temporary change of schedule.*

***Each College/University has its own policy on awarding college credit for AP/IB Exam scores as well as college coursework completed prior to high school graduation. We STRONGLY advise you to research the policies of your future intended school(s) as part of this decision-making process.***

# Co-op and Workforce Development

Gaining experience and education in a field of interest can be beneficial in decision-making as well as in the admissions or hiring process. Students are encouraged to consider one of our in-the-field opportunities in addition to traditional classroom learning.

CASHS has partnered with businesses in Franklin County to provide experience in various industries including manufacturing, healthcare, and business/finance. Students planning to go straight into the workforce may be able to use these opportunities to secure a job directly after graduation.

In addition, we offer co-op opportunities for students to gain experience in a field of their choice both through district partners as well as student-initiated placements. Students in a number of fields have used these opportunities to determine if they are truly interested in pursuing further education in their career choice, make connections, build their resume, and be better prepared for their next steps in education as well as their career. Some of the places that students have completed co-op include:

- Occupational Therapy offices
- Physical Therapy offices
- Dentist Offices
- Schools and Daycares
- Franklin County Courthouse
- TV News Stations
- Media/Marketing positions
- Golf Courses
- Car Dealerships

These opportunities are individual in nature and require commitment and planning. It is recommended that students discuss their interest with their School Counselor to help make an academic plan that would allow them the time in their schedule to complete any of these programs. Students should also see the

[Co-op and Workforce Development](#) section of this Program of Studies and sign up for informational sessions when offered to learn more about the requirements of each of these opportunities.

Students at CASHS may enroll in courses at CareerTech for the following year by applying online at [franklinctc.com](http://franklinctc.com) by January. Priority is given to those applying in their 9th-grade year, as many FCCTC programs require a certain number of hours to complete all of the skills to earn necessary certifications. Each year, students spend one semester at CareerTech studying their chosen program and one semester at CMS taking academic subjects to fulfill graduation requirements. Students will receive technical training, employability skills, and academic proficiency. This will build a firm foundation for a career or pursuing post-secondary education. FCCTC offers the following programs:

Academy	Available Programs
Construction	Building Construction Trades, Carpentry, Electrical Occupations, Heating Ventilation and Air Conditioning
Health Sciences	Allied Health, Dental Assisting, Medical Assisting, and Veterinary Assisting
Sales and Service	Cosmetology, Culinary Arts, Graphic Communications, Landscaping & Horticulture, Marketing/Web Design
STEM/ Manufacturing	Mechatronics, Electronics, Engineering Technology, Information Systems Technology, Computer Integrated Manufacturing, Welding
Transportation	Agricultural Mechanics, Automotive Collision & Repair, Automotive Technology, Diesel Mechanics.
Workforce	Workforce Development (Typically seniors enroll in this program)

**Benefits** – Students experience industry-based learning that may lead to certifications. The courses allow students to gain high-level skills to pursue a high-wage occupation. During the senior year, the cooperative education program allows students to work in a paid position to extend and reinforce classroom learning in real-world environments. In addition, students have the option to participate in student career organizations, as well as earn college credits while in their program.

**College Credit Options** – Students may take advantage of one of the ways to earn college credits:

- **Dual Enrollment/College in the High School Programs** – This program allows qualified students to earn credits from the college and the high school at the same time. These college-level classes are offered during the school day and are taught by the CareerTech program instructors. College credits count towards a degree program at the college earned or transferred to other colleges. The following programs offer 1 – 14 credits:

College	Cost	Program in which you can enroll for dual credits
Harrisburg Area Community College	\$83.50/ Credit	Allied Health, Electrical Occupations, Heating Ventilation and Air Conditioning, Mechatronics
Pennsylvania College of Technology	<b>FREE</b> to all students!	Allied Health (pending), Carpentry, Computer Integrated Manufacturing (on hold), Electronics, Engineering, Information Systems Technology, Landscaping & Horticulture, Marketing/Web Design, Medical Assisting (pending), Welding (pending)

- **Statewide Articulation Agreements, SOAR - Students Occupationally and Academically Ready**  
SOAR articulates skills and tasks gained at the high school level to course credit earned in a post-secondary college degree, diploma, or certificate program. Qualifying students receive FREE credit from the college upon admission. Most CareerTech programs offer this program with 23 Pennsylvania and Maryland colleges.
- **Direct Articulation Agreements** – CareerTech has 25 programs with agreements with the following: Academy for Media Productions, Culinary Institute of America, Delaware Valley University, Hagerstown Community College, Harcum College, Harrisburg Area Community College, Penn West California University, St. Francis Univ., Thaddeus Stevens College of Technology, University of Northwestern Ohio, and Wilson College. Students articulate skills and tasks gained at CareerTech to course credit earned in a postsecondary college degree, diploma or certificate program. Qualifying students receive FREE credit from the college upon admission.
- **NOCTI College Credit Recommendation** – Students who score 70% or higher on approved credentials are eligible for college credit recommendations. A free College Credit Recommendation Report is generated for each eligible student to share with the college or university they are interested in attending. There are 62 cooperating colleges and universities in Pennsylvania, and over 1,500 nationwide.

**Learn More** - To view the CareerTech course catalog, watch program videos, learn about certifications, and find out more about college credit opportunities, visit [www.franklinctc.com](http://www.franklinctc.com).

## Courses by Level of Rigor

Department	Level 1	Level 2	Level 3
	Level 1 courses are designed for all learners. Some courses do have recommended prior knowledge or a strong interest in the subject. Please check the course description for further information.	Level 2 courses are progressively more rigorous than Level 1. They typically have an expectation of work completion outside of class. This Level includes Honors, some IB, and some College in the High School courses.	Level 3 courses are the most rigorous courses students may take within CASHS. Level 3 courses are considered college-level courses and include AP, some IB, and some College in the High School courses.
<b>Agriculture</b>	Small Animal Care and Management	Supervised Ag Ed Experience Project I, II, and III	
	Floral Design & Arrangement	Advanced Floral Design & Ag Entrepreneurship	
	Forestry and Wildlife Management	Leadership	
	Greenhouse Systems Management	Veterinary Science	
	Large Animal Science		
	Welding		
	Small Engine Theory and Repair		
<b>Art</b>	Art Exploration	Drawing and Painting II	AP Art & Design
	Advanced Intro to Art	3D Design and Sculpture	
	Drawing and Painting I	Portfolio Art	
	Ceramics I and II		
<b>Business</b>	Accounting I	Accounting II and III	
	Business Law		
	Web Multimedia Production		
	Sports and Entertainment Marketing		
	Entrepreneurship		
	Employability Skills for the 21st Century		
	Business 101		
	Mobile Applications - Programming Basics and Advanced Programming		
	Communications Seminar Applications		
	Community Service Learning		
	History of Game Design A & B		
	Intro to Video Production		
Radio Production I & II			

Department	Level 1	Level 2	Level 3
<b>Cooperative Education and Workforce Development</b>	Some Co-op Opportunities	Elementary or Secondary Education Internship	
	Employability Skills for the 21st Century	Wellspring Healthcare Careers Institute	
		Some Co-op Opportunities	
<b>Computer Science</b>	A+ Computer Repair and Maintenance		Cybersecurity
	Computer Programming and Software Development		AP Computer Science A
			AP Computer Science Principles
<b>English</b>	English 9	Honors English 9	AP Literature and Composition
	English 10	Honors English 10	AP Language and Composition
	English 11	Honors English 11	IB English Literature HL
	English 12	Honors English 12	
	Creative Writing		
	Modern Fiction		
	Dramatics I and II		
	On-line Yearbook Publication		
<b>Family and Consumer Science</b>	Child Development	Child Development Lab	
	Culinary Arts I and II		
	Interior Design		
<b>Fitness and Wellness</b>	Team Sports and Skills Concepts	Advanced Team Sports	
	Lifelong Fitness	Exercise Science	
	Health	IB Sports, Exercise and Health Science	
	Cardio Endurance/Personal Fitness		
	Strength and Conditioning		
<b>Mathematics</b>	Algebra I	Honors Geometry	AP Precalculus
	Geometry	Honors Algebra II	AP Calculus AB
	Algebra II	IB Math Applications and Interpretations	AP Calculus BC
	Trigonometry	College Algebra	AP Statistics
	Probability and Statistics		
	Mathematical Approach to Problem Solving		
<b>Music</b>	Band A, B, or C	Symphony	AP Music Theory
	Glee Club	Jazz Band	IB Music HL
	Music Exploration	Music Theory	
	Introduction to Piano & Advanced Piano	Music Technology	
	Beginning Guitar & Advanced Guitar	Choristers, Pep Band, Steel Band, Percussion Ensemble, Cantamos, Bell Choir, Modern Band, Philharmonic	
		IB Music SL	

Department	Level 1	Level 2	Level 3
<b>NJROTC</b>	JROTC I, II, and III	JROTC IV	
		JROTC Drill & Ceremonies	
		JROTC Co-op	
<b>Science</b>	Environmental	Honors Biology	AP Biology
	Biology	Human Anatomy & Physiology	AP Chemistry
	Physics	Honors Physics	AP Environmental Science
	Chemistry	Honors Chemistry	AP Physics 1
	Earth Science	Organic Chemistry	AP Physics 2
	Physical Science		IB Biology
	Meteorology		IB Chemistry
<b>Social Studies</b>	Early American History	Honors Early American History	AP European History
	Modern American History	Honors Modern American History	AP United States History
	World History	Honors World History	AP World History (Modern)
	Economics		AP United States Government and Politics
	Sociology		AP Psychology
	Psychology		IB Psychology
	Civics		IB History of the Americas
			Honors Sociology
<b>Technology Education</b>	Wood Technology I, II, and III	Advanced CAD	
	Intro to Drafting and Computer Assisted Drawing (CAD)	Commercial Design & Architecture	
	Manufacturing & Enterprise	Engineering Principles and Practices	
	Residential Architectural Drawing		
	Computer Graphics		
	Graphic Communications		
	Technical Design and Prototyping		
	Photography I & II		
	Robotics I		
Electricity & Electronics			
<b>World Languages</b>	German I and II	Honors German I, II, and III	AP German Language and Culture
	Spanish I and II	Honors Spanish I, II, III, and IV	AP Spanish Language and Culture
	Medical and Legal Terminology	Honors Latin I and II	IB Latin HL
		IB German SL	
		IB Spanish SL	
		IB Spanish ab initio	

## NCAA Approved Courses

Department	Level 1	Level 2	Level 3
	Level 1 courses are designed for all learners. Some courses do have recommended prior knowledge or a strong interest in the subject. Please check the course description for further information.	Level 2 courses are progressively more rigorous than Level 1. They typically have an expectation of work completion outside of class. This Level includes Honors, some IB, and some College in the High School courses.	Level 3 courses are the most rigorous courses students may take within CASHS. Level 3 courses are considered college-level courses and include AP, some IB, and some College in the High School courses.
<b>English</b>	English 9	Honors English 9	AP Literature and Composition
	English 10	Honors English 10	AP Language and Composition
	English 11	Honors English 11	IB English Literature HL
	English 12	Honors English 12	
	Creative Writing		
	Modern Fiction		
	Journalism		
<b>Computer Science</b>	Computer Programming and Software Development		AP Computer Science A
			AP Computer Science Principles
<b>IB</b>		Theory of Knowledge	
<b>Mathematics</b>	Algebra I	Honors Geometry	AP Precalculus
	Geometry	Honors Algebra II	AP Calculus AB
	Algebra II	IB Math Applications & Interpretations	AP Calculus BC
	Trigonometry		AP Statistics
	Probability and Statistics		
<b>Science</b>	Environmental	Honors Biology	AP Biology
	Biology	Human Anatomy & Physiology	AP Chemistry
	Physics	Honors Physics	AP Environmental Science
	Chemistry	Honors Chemistry	AP Physics 1
	Earth Science	Organic Chemistry	AP Physics 2
	Physical Science		IB Biology
			IB Chemistry
<b>Social Studies</b>	Early American History	Honors Early American History	AP European History
	Modern American History	Honors Modern American History	AP United States History
	World History	Honors World History	AP World History (Modern)
	Economics		AP US Government and Politics
	Sociology		AP Psychology
	Civics		IB Psychology
	Psychology		IB History of the Americas
<b>World Languages</b>	German I and II	Honors German I, II, and III	AP German Language and Culture
	Spanish I and II	Honors Spanish I, II, III	AP Spanish Language and Culture
		Honors Latin I and II	IB Latin HL
		IB German SL	
		IB Spanish SL	
		IB Spanish ab initio	

## College Credit Options at CASHS

	AP	IB	Robert Morris University	Wilson College
<b>Art</b>	AP Art & Design			
<b>Business</b>			Accounting II	
			Accounting III	
<b>Computer Science</b>	AP Computer Science A		Cybersecurity	
	AP Computer Science Principles			
<b>English</b>	AP Literature and Composition	IB English Literature HL		AP Literature and Composition
	AP Language and Composition		AP Language and Composition	AP Language and Composition
<b>Fitness and Wellness</b>		IB Sports, Exercise and Health Science		
<b>Mathematics</b>	AP Precalculus	IB Math Applications and Interpretations	AP Precalculus	
	AP Calculus AB		AP Calculus AB	
	AP Calculus BC		AP Calculus BC	
	AP Statistics		AP Statistics	
			College Algebra	
<b>Science</b>	AP Biology	IB Biology	Human Anatomy & Physiology	
	AP Chemistry	IB Chemistry	AP Biology	
	AP Environmental Science		AP Chemistry	
	AP Physics 1		AP Environmental Science	
	AP Physics 2		AP Physics 1	
<b>Social Studies</b>	AP European History	IB Psychology	AP European History	
	AP United States History	IB History of the Americas	AP United States History	
	AP World History (Modern)		AP World History (Modern)	
	AP United States Government and Politics		AP United States Government and Politics	
	AP Psychology		AP Psychology	
			Honors Sociology	
<b>Technology Education</b>			Engineering Principles and Practices	
<b>World Languages</b>	AP German Language and Culture	IB German SL		Medical and Legal Terminology
	AP Spanish Language and Culture	IB Spanish SL		AP Spanish Language and Culture
		IB Spanish ab initio		
		IB Latin HL		

# Agriculture

## SMALL ANIMAL CARE AND MANAGEMENT

.5 Credit

G114

This course is for students interested in learning how to care for companion animals. The course is broken down by species. In each unit, students will learn about the breeds, handling, nutrition & housing for each species.

**Topics:** Safety, Animal Welfare, Canine, Felines, Rabbits, Small Mammals, Birds, and Fish

**Hands-on:** AKC Dog Show, Breed Projects, Enclosure Designs, Care & Handling of classroom animals

**Careers:** Veterinarian, Vet Tech, Vet Assistant, Animal Breeder, Animal Trainer, Pet Store worker, Boarding Facility employee

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## LARGE ANIMAL SCIENCE

1 Credit

G127

This course gives students a look at all types of livestock & horse production. Students will explore how each species should be cared for, their terminology, and the specifics of their sector of the agricultural industry.

**Topics:** History of the livestock industry, careers and safety in the industry, large animal welfare, and details of production management of beef, dairy, reindeer, horses, pigs, goats, sheep, poultry, and specialty livestock.

**Hands-on:** This will be a project-based course with many labs. Students will complete projects that allow them to explore the various breeds of each species discussed in the class. Students will gain hands-on experience while learning the basics about managing and handling livestock. Some labs may include food preparation, dissection, and animal handling.

**Careers:** Geneticist, Farm Worker, Herdsperson, Horse Trainer, Livestock Buyer, Livestock Grader, Meat Inspector, Animal Nutritionist, Groomer, Veterinarian, Zoologist, And So Many More!!

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## VETERINARY SCIENCE

1 Credit

G103

Veterinary Science exposes students to the medical industry. While there is a heavy focus on animal medicine and careers, many connections are made to human medicine and careers. This course is designed for students who have a strong interest in science and medicine.

**Recommendations:** Biology &/or a love of science is strongly recommended. This course covers advanced Biology concepts.

**Topics:** Body Systems (skeletal, circulatory, etc.), Medical Terminology, Diseases/Resistance/Prevention/Treatment, Safety & Equipment, Microbiology

**Hands-on:** Dissections: Chicken Wing, Heart, Lungs, Liver, Kidney, Eyeball, etc.  
Practicums: Dosing and Administering medications: injections, oral, aural, ophthalmological

**Careers:** Veterinarian, Vet Tech, Vet Assistant, Doctor, Nurse, Physical Therapist, Radiology

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# SMALL ANIMAL CARE



### TOPICS

- Hazards & Safety
- Animal Welfare
- Canines
- Felines
- Small Mammals
- Reptiles & Amphibians
- Birds

### CREDIT

- This is a half credit elective
- Open to all grades

### CAREERS

- Veterinary Assistant
- Pet Store
- Groomer
- Boarding Facility
- Animal Trainer

### RELATED COURSES

- Veterinary Science
- Large Animal Care



# Large Animal Science

### Topics

- History of Livestock Industry, Careers, & Safety
- Animal Welfare
- Beef & Dairy
- Reindeer & Horses
- Pigs, Goats, & Sheep
- Poultry
- Specialty Livestock

### Credit

- This course is a full credit course
- This is a great opportunity for you to develop skills related to the science of the animals

### Careers

- Geneticist
- Farm Worker
- Herdsperson
- Horse Trainer
- Livestock Buyer/Grader
- Meat Inspector
- Animal Nutritionist
- Groomer
- Veterinarian
- Zoologist
- And So Many More!!

### Related Courses

- Small Animal Care
- Veterinary Science

# VETERINARY SCIENCE



### TOPICS

- Hazards & Safety
- Medical Terminology
- Body Systems
- Dissections
- Biosecurity
- Administering Medications

### CREDIT

- This is a full credit course
- Be enrolled in Biology or passed with a C or higher

### CAREERS

- Veterinarian
- Vet Tech/Assistant
- Any medical professional

### RELATED COURSES

- Large Animal Care
- Small Animal Care
- Medical & Legal Terminology
- Anatomy

**SMALL ENGINE THEORY  
AND REPAIR  
.5 Credit**

In this course, students will study basic engine theory and operation. This course is a great introductory course for a career in engine design, fabrication, repair, and maintenance.

**Topics:** Safety, Tools & Engine Parts, Engine Operations, Carburetors, Lubrication, Teardowns, Troubleshooting

**G118**

**Hands-on:** Students will practice disassembling/reassembling engines as well as develop shop management and organization skills.

**Careers:** Small Engine Mechanic, Automotive Service Technician, Industrial Engineer, Maintenance Mechanic, Diesel Technician, And So Many More!!

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**WELDING  
1 Credit**

Intended for students in grades 10-12, this course will study basic theory and concepts regarding modern metalworking and welding. Students will explore career opportunities in the welding industry. This course is a great introductory course for a career in welding, fabrication, repair, and maintenance.

**Topics:** Careers, Safety, Metal & Tool ID, Methods of Cutting Metal, Shielded Metal Arc Welding, Welding Joints, Metal Inert Gas Welding, Project Planning

**G119**

**Hands-on:** This will be a project-based course with lots of work in the shop. The goals of this course are to learn and practice basic methods of arc welding, oxyacetylene cutting, plasma cutting, and MIG Welding as well as develop shop management and organization skills.

**Careers:** Welder, Metal Worker, Model Maker, Carpenter, Fabricator, Machinist, Quality Assurance Inspector, Mechanical Designer, Project Manager, And So Many More!!

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**AGRICULTURAL  
MECHANICS AND  
TECHNOLOGY  
1 Credit  
G124**

This course is designed for students interested in gaining knowledge and skills in agricultural mechanics. Students will explore skills in many hands-on career opportunities, building the introductory skills to be a successful shop operator or homeowner.

**Topics:** Carpentry, building construction, electrical wiring, plumbing, tractor safety, welding, and metal fabrication.

**Offered in the 2026-2027  
school year**

**Hands-on:** The student will gain skills in the safe operation and handling of various pieces of equipment including woodworking, plumbing, electrical, safe tractor driving, and welding.

**Careers:** Electrician, Plumber, Agricultural Engineer, Carpenter, Parts Manager, Metal Fabricator, Equipment Operator, And So Many More!!

---

**LEADERSHIP  
.5 Credit**

This course is designed for students in grades 10-12 who are interested in becoming a leader in their chosen field. Students will explore what it truly means to be a leader by putting in hard work and contributing to the success of their peers. While this is considered an Agriculture course, this class will focus more on the opportunities to learn by doing and serving our community.

**G138**

**Offered in the 2025-2026  
school year**

**Topics:** history of leadership, personal leadership, goal setting, effective communication, leadership theories, time management, the power of diversity, conflict resolution, and team building.

**Hands-on:** The student will gain leadership skills, and complete projects like planning agriculture-related lessons and presenting them at area elementary school classrooms; they will develop and implement budgets, practice public speaking skills, and focus their attention on preparing for Career Development Events and Competitions.

**Careers:** Educator, Sales Representative, Management, Human Resources, Ag Policy, And So Many More!!

# Small Engine Theory and Repair

## Topics

- Engine Theory
- Engine Operation
- Engine Disassembly
- Engine Reassembly

## Credit

- This course is a half credit course
- This is a great opportunity for you to develop skills related to the mechanics industry

## Careers

- Small Engine Mechanic
- Automotive Service Technician
- Industrial Engineer
- Maintenance Mechanic
- Diesel Technician
- And So Many More!!

## Related Courses

- Welding
- Agricultural Mechanics and Technology

# Welding

## Topics

- History of Welding & Careers
- Shop Safety
- Oxyacetylene Cutting
- Plasma Cutting
- SMAW
- MIG Welding

## Credit

- This course is a full credit course
- This is a great opportunity for you to develop skills related to the welding industry and earn credentials for your future career

## Careers

- Welder
- Metal Worker
- Model Maker
- Carpenter
- Fabricator
- Machinist
- Quality Assurance Inspector
- Mechanical Designer
- Project Manager
- And So Many More!!

## Related Courses

- Small Gas Engine Theory and Repair
- Agricultural Mechanics and Technology

# Agricultural Mechanics and Technology

## Topics

- Carpentry
- Building Construction
- Electricity
- Plumbing
- Tractor/ Equipment Safety
- Welding/ Metal Fabrication

## Credit

- This course is a full credit course
- This is a great opportunity for you to develop skills related to the mechanics industry

## Careers

- Small Engine Mechanic
- Automotive Service Technician
- Industrial Engineer
- Maintenance Mechanic
- Diesel Technician
- And So Many More!!

## Related Courses

- Welding
- Small Engine Theory and Repair

# Leadership

## Topics

- History of Leadership
- Personal Leadership
- GOAL Setting
- Communication
- Leadership Theories
- Time Management
- Power of Diversity
- Conflict Resolution
- Team Building

## Credit

- This course is a half credit course
- This is a great opportunity for you to develop skills to become a leader in any field or career

## Careers

- Small Engine Mechanic
- Automotive Service Technician
- Industrial Engineer
- Maintenance Mechanic
- Diesel Technician
- And So Many More!!

## Related Courses

- Veterinary Science
- Welding
- Large Animal Science
- Greenhouse Systems Management
- Floral Design and Arrangement
- Aquatics and Natural Resource Management
- Forestry and Wildlife Management
- Advanced Floral Design & Ag Entrepreneurship

**GREENHOUSE SYSTEMS  
MANAGEMENT**  
.5 Credit

**G129**

This course is designed for students interested in becoming a leader in their chosen field. Students will explore what it truly means to be a leader by putting in hard work and contributing to the success of their peers. While this is considered an Agriculture course, this class will focus more on the opportunities to learn by doing and serving our community.

**Topics:** history of leadership, personal leadership, goal setting, effective communication, leadership theories, time management, the power of diversity, conflict resolution, and team building.

**Hands-on:** Students will have the opportunity to oversee the production of various greenhouse crops and develop practical skills necessary in the greenhouse production industry. Students will run the annual Spring Greenhouse sale, marketing, advertising, and working the sale to show the skills they developed throughout the course that are necessary to manage a successful greenhouse operation.

**Careers:** Greenhouse Manager, Horticulturist, Agricultural Engineer, Arborist, Botanist, Floral Designer, Forester, Graphic Designer, Landscape Contractor, And So Many More!!

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**FLORAL DESIGN &  
ARRANGEMENT**  
.5 Credit

**G130**

This course is intended for students in grades 9-11.

Floral Design focuses on the growth and use of flowers in various types of arrangements. Students will create 4-5 arrangements to apply the concepts learned in class.

**Topics:** Color Wheel, Flower Identification, Principles of Design, Wire & Taping- Boutonnieres & Corsages, Pricing Arrangements, Floral Tools.

**Hands-on:** Monthly Arrangements

**Careers:** Florist, Retail Shop Owner, Greenhouse, Event Planner, Wedding Coordinator

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**ADVANCED FLORAL DESIGN  
& AG ENTREPRENEURSHIP**  
1 Credit

**G141**

This course is designed for students who have earned an "A" or "B" in Floral Design & have a teacher recommendation to further advance their arranging & business skills. It is designed to help prepare students to run any business of their own in the future. This is a year-long course where students obtain clients from in & out of the district for an arrangement of the month club. Students will choose the designs, fill orders, & deliver to their clients. They will also have the opportunity to grow fresh cut flowers for cash & carry bouquets, create arrangements for sports & club banquets, as well as any other special orders from faculty. Attention will be paid to proper planning, marketing, budgeting, & retaining clients.

**Topics:** Event Planning Strategies, Customer Service, Special Events: sports, banquets, weddings

**Hands-on:** Monthly Arrangements

**Careers:** Florist, Retail Shop Owner, Greenhouse, Event Planner, Wedding Coordinator, Small Business Owner

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# Greenhouse Management

### Topics

- Greenhouse Safety
- Plant Science
- Plant Uses
- Plant Propagation, Seeds & Germination
- Greenhouse Business & Marketing
- Greenhouse Systems

### Credit

- This course is a half credit course
- This is a great opportunity for you to develop skills related to your science courses

### Careers

- Greenhouse Manager
- Horticulturist
- Agricultural Engineer
- Arborist
- Botanist
- Floral Designer
- Forester
- Graphic Designer
- Landscape Contractor
- And So Many More!!

### Related Courses

- Floral Design & Arrangement I
- Advanced Floral Design
- Forestry & Wildlife Management
- Aquatics and Natural Resource Management



# FLORAL DESIGN

### TOPICS

- Principles of Design
- Color Theory
- Monthly Arrangements
- Flower ID & Meaning
- Flower Farming
- Mechanics of Design

### CREDIT

- This is a half credit elective.
- Open to 9th through 11th graders
- Best for students who enjoy art, plants, & hands on projects

### CAREERS

- Florist
- Event Planner
- Business owner
- Greenhouse employee
- Interior Designer

### RELATED COURSES

- Advanced Floral Design
- Greenhouse



# ADVANCED FLORAL DESIGN





### TOPICS

- Customer Service
- Asymmetrical Designs
- Subscription Program
- Special Events
- Financial Management
- Marketing

### CREDIT

- This is a full credit course
- Open to 10th to 12th
- Requires pre-approval from Floral Design teacher

### CAREERS

- Florist
- Event Planner
- Business owner
- Greenhouse employee
- Interior Designer

### RELATED COURSES

- Floral Design
- Greenhouse

**FORESTRY AND WILDLIFE  
MANAGEMENT  
.5 Credit**

**G131**

**Offered in the 2026-2027  
school year**

This course provides instruction on the principles and practices involved in forestry and wildlife found in Pennsylvania. This course is a great way to learn more about the outdoors specific to Franklin County.

**Topics:** basic plant science, tree ID, silviculture, the history of PA Forests, ecosystems, wildlife ID, and wildlife management.

**Hands-on:** This will be a project-based course. Students will be designing projects for wildlife studies and completing labs that complement the curriculum's content. Students will gain hands-on experience while learning the basics about practical management of forests and Pennsylvania wildlife.

**Careers:** Technician, Wildlife Scientist, Habitat Manager, Law Enforcement, Marketing and Communications, Outreach and Education, and more!!

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**AQUATICS AND NATURAL  
RESOURCE MANAGEMENT  
.5 Credit**

**G136**

**Offered in the 2025-2026  
school year**

This course provides instruction on the principles and practices involved in Pennsylvania's aquatic animals and their environments. This is the perfect course for you if you are interested in fishing or the invertebrates living in your backyard!

**Topics:** sustainability, biodiversity, habitats, invasive species, and water science.

**Hands-on:** This will be a project-based course. Students will be designing projects for aquatic studies and completing labs that complement the curriculum's content. Students will gain hands-on experience while learning the basics about practical management of aquatic resources and Pennsylvania's fish population.

**Careers:** Arborists, Forest Technicians, Foresters, Land Surveyors, Plant Health Care Specialists, Soil Conservation Technicians, Wildlife Scientist, Habitat Manager, Law Enforcement, Marketing and Communications, Outreach and Education, And So Many More!!

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**SUPERVISED AGRICULTURAL  
EDUCATIONAL EXPERIENCE  
PROJECT  
1 Credit**

**G111**

**G134**

**G135**

This course is designed for the student wishing to study agricultural and environmental subjects in the agriculture community. IT requires a recommendation by an Agriculture department teacher. A supervised agricultural experience project record program shall document 180 hours of experience in the agricultural industry, or a combination totaling 180 hours of project experience, community service and leadership activities. The course will address guidelines to career opportunities.

This online course is designed for students wanting to be in the academic club FFA but are unable to take an agriculture course during the school day.

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# Forestry & Wildlife Management

<p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• Plant Science</li> <li>• Tree ID</li> <li>• Silviculture</li> <li>• History of PA Forests</li> <li>• Ecosystems</li> <li>• Ecosystems</li> </ul>	<p><b>Credit</b></p> <ul style="list-style-type: none"> <li>• This course is a half credit course</li> <li>• This is a great opportunity for you to develop skills related to the science of the outdoors</li> </ul>
<p><b>Careers</b></p> <ul style="list-style-type: none"> <li>• Greenhouse Manager</li> <li>• Horticulturist</li> <li>• Agricultural Engineer</li> <li>• Arborist</li> <li>• Botanist</li> <li>• Floral Designer</li> <li>• Forester</li> <li>• Graphic Designer</li> <li>• Landscape Contractor</li> <li>• And So Many More!!</li> </ul>	<p><b>Related Courses</b></p> <ul style="list-style-type: none"> <li>• Aquatics and Natural Resource Management</li> </ul>

# Aquatics and Natural Resource Management

<p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• Sustainability</li> <li>• Biodiversity</li> <li>• Habitats</li> <li>• Invasive Species</li> <li>• Pollution</li> <li>• Water Science</li> <li>• Survival and Navigation</li> </ul>	<p><b>Credit</b></p> <ul style="list-style-type: none"> <li>• This course is a half credit course</li> <li>• This is a great opportunity for you to develop skills related to the science of the outdoors</li> </ul>
<p><b>Careers</b></p> <ul style="list-style-type: none"> <li>• Biologist</li> <li>• Conservation Officer</li> <li>• Park Ranger</li> <li>• Water Technician</li> <li>• Fishery Manager</li> <li>• Ecologist</li> <li>• Hydrologist</li> <li>• And So Many More!!</li> </ul>	<p><b>Related Courses</b></p> <ul style="list-style-type: none"> <li>• Forestry and Wildlife Management</li> </ul>

# Art

## 60 Visual Arts CAREERS



### ADVERTISING

- Art Director
- Creative Director
- Graphic Designer
- Typographer
- Web Designer



### ARCHITECTURE

- Architect
- Interior Designer
- Landscape Architect
- Urban Designer



### COMPUTER GRAPHICS

- Computer Animation
- Concept Artist
- Digital Illustrator
- Motion Graphics Designer
- Video Game Designer
- Visual Effects Animator



### EDUCATION

- Art Camp Director
- Art Professor
- Art Teacher
- Community Studio Owner



### FASHION

- Fashion Designer
- Jewelry Designer
- Makeup Artist
- Stylist



### FINE ARTS

- Ceramicist
- Fiber Artist
- Mixed-Media Artist
- Muralist
- Painter
- Portrait Artist
- Printmaker
- Sculptor



### MUSEUM/GALLERY

- Curator
- Dealer
- Docent
- Gallery Owner
- Museum Educator



### PHOTOGRAPHY/FILM

- Cinematographer
- Costume Designer
- Fashion Photographer
- Photo Editor
- Photojournalist
- Set Designer
- Special Effects Makeup Artist
- Studio Photographer
- Wedding Photographer
- Wildlife Photographer
- Videographer



### PUBLISHING

- Comic Book Artist
- Illustrator
- Medical Illustrator
- Storyboard Artist



### OTHER

- Art Therapist
- Cake Decorator
- Caricaturist
- Courtroom Sketch Artist
- Event Planner
- Food Stylist
- Industrial Product Designer
- Police Sketch Artist
- Tattoo Artist

Follow this link to explore [Careers in Art](#)

**ART EXPLORATION**  
**.5 Credit**

**A105**  
**CVA171**

This course is designed as a general overview of fine arts. An introduction to a variety of art making materials and skills will be taught. Students will explore art history and begin to use art theory. At the finish of the course, students will have a mastery of tool usage and basic drawing/painting/design techniques.

---

**ADVANCED INTRO TO ART**  
**.5 Credit**

**A110**

This course is recommended for 9th-grade students and/or any student interested in pursuing art in high school or as a career.

This course is designed to challenge creative individuals and is primarily designed for 9th grade students interested in continuing their art studies through high school and beyond. Emphasis is placed on experiences with design principles, drawing techniques and painting skills. This course will develop abilities that are necessary for advanced art courses. Students will be introduced to areas of art & 3-D design with a focus on creation of works of art and understanding the artistic process. Students will be assigned sketchbooks.

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**CERAMICS I**  
**.5 Credit**

**A111**

Ceramics I is a semester-long course. In this course, students will develop essential skills in ceramic hand-building techniques, including pinch pots, coil building, and slab construction. This course emphasizes both the technical aspects of working with clay and the artistic expression that can be achieved through sculpture. Students will learn about the properties of clay, glazing techniques, and the firing process, gaining a comprehensive understanding of the material. Students will also explore sculptural techniques, encouraging them to create unique three-dimensional forms that reflect their individual styles and ideas.

---

**CERAMICS II**  
**.5 Credit**

**A112**

This course is intended for students who have completed Ceramics I with a grade of "C" or better.

Ceramics II is a semester-long course. Students will focus on creating various forms on the potter's wheel in addition to learning complex hand-building techniques. All skills learned in Ceramics I will be utilized and expanded upon as students develop functional and sculptural artwork. Additionally, students will focus more on the glazing process and will learn advanced glazing techniques to refine their fired clay work.

---

**3-D DESIGN AND  
SCULPTURE**  
**.5 Credit**

**A109**

This course is designed for students with a serious interest in exploring sculptural art forms and the thought that goes into them. The course combines making, discussing, and writing about various sculptural approaches with assorted media. Areas of exploration include constructed forms, modeled forms, sculpted forms, and casting. Media include cardboard, foam board, clay, carving media, plaster. Outside drawings are required, critiques and journals are used to teach the language of art and design.

---

**DRAWING AND PAINTING I**  
**1 Credit**  
**A101**

Grades 10-12; Grade 9 students should consider Art Exploration or Advanced Intro to Art. This course introduces the fundamentals of drawing and artistic composition, ideal for beginners or those seeking to refine their skills. Emphasis is placed on rendering drawings realistically, applying the Elements and Principles of Design, 2-D composition, and peer critiques.

Areas of study include subject matter such as still life, portraiture, perspective, the figure, and nature. Students will learn how to use various materials such as graphite, charcoal, pen and ink, pastel, watercolor, and acrylic. Art History units cover Renaissance Art and Impressionism.

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**DRAWING AND PAINTING II**  
**1 Credit**  
**A102**

This course is intended for students who have completed Drawing and Painting I with a grade of "C" or better.

This course will further explore materials introduced in Drawing and Painting I while experimenting with creating your own compositions and ideas throughout the units of study. Additional techniques and materials will be explored such as oil pastels, scratchboard, digital manipulation, canvas stretching, oil paint, and more contemporary processes of working. Art History units span from the late 19th century to Modern Art.

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**PORTFOLIO ART**  
**2 Credits**  
**A104**

This course is intended for students who have completed Drawing and Painting II with a grade of "C" or better.

This independent study course is designed for serious art students aiming to create a portfolio for college or career opportunities. Students may choose an art theme to help guide their portfolio. The students will select their own ideas, materials and processes to help fulfill the portfolio requirements. For the student who is interested in pursuing art, it is recommended that they research the portfolio requirements of the college institution to which the student is applying. Instruction is individualized, focusing on the production of art and use of 2D design skills, research on artists of interest, critical evaluation, peer critiques, and proper studio work habits. (There are no formal project introductions or demonstrations.)

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**AP ART & DESIGN**  
**1.4 Weight**      **1 Credit**  
**A500**

A student considering this course should have successfully completed Drawing and Painting I and II. Typically, students in this course intend to pursue a career in an Art related field.

AP Art and Design courses are for students who are interested in inquiry-based thinking and making. Prior experiences learning about and making art and design support student success in this course. Students who have not taken art or design classes prior to AP will likely need assistance to develop a foundational understanding of art and design materials, processes, and ideas to prepare them for success.

The AP Art and Design program consists of three different courses and AP Portfolio Exams - AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing - corresponding to college and university foundations courses. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams.

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# Business

## COMMUNICATIONS SEMINAR APPLICATIONS .5 Credit

**B140**  
**CVA169**  
**U608SET**

### **This course is required for the Classes of 2026 and 2027**

Communications Seminar is an essential course designed to help students become acclimated to high school. Students will create presentations and deliver them in a variety of formats: multimedia, written, and oral. These presentations are centered around opportunities students have at the high school. Career readiness will be a major focus of this course as students explore careers while analyzing their personal skills and interests. Lastly, digital citizenship and safe online behavior will be emphasized across the multitude of social media formats.

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## PERSONAL FINANCIAL MANAGEMENT .5 Credit

**B109**  
**CVA107**  
**K158RR - 1 CREDIT**  
**P153 - 1 CREDIT**  
**Y126 - 1 CREDIT**

### **This course is recommended for 11<sup>th</sup> and 12<sup>th</sup>-grade students and is a graduation requirement beginning with the Class of 2028.**

This course is required for the Graduating Classes of 2028 and beyond. This semester-long course equips students with essential personal finance skills. Students will learn about budgeting, savings, investing, credit, taxes, and spending accounts. They will use interactive activities, real-world examples to master their financial skills. By the end of the course students will be able to make informed financial decisions, manage money effectively, and set themselves up for long-term financial success.

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## BUSINESS 101 .5 Credit

**B135**  
**CVA176**

### **This course is recommended for 9<sup>th</sup> through 11<sup>th</sup>-grade students.**

Ever wonder how your favorite brands became so big? Or how someone goes from a cool idea to a successful business? This class is your backstage pass to the world of business! You'll learn about the key roles that keep businesses running smoothly, from marketing and finance to operations and management. Get ready to solve real-world business challenges. Tackle tough problems like product launches, market campaigns, and funding. Learn to manage a business and experience the thrill of being a CEO, making decisions, and seeing results. Develop your career skills by learning to network and explore careers within the business industries. By the end of the course, you'll have a solid foundation in business principles and the professional skills to succeed in any business career path you choose. So, are you ready to unleash your inner entrepreneur and go into business?

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## ENTREPRENEURSHIP .5 Credit

**B130**  
**CVA111**

### **This course is recommended for 10<sup>th</sup> through 12<sup>th</sup> grade students.**

The Entrepreneurship course will teach the students the skills necessary to become a successful entrepreneur through a hands-on approach. Those students with an interest in being his or her own boss someday or have a skill or an idea that could make lots of money, should enroll in this course. Students will develop entrepreneurial knowledge, skills, and attitudes, while learning the process of choosing, researching, planning, and operating a small business of their own design. Students will identify and develop necessary business skills, scan the community for small business opportunities, and prepare a business plan for their own future business idea.

**EMPLOYABILITY SKILLS FOR  
THE 21<sup>ST</sup> CENTURY**

**.5 Credit**

**B132  
CVA177**

Entering the world of work can be exciting. This one semester (18 week) course is designed to prepare students to meet the needs of the employment community and to develop awareness of trends that are occurring in our global markets. Learning employability skills is an essential investment required for success in the 21<sup>st</sup> century. This course is required for all students who are enrolled in the Co-Op program at CASHS and CMS.

**HISTORY OF GAME DESIGN  
A - GAME DESIGN &  
ANCIENT CIVILIZATIONS**

**.5 Credit**

**B114**

**This course is recommended for 10<sup>th</sup> through 12<sup>th</sup> grade students.**

History of Game Design is designed to relate games within different civilizations and how they impacted that era. What are the relations to games today and what elements of game design still exist? The course will explore the history of board games and relate them to current business trends by introducing students to new designer strategy tabletop games. From that business standpoint students will learn how to design, create, and market a prototype board game. Students will use design skills to model, design, develop, and test other tabletop games.

**HISTORY OF BOARD GAME  
DESIGN B**

**.5 Credit**

**B145**

**This course is recommended for students who have completed History of Game Design A with a "C" or better.**

In this advanced game design course, students will continue learning about the mechanics of the modern strategy board game and explore tabletop games' influence on the development of the business world. Students will study more in-depth methods of game publishing both independently and professionally. Students will also explore the overall economic and social impact of board games in the entertainment market of a developed society.

**INTRODUCTION TO VIDEO  
PRODUCTION**

**.5 Credit**

**E110**

**This course is recommended for 10<sup>th</sup> through 12<sup>th</sup> grade students.**

This project-based course is designed to teach interested students basic video production techniques. While going through the video making process from pre-production, videotaping, and post-production (editing), students will develop communication, organizational, and critical thinking skills. In this course, students will complete a variety of creative projects, including video scavenger hunts, short commercial advertisements, music videos, green-screen projects, video biographies, and personal choice projects. Students will also extend beyond basic video editing to learn how to build DVD menus and create YouTube channels, as well as experience fundamental techniques of smartphone video production techniques and programs.

**RADIO PRODUCTION I**

**1 Credit**

**E141**

**This course is recommended for 10<sup>th</sup> through 12<sup>th</sup> grade students. It requires an application & teacher recommendation.**

Radio Production 1 is a project-based course offered to students with a desire to learn about broadcasting. The course examines the history of radio and the FCC, studio design and setup, production writing, and recording techniques. The bulk of the course, though, is focused on actual on-air announcing and learning to run a live radio broadcast of music and information. Students who excel will be given the opportunity to broadcast their own weekly radio show on the district's radio station, 92.7 WEMR, from our professional broadcast studio at CASHS.

**RADIO PRODUCTION II**  
**1 Credit**

**E143**

**This course is recommended for 10<sup>th</sup> through 12<sup>th</sup> grade students. It is intended for students who have completed Radio Production I with a “C” or better.**

Radio Production II is a project-based course offered to students who have successfully completed Radio Production I. The course gives the students the opportunity to take on a role as a student manager of the district radio station, 92.7 WEMR. The bulk of the course, though, is a continued focus on actual on-air announcing and learning to run a live radio broadcast of music and information. Students who take Radio Production II will be given the opportunity to broadcast their own weekly radio show on the district’s radio station, 92.7 WEMR, as well as produce other types of programming (sports, information, news).

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**ACCOUNTING I**  
**1 Credit**

**B100**  
**CVA117**

**Recommended for 9<sup>th</sup> and 10<sup>th</sup> grade students**

Accounting is an excellent foundation course for students who plan to enroll in the accounting curriculum or related business programs (accounting, business, finance, law, management, or marketing) in college as well as for those students who plan to enter the business world upon high school graduation. Students learn the theory of accounting and receive practice in recording business transactions. Students will prepare income and expense statements and determine profit earnings of a business. Students will learn the complete accounting cycles of proprietorships and partnerships. A real life simulation involving the preparation of records for business is included. The use of computer technology is integrated throughout this course.

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**ACCOUNTING II**  
**1 credit**

**B101**

**This course is intended for students who have completed Accounting I with a “C” or better.**

Accounting II provides an advanced level of study of accounting principles, concepts, procedures, and terminology associated with corporations. Students will learn departmentalized accounting and accounting control systems including inventory management. Students will work on accounting simulations and projects to gain competence in this field. The use of computer technology is integrated throughout this course.

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*\*RMU credit available\**

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**ACCOUNTING III**  
**(1.2 Weight) 1 Credit**

**B300**

**This course is recommended for students who have completed Accounting I and Accounting II with a “C” or better.**

Accounting III with Computer Applications is designed for students who are planning to pursue a career in accounting directly upon graduation, or for students who are planning to continue their accounting education at a two or four-year institution. This course explores various aspects of accounting, including accounting control systems, accounting adjustments, management accounting, cost accounting, not-for-profit accounting, and financial analysis. The use of computer technology is integrated throughout this course.

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*\*RMU credit available\**

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**SPORTS AND  
ENTERTAINMENT  
MARKETING**  
1 Credit

**B128  
CVA148**

**This course is recommended for 11<sup>th</sup> and 12<sup>th</sup> grade students.**

Sports & Entertainment Marketing will take a hands-on look at the tactics used to promote events and products to fans. You will investigate the resources and means that marketers use to get into the buyer's head and convince you that their product is superior. This course will also use Virtual Business Sports software to run and manage a football franchise.

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**WEB MULTIMEDIA  
PRODUCTION  
(Desktop Publishing & Web  
Design)**  
1 Credit

**B138**

**This course is recommended for 11<sup>th</sup> and 12<sup>th</sup>-grade students.**

This fun course provides students with the opportunity to learn WEB PAGE DESIGN, creation of DIGITAL GRAPHICS and ANIMATION for the web and DESKTOP PUBLISHING. Students will learn the following software: Adobe Photoshop, HTML programming, Flash & Dreamweaver. Students will publish hands-on projects such as creating, designing and posting websites, designing magazine covers and music CD's creating animations and rollover effects.

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**BUSINESS LAW**  
1 Credit

**B118  
CVA114/CVA115**

**This course is recommended for 11<sup>th</sup> and 12<sup>th</sup>-grade students.**

Few subjects are as dramatic and challenging as the law. This course is designed to introduce students to the basic legal principles common to business and personal activities. Topics include evaluating contracts, family and consumer issues, credit law, buying and selling, employment contracts, and real estate. Because laws grow from human conflict, lawsuits are often emotional, complex, and costly. An awareness of legal problems that may confront young adults is one of the objectives of this course.

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# Computer Science

## **MOBILE APPLICATIONS - PROGRAMMING BASICS** .5 Credit

**B139**

**This course is recommended for 11<sup>th</sup> and 12<sup>th</sup>-grade students.**

This course is an introduction to programming and Android object-oriented platforms. This project-based course introduces students to multi-platform digital media and environments. Students will gain an understanding of mobile application development through the study of development platforms, programming languages, and software design standards. Students learn to problem solve, work in project teams, and how to ethically use digital media to solve real-world problems. The course will include a business focus on foundational business principles including needs assessment, market research, beta testing, and marketing and selling the product.

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## **MOBILE APPLICATIONS - ADVANCED PROGRAMMING** .5 Credit

**B143**

**This course is recommended for students who have completed Mobile Applications - Programming Basics with a "C" or better.**

This course builds on the material presented in the Mobile Applications - Programming Basics course. A project-based course that will build on the foundations of programming with a focus on the process of developing Android-based applications. Students will work individually and in groups to problem-solve and creatively design materials for mobile applications. Course will include work within Android Studio and other programs to focus on beta testing and exploration of various programming languages.

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## **A+ COMPUTER REPAIR AND MAINTENANCE** 1 Credit

**B110**

The A+ computer hardware and operating systems program is a one-year course.

The class allows students to learn what is in the computer and how it works. The first half of the year the students learn all about the hardware in a PC from the motherboard and power supply to the disk drives. The second half of the year the students will learn about the operating systems of the computer (DOS/Windows). Students will be able to apply their knowledge by building and networking computers together. This program prepares the student to sit for their A+ certification.

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## **COMPUTER PROGRAMMING AND SOFTWARE DEVELOPMENT** 1 Credit

**M107**

This course is designed for students who have successfully completed Algebra I.

This course will teach the basics of the computer programming language to high school level students and is considered an introduction to programming type of course. The students will learn to write programs and complete programming tasks in the Python programming language mainly through animation and graphics. Students will use algorithms and logic to write code using variables, functions and arguments, conditional statements (decision-making), methods, and lists and loops. Students will learn how to write readable code, identify errors, and debug their programs. Projects and hands-on programming will be a major part of the course.

*\*NCAA-approved course*

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**AP COMPUTER SCIENCE PRINCIPLES**  
**(1.4 Weight) 1 Credit**

**B301**

Designed for students who have successfully completed Algebra I, prior computer science experience is not required to take this course.

AP Computer Science Principles introduces students to a broad range of foundational topics in the field of computer science. In this course, students will learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. Additional topics in the course include the Internet, big data, digital privacy, and security. Students will explain how computing innovations and computing systems work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. A goal of the course is to provide an opportunity to successfully complete the AP exam, and possibly receive advanced placement and/or credit in college.

*\*NCAA-approved course*

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**CYBERSECURITY**  
**1 Credit**

**M306**

This course is intended for students who have successfully completed Advanced Placement Computer Science Principles or already have similar basic cybersecurity knowledge.

This course prepares students with crucial skills to be responsible citizens in a digital future. Cybersecurity revolves around balancing the Confidentiality, Integrity, and Availability (from CIA Triad) of information/services. Cybersecurity lays a foundation for understanding cyber law and policy, Linux, networking technology basics, risk assessment, cryptography, and a variety of cybersecurity tools—all the essential knowledge and skills needed to begin a future in the cybersecurity workforce. The curriculum not only introduces the breadth of cybersecurity concepts and skills to students, but it also prepares them to verify technical know-how through the ComTIA Security+ certification.

*\*RMU credit available\**

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**AP COMPUTER SCIENCE A**  
**(1.4 Weight) 1 Credit**

**M504**

Designed for students who have successfully completed Algebra I, this course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. Because the Java programming language is extensive, with far more features than could be covered in a single introductory course, the AP Computer Science A Exam covers a subset of Java. AP Computer Science A is equivalent to a first-semester, college-level course in computer science. A goal of the course is to provide an opportunity to successfully complete the AP exam, and possibly receive advanced placement and/or credit in college.

*\*NCAA-approved course*

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# Cooperative Education and Workforce Development

**EMPLOYABILITY SKILLS  
FOR THE 21<sup>ST</sup> CENTURY  
.5 Credit**

**B132**

Entering the world of work can be exciting. This one semester (18 week) course is designed to prepare students to meet the needs of the employment community and to develop awareness of trends that are occurring in our global markets. Learning employability skills is an essential investment required for success in the 21<sup>st</sup> century. This course is required for all students who are enrolled in the Co-Op program.

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**WELLSPAN HEALTHCARE  
CAREERS INSTITUTE**

**.5 Credit (Summer)  
1 Credit (Spring)**

**B122**

Wellspan/Chambersburg Hospital has designed a state-award winning program, Healthcare Career Institute Program, HCI, to give juniors and seniors an opportunity to explore various healthcare careers. Selected students will engage in critical thinking, observation, inquiry, assessment and reflection on possible career choices through education presentations, mentor relationships with multiple healthcare professionals and volunteer service experiences in a variety of healthcare settings. The Healthcare Career Institute Program, HCI is offered for one semester per year from 7:30 a.m. to 9:30 a.m. Monday through Friday or in the summer for five weeks, Monday through Friday from 8:30 AM – 12 Noon. The experience is free of charge and the student earns .50 credit for the summer or 1.0 credit for the fall. An application and interview are required. Students must first meet certain criteria to apply and there is a selection process.

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**ELEMENTARY OR  
SECONDARY  
EDUCATION—INTERNSH  
IP**

**Up to 2 Credits**

**ELEMENTARY B120  
SECONDARY B142**

This is an unpaid work experience for students wishing to enter the field of elementary or secondary education after graduation. Students will be placed in classroom assignments. Students earn school credits for this assignment. To qualify for the Education – Internship unpaid work experience program, students must have a recommendation from their guidance counselor and the CO-OP Coordinator. The CO-OP Coordinator will complete scheduled and unannounced supervisory on-site visits regularly. Employer Evaluations are to be completed each marking period by the cooperating teacher. The cooperating teacher will also complete attendance records once a week. Students apply at least a semester prior to starting their internship. The application includes career objectives, recommendations and resume. Minimum 2.8 GPA

**COOPERATIVE  
EDUCATION  
Up to 2 Credits**

**B121**

CO-OP encompasses many opportunities for students to explore their career objectives. Programs include, but are not limited to, internships, externships, school to work, and student enterprises. Students are encouraged to find unique experiences that are paid or unpaid within the community. CASD has established various business partnerships that students can readily apply. Most programs require a 2.8 GPA or higher. Please see specific programs available (listed below) or the CO-OP Coordinator for applications and newly acquired partnership programs. Students can earn from .5-2 credits per school year. Prerequisite - some programs require that you take Employability Skills prior or concurrently with a CO-OP experience. CO-OP requires an application to be submitted the semester prior to entering into the program.

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**COOPERATIVE  
EDUCATION -  
COMMUNITY SERVICE  
LEARNING  
.25 credits**

**B129**

**This course is recommended for 10<sup>th</sup> through 12<sup>th</sup> grade students**

Students have the opportunity to earn up to 2 high school credits and gain valuable experience by integrating community service with academic learning. This experience promotes learning through hands-on participation and provides opportunities to use skills and knowledge in real-life situations such as:

Healthcare, Athletic Training, U.S. Military, Horticulture, Elementary and Secondary Education and Pre-School, to name a few. This experience fosters a sense of caring for others by providing a service to the community as volunteers. \*\*Specific criteria are required for participation in the Service Learning Program. \*\*\*All programs within Cooperative Education require complete student commitment. Any student starting a program and not completing all curriculum, portfolio and time requirements will receive an "I" grade recorded on their transcript.

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**SCHOOL TO WORK/STUDENT ENTERPRISES** - CASD Partners with businesses in Franklin County to provide paid work experience to students.  
 School to Work/Student Enterprise

<b>Opportunities</b>	<b>JLG (ACT116JLG)</b>	<b>Volvo (ACT120-VOL) (ACT121)</b>	<b>Paramount (ACT122PMT)</b>	<b>Patriot (B113)</b>
<b>Supplemental info</b>	<a href="#">Informational video</a>	<a href="#">Presentation</a>	<a href="#">Presentation</a>	<a href="#">Flier</a>
<b>Required age / Grade Level</b>	17 + 11/12	17 + 11/12	17 + 11/12	16 +
<b>Requirements - All students must be on track to graduate</b>	-No interview/no GPA requirement -Must be on track to graduate -Good attendance -Welders must have taken a welding class at CASHS	-3.0 GPA -interview	-interview -3.0 GPA suggested	-interview - 2.8 GPA
<b>Length</b>	Semester or full-year	Semester or full-year	Semester or full-year	Semester or full-year
<b>Transportation</b>	-Provided at CASHS to Shippensburg location (M-Th) -More hours with own transportation	-Transportation occasionally provided	-Transportation occasionally provided	- School branch - Outside branch with own transportation
<b>Clothing /extra cost</b>	-Must have steel toe boots - Waiver provided	-Steel Toed for internship, -Business casual clothing for externship	- Students need to purchase scrubs for activities coordinator	-School branch: nice jeans and patriot shirt - Outside branch: business casual
<b>Timelines</b>	<b>Fall semester:</b> Apply by mid-April of the previous Spring <b>Spring semester:</b> Apply in November	<b>Fall semester:</b> Apply by mid-April of the previous Spring	<b>Fall semester:</b> Apply by mid-April of the previous Spring	<b>Fall semester:</b> Apply by mid-April of the previous Spring <b>Spring semester:</b> Apply in November
<b>Additional info</b>	-Students are often offered full-time positions upon program completion -Welders at McConnellsburg or Greencastle -Disabilities or ESL successful with supports	Internship - paid working on the floor - assembly/misc.  Externship - unpaid hours 9-11 AM, working in the different offices - international marketing /	Opportunities in Culinary Building and maintenance Activities coordinator	Applications accepted year-round Training is a week-long training conducted in the summer or over Thanksgiving break.

# English

## **ENGLISH 9**

**1 Credit**

**E134**

**CVA151**

**K109; K109RR**

**P111ES**

**QE134L; QE134H**

**U107**

In this dynamic and engaging course, students will embark on a journey through literature and language that sharpens their minds and inspires their creativity. Together, we'll explore a variety of texts—novels, biographies, poems, short stories, dramas, and thought-provoking articles—that challenge students to think critically and connect ideas in meaningful ways.

Our curriculum is aligned with Pennsylvania's Core Standards for Grade 9 English, ensuring every student builds the skills needed for success in college, careers, and beyond. Here's what students will focus on:

**Reading:** Dive into texts to not just comprehend, but analyze, interpret, and compare. From unlocking new vocabulary to making connections across stories and ideas, students will use textual evidence to uncover deeper meanings.

**Writing:** Whether crafting essays, stories, or arguments, students will write with clarity, focus, and purpose. They'll learn to tailor their voice to a variety of audiences and tasks while expressing their unique perspectives.

**Speaking and Listening:** In formal presentations and group discussions, students will practice the art of effective communication—speaking thoughtfully, listening critically, and contributing meaningfully to conversations.

This course is designed to inspire a love for language, encourage intellectual growth, and prepare students for the exciting challenges ahead. Get ready to think, write, and share ideas in new and exciting ways!

*\*NCAA-approved course*

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## **HONORS ENGLISH 9**

**(1.2 Weight) 1 Credit**

**E305**

**CVA351**

For motivated learners ready to challenge themselves, 9th Grade Honors English offers an exciting opportunity to dive deeper into literature and language. Building on the expectations of Grade Level English, this course pushes students to think critically and creatively about complex texts while developing their skills as readers, writers, and communicators.

Students in Honors English will:

**Tackle Complex Literature:** From timeless classics to thought-provoking modern works, students will explore advanced selections designed to inspire deeper analysis and connections.

**Think Critically and Creatively:** Through rigorous assignments and discussions, students will engage in higher-order thinking, uncovering themes, ideas, and perspectives that challenge and expand their understanding.

**Write with Precision and Purpose:** Honors students will refine their writing, focusing on clarity, depth, and originality to craft compelling essays, analyses, and creative pieces.

**Engage and Contribute:** In class discussions and group projects, students will take on leadership roles, presenting their ideas and collaborating to enhance everyone's learning experience.

Success in this course requires curiosity, motivation, and a strong work ethic. Honors English is not just about mastering content; it's about growing as a thinker, communicator, and individual. For students willing to rise to the challenge, this class offers a rewarding experience.

*\*NCAA-approved course*

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**ENGLISH 10****1 Credit****E135****CVA152****K106; K106RR****P112ES****QE135L; QE135H****U102**

This course covers the study, analysis, interpretation, and comparison of various types of text including novels, articles, biographies, poems, short stories, and dramas. Students are expected to apply higher-order thinking skills and will gain an understanding of and show mastery in Pennsylvania Core Standards for ELA, Grade 10, which are designed to prepare all students for success in college, career, and life by the time they graduate from high school:

Students read, understand, and respond to informational text and literature – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Keystone preparation and test taking skills are integrated into the curriculum to prepare students for success on the state standardized test. Diagnostic tools are used to address individual skill levels.

***\*NCAA-approved course***

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**HONORS ENGLISH 10  
(1.2 Weight) 1 Credit****E306****CVA352**

In addition to the expectations as set forth in English 10, students enrolled in the honors curriculum are expected to apply higher order thinking skills to supplemental and complex selections of literary works. Student motivation and a determined work ethic are key components to success in this course. In this honors course, students are expected to be able to complete work, including readings, outside of class time.

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**ENGLISH 11****1 Credit****E136****CVA153****K107; K107RR****P113ES****QE136L; QE136H****U101**

This course covers the study, analysis, interpretation, and comparison of various types of text including novels, articles, biographies, poems, short stories, and dramas. Students are expected to apply higher-order thinking skills and will gain an understanding of and show mastery in Pennsylvania Core Standards for ELA, Grade 11, which are designed to prepare all students for success in college, career, and life by the time they graduate from high school:

Students read, understand, and respond to informational text and literature – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

***\*NCAA-approved course***

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**HONORS ENGLISH 11  
(1.2 Weight) 1 Credit****E307****CVA353**

In addition to the expectations set forth in English 11, students enrolled in the honors curriculum are expected to apply higher-order thinking skills to supplemental and complex selections of literary works. Student motivation and a determined work ethic are key components to success in this course.

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***\*NCAA-approved course***

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**ENGLISH 12****1 Credit****E137****CVA154****K108; K108RR****P114ES****QE137L; QE137H****U100**

This course covers the study, analysis, interpretation, and comparison of various types of text including novels, articles, biographies, poems, short stories, and dramas. Students are expected to apply higher-order thinking skills and will gain an understanding of and show mastery in Pennsylvania Core Standards for ELA, Grade 12, which are designed to prepare all students for success in college, career, and life by the time they graduate from high school:

Students read, understand, and respond to informational text and literature – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

***\*NCAA-approved course***

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**HONORS ENGLISH 12****(1.2 Weight) 1 Credit****E308****CVA354**

In addition to the expectations as set forth in English 12, students enrolled in the honors curriculum are expected to apply higher order thinking skills to supplemental and complex selections of literary works. Student motivation and a determined work ethic are key components to success in this course.

***\*NCAA-approved course***

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**AP LITERATURE AND  
COMPOSITION****(1.4 Weight) 1 Credit****E500**

Students should be able to read and comprehend college-level texts and write grammatically correct, complete sentences.

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the way writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. There are no prerequisite courses for AP English Literature and Composition. Students should be able to read and comprehend college-level texts and write grammatically correct, complete sentences.

***\*NCAA-approved course******\*Wilson credit available\****

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**AP LANGUAGE AND  
COMPOSITION****(1.4 Weight) 1 Credit****E501**

This course is recommended for 11<sup>th</sup> or 12<sup>th</sup> grade. Students should be able to read and comprehend college-level texts and write grammatically correct, complete sentences.

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text— from a range of disciplines and historical periods. Students also have the option to earn college credits for the course through a dual enrollment program with Wilson College.

***\*NCAA-approved course******\*RMU credit available******\*Wilson credit available\****

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**IB ENGLISH LANGUAGE A:  
LITERATURE HL (2 YEAR  
COURSE)**  
**(1.4 Weight) 1 Credit per  
year**

**IB600  
IB700**

This course is recommended for students who have successfully completed Honors English 10 or have a teacher recommendation. The IB Diploma Programme Language A: Literature is a two-year course that promotes the ability to form and support independent literary judgments. This course demands a rigorous reading schedule which will be the vehicle for developing both written and spoken analysis (students will read approximately 6 large works each year). The reading selections are chosen from the IB prescribed list of authors and are suitable for college freshmen in both content and reading level. The works studied include works originally published in English and also translations. Overall, this course promotes a personal appreciation of literature and broadens cultural perspective.

*\*NCAA-approved course*

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**DRAMATICS I**  
**.5 Credit**

**E108**

This course is open to 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grade Students  
Dramatics is offered to students interested in theater. The course offers opportunities to learn and polish basic acting techniques and skills. Class activities include learning stage movement and terminology; developing improvisational technique; acting, writing, and critiquing scenes or short one-act plays; producing, and performing a final play at the end of the course.

**DRAMATICS II**  
**.5 Credit**

**E109**

This course is designed for students who have successfully completed Dramatics I. This class will explore more acting and theatre production than Dramatics I. Students will be expected to perform monologues from memory, participate in stage movement, games, lip-synching and improvisational activities. Students will formalize a resume and cover letter for college programs and perfect auditioning techniques. Students will participate in a stage performance for the general public in a recital format, researching new playwrights. This class will be very helpful to students planning on a theater major or minor. If a student is interested in learning more about acting and is eager to participate, this class will engage actors of all levels. Dramatics I is recommended but not necessary as a prerequisite to this class.

**MODERN FICTION**  
**.5 Credit**

**E107**

This course is open to 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grade Students  
Students in grades 10, 11, and 12 who enjoy reading and sharing ideas about a variety of nonfiction and fiction should consider enrolling in Modern Fiction. The major emphasis of the course is reading and discussing outstanding short stories, poems, novels, and plays written from 1900 to the present. Students will also choose books of their own from an assigned fiction genre. A genuine interest in reading and discussing books is required for this course.

*\*NCAA-approved course*

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**CREATIVE WRITING**  
**1 Credit**

**E106**

This course is open to 11<sup>th</sup> and 12<sup>th</sup> Grade Students.  
Creative writing is a project-based class designed to place emphasis on creativity, originality, and the freedom of written expression. Students will have the opportunity to explore various types of fiction writing including poetry and prose; as well as response to literature, art mediums, film, and music. Strategies to avoid writer's block and new ways to uncover ideas for writing will be studied. Peer reviews and writer circles are essential elements to this course. The reading and discussion of published works are used as a springboard to original writing.

*\*NCAA-approved course*

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**JOURNALISM****1 Credit****E142****CVA112; CVA113**

Priority is given to students in 11th and 12th grade. 10th graders in AP, IB, or Honors English 11 can speak with Mrs. Ault about an [application](#) to take this course.

In this hands-on course, students explore the essential role of journalism in shaping public opinion, policy, and culture. Through a combination of historical context, practical skills, and creative projects, students will develop a deep understanding of how journalism functions in both print and digital media today. They'll examine the impact of journalism on society and explore the ethical responsibilities of journalists in a free press.

Students will learn key skills in researching, writing, and editing news and feature articles. They will practice conducting interviews, gathering factual information, and designing their own publications. Emphasizing real-world application, students will work on developing their journalistic voice while also learning how to critically analyze news sources and practice responsible media consumption.

Whether you're passionate about storytelling, investigating current events, or pursuing a future in media, this course will provide you with the tools to think critically, communicate effectively, and produce professional-quality journalism. The skills you'll gain in writing, research, and media literacy will serve you well in many areas, from academic projects to future careers.

By offering this course to 11th and 12th graders, we ensure that students are ready to take on the level of responsibility and critical thinking required in this dynamic and fast-paced field. This course is designed to challenge students with a more advanced, in-depth exploration of journalism, media ethics, and professional writing. The content and skills covered are intended for students who are preparing for college-level writing, communication, and research. Juniors and seniors have the maturity and experience to fully engage with complex topics such as investigative journalism, media bias, and the role of journalism in society.

*\*NCAA-approved course*

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**ON-LINE YEARBOOK  
PUBLICATION****1 Credit****B111**

This course is open to 11<sup>th</sup> and 12<sup>th</sup> Grade Students. It requires a formal application and interview.

In this course, students will learn basic yearbook production which includes understanding the basic tenets of publication as it applies to yearbook; recognize and analyze purposes, structure, and coverage of a yearbook; understand basic layout and design of a yearbook; understand and develop the skills involved in writing copy, captions, and headlines for yearbooks; explore basic graphic design using Encore and using the Adobe Suite of software, which includes PhotoShop. Design activities will include creating a portfolio of yearbook layouts to be published in the school yearbook. Students may take this course during their sophomore, junior, and senior year. Maximum credits students can receive are two.

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# English as a Second Language

## **ENGLISH AS A SECOND LANGUAGE NEWCOMER**

**.5 Credit**

**Q101**

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This course is designed for those students who are new to the United States with little English ability. Fundamental skills such as school and culture acclimation as well as language basics will be explored.

## **ENGLISH LANGUAGE ARTS YEAR 1**

**1 Credit**

**QE100; QE100A; QE100B**

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This course is designed for students in their first year of studies in the United States. The four domains of the English language will be stressed at a fundamental level. Focus will be on pronunciation, listening skills, grammatical usage, vocabulary acquisition, writing sentences and guided writing. English Learners will develop language skills that will help them communicate in school, the community, and the workplace.

## **ENGLISH LANGUAGE DEVELOPMENT**

**1 Credit**

**Q130**

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This course is designed for those students whose home language is not English and whose English language skills are minimal or non-existent. Students learn phonemic awareness, reading comprehension, and vocabulary decoding skills as they read leveled texts of various Science and Social Studies topics.

## **ENGLISH 9**

**1 Credit**

**QE134**

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This course is designed for students who do not speak English as their native language and have a WIDA proficiency level of 2.9 or below. Students will receive English instruction that aligns with Pennsylvania Core Standards for 9th-grade ELA and is adapted to meet their unique language needs. Supports such as leveled texts, primary language support, sentence starters/frames, word banks, etc. are provided to ensure that English Learners at all levels have equitable access to content and are set up for academic success. Students in this course will utilize the same ELA resources as students in non-ESL English classes (Studysync and Achieve 3000) but with appropriate adaptations.

## **ENGLISH 10**

**1 Credit**

**QE135**

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This course is designed for students who do not speak English as their native language and have a WIDA proficiency level of 2.9 or below. Students in this course will receive English instruction that aligns with Pennsylvania Core Standards for 10th-grade ELA and is adapted to meet their unique language needs. Supports such as leveled texts, primary language support, sentence starters/frames, word banks, etc. are provided to ensure that English Learners at all levels have equitable access to content and are set up for academic success. Students in this course will utilize the same ELA resources as students in non-ESL English classes (Study Sync and Achieve 3000) but with appropriate adaptations.

## **ENGLISH 11**

**1 Credit**

**QE136**

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This course is designed for students who do not speak English as their native language and have a WIDA proficiency level of 2.9 or below. Students in this course will receive English instruction that aligns with Pennsylvania Core Standards for 11th-grade ELA and is adapted to meet their unique language needs. Supports such as leveled texts, primary language support, sentence starters/frames, word banks, etc. are provided to ensure that English Learners at all levels have equitable access to content and are set up for academic success. Students in this course will utilize the same ELA resources as students in non-ESL English classes (Studysync and Achieve 3000) but with appropriate adaptations.

**ENGLISH 12**  
**1 Credit**  
**QE137**

This course is designed for students who do not speak English as their native language and have a WIDA proficiency level of 2.9 or below. Students in this course will receive English instruction that aligns with Pennsylvania Core Standards for 12th-grade ELA and is adapted to meet their unique language needs. Supports such as leveled texts, primary language support, sentence starters/frames, word banks, etc. are provided to ensure that English Learners at all levels have equitable access to content and are set up for academic success. Students in this course will utilize the same ELA resources as students in non-ESL English classes (Study Sync and Achieve 3000) but with appropriate adaptations.

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**MODERN AMERICAN HISTORY**  
**1 Credit**  
**QH102**

This course is designed for first-year English Language Learners enrolled in the newcomer courses. Modern American History is designed to help students gain introductory knowledge of modern America, spanning from WWI to today. The purpose is to develop and use skills to research and build foundational background knowledge on historical events. Students learn critical thinking skills through analyzing primary and secondary sources and practice reading and writing skills by completing a multitude of common assessments and projects.

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**ENVIRONMENTAL SCIENCE**  
**1 Credit**  
**QS104**

This course is designed for first-year English Language Learners enrolled in the newcomer courses. Environmental Science is an introductory course to ecology and interactions among living organisms. The purpose is to develop and use the scientific method in preparing, conducting, and drawing conclusions for experiments. Subjects covered will include the environment, material cycles, energy flow, biodiversity, succession, ecosystems, etc.

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**MATH FOUNDATIONS**  
**1 Credit**  
**Q127**

This course is designed for first-year English Language Learners enrolled in the newcomer courses. This course is designed to help students gain the foundational knowledge needed to progress to Algebra. Topics include integer operations, decimal operations, fractions and ratios, the coordinate plane, expressions, equations, and inequalities. Problem-solving is emphasized throughout all concepts.

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**ALGEBRA 1**  
**2 Credits**  
**QM210**

This course is designed for first-year English Language Learners enrolled in the newcomer courses. This course is designed to help students successfully transition from pre-algebraic to algebraic concepts. Topics include constructing, analyzing, and modeling functions, systems of equations and inequalities, operations with polynomials, basic probability, and an introduction to quadratic functions. Problem-solving is emphasized throughout all concepts.

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**SPANISH FOR NATIVE SPEAKERS**  
**.5 Credit**  
**QF100**

This course is designed for first-year English Language Learners enrolled in the newcomer courses. Designed to help students develop, maintain, and enhance their understanding of Spanish grammar and their ability to read and write in Spanish. This course focuses on enhancing literacy skills in Spanish so that students gain a better understanding of Spanish morphology and syntax so that these skills can be applied in assisting students with English acquisition.

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# Family and Consumer Science

## CHILD DEVELOPMENT 1 CREDIT

C104

This course focuses on the study of children and families including development, parenting, prenatal development, pregnancy, birth, arrival of a baby, infants, toddlers, and preschoolers. Students will study how children develop emotionally, socially, physically, and intellectually. Students will participate in one of two projects: taking home the real care baby for a weekend or wearing the pregnancy simulator during the school day. Childcare options and early childhood education will be explored. Information relating to careers in childcare and educational services will be incorporated into the course. Independently motivated students could pursue CDA credentials.

**Recommendations:** A strong interest in learning about the development of children or working with children, including Health and Psychology.

**Topics:** Parenting, prenatal development, pregnancy, labor and delivery; Social, emotional, physical, and intellectual development of children from birth to age three.

**Careers:** Early Childhood Education, Elementary Education, Day Care, Child Psychology, and related fields dealing with children or parenting skills.

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## CHILD DEVELOPMENT II .5 Credit

C105

Designed for students who have successfully completed Child Development I, this course is an in-depth study of infants, toddlers, and preschoolers. Students will study how children develop emotionally, socially, physically, and intellectually. Childcare options and early childhood education will be explored. Information relating to careers in childcare and educational services will be incorporated into the course. Independently motivated students could pursue CDA credentials.

**Recommendations:** Interest in Health, Psychology, Early Childhood

**Topics:** Social, emotional, physical, and intellectual development of children from birth to age three.

**Careers:** Early Childhood Education, Elementary Education, Day Care, Child Psychology, and related fields dealing with children or parenting skills.

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## CHILD DEVELOPMENT LAB 1 Credit

C103

This course is intended for students who have successfully completed Child Development I & II and are in 11<sup>th</sup> or 12<sup>th</sup> Grade.

The Child Development Lab is designed so students gain a better understanding of the preschool-age child through direct interaction in the lab which is operated by the students under the supervision of the Family and Consumer Science teacher. Each student is expected to serve in the capacity of a teacher on a weekly basis.

**Requirement:** Application and Teacher Recommendation.

**Recommendations:** Self-motivated, enjoy working with children, professionalism

**Topics:** Theory and instruction, lesson planning and development

**Careers:** Early Childhood Education, Elementary Education, Day Care, Child Psychology, and related fields dealing with children or parenting skills.

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**CULINARY ARTS I**  
**.5 Credit**

**C107**

In this course students are introduced to the concepts of safety and sanitation; kitchen tool selection, measurements, baking basics, and simple food preparation. Students learn through teacher demonstration and food lab experiences.

**Topics:** Kitchen safety and sanitation, reading recipes, using standard cooking measurements, baking

**Careers:** Food Scientist, Restaurant worker, Nutritionist, Dietician

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**CULINARY ARTS II**  
**.5 Credit**

**C108**

Designed for students who have successfully completed Culinary I, this course has been developed to extend students' culinary knowledge and abilities. Students will complete advanced recipes in the food lab.

**Recommendations:** An interest in exploring more complex recipes and enjoy hands-on learning

**Topics:** Yeast breads, pies and pastry, cake decorating, meat and poultry cooking

**Careers:** Chef, Nutrition Consultant, Food Editor,

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**INTERIOR DESIGN**  
**.5 Credit**

**C110**

Recommended for students in grades 9 and 10, this course is designed to help students identify and develop individual styles and preferences for housing and interior design. Basic topics, ideas and concepts are applied to hands-on projects.

**Recommendations:** A passion for creating and decorating, and an interest in art and hands-on learning.

**Topics:** Housing needs, Elements and principles of design, floor plans, presentation boards, furniture arrangement

**Careers:** Architecture, Interior Designer

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# Fitness and Wellness

## **TEAM SPORTS - SKILLS AND CONCEPTS**

**.5 Credit**

**W145  
CVA168**

This course will concentrate on strategies, concepts, terminology, and skill development with an emphasis on teamwork and cooperation. Students will develop a knowledge base of rules for multiple sports including equipment needs. Activities may include, but are not limited to: volleyball, football, softball, soccer, floor hockey, basketball, and ultimate Frisbee.

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## **LIFELONG FITNESS**

**.5 Credit**

**W147  
CVA168**

The emphasis of this course is encouraging students to explore and participate in lifelong fitness activities. Students will analyze the history of activities, terminology, and community resources. Students will explore skills necessary for each activity and incorporate fitness testing into chosen activities. Activities may include, but are not limited to: volleyball, tennis, badminton, pickleball, fitness walking, disc golf, table tennis, and weightlifting.

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## **CARDIO ENDURANCE/PERSONAL FITNESS**

**.5 Credit**

**W144  
CVA167**

This course's primary focus is on examining the benefits of, and improving cardiovascular endurance and its impact on a healthy lifestyle. Students will learn to set their own goals and develop their own personal fitness plan and learn to assess that plan. Students will use fitness principles to meet their fitness goals in both cardio exercise, and a variety of circuit training activities. Students will also learn the value and benefits of lifetime fitness activities.

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## **STRENGTH AND CONDITIONING**

**.5 Credit**

**W140  
CVA167**

This course provides an opportunity to further engage in activities designed to achieve peak performance by developing the health and skill-related components of fitness, with an emphasis on resistance and cardiovascular training to include the measurement and evaluation of each component. Students will be exposed to more advanced training methods and techniques applying the principles of exercise science. Students will maintain a daily log of workouts and will design an individualized training program to be completed by the end of the first (or third) marking period and performed and evaluated during the second (or fourth) marking period.



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## **ADVANCED TEAM SPORTS**

**.5 Credit**

**W146**

Designed for students who have completed Team Sports successfully, this course expands on concepts and strategies from Team Sports. Students will compete in tournaments and apply skills into games. Students will be involved in the planning and instruction of activities, such as warm-ups for the class. Students will develop a team sport research project, as well as design a Field Day for a sport including activities played, a schedule, and field set up. Students will also apply coaching strategies within the course.

**HEALTH**  
**.5 Credit**

**W142**  
**CVA175**

**This course is a Graduation Requirement.**

This course provides students with a comprehensive understanding of personal health and wellness, focusing on physical, mental, emotional, and social well-being. Topics include dimensions of health, health skills, mental health awareness, stress management, substance abuse prevention, healthy relationships, reproductive health, and safety. Students will learn the skills necessary to make informed choices about their health, build positive relationships, and manage their overall well-being throughout their lives.

Through interactive lessons, group discussions, and hands-on activities, students will explore the impact of lifestyle choices on long-term health and how to develop healthy habits that promote a balanced life. Emphasis will be placed on developing critical thinking skills related to health information, recognizing risk factors, and applying strategies for maintaining a healthy lifestyle.

By the end of the course, students will have the tools to make informed decisions that contribute to their personal health and the well-being of those around them.

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**EXERCISE SCIENCE**  
**.5 Credit**

**W143**

This course is designed for students who have successfully completed Health and are currently in grades 11 or 12.

This is a classroom-based advanced health course that focuses on the study of human movement and of systems, factors, and principles involved in human movement. Students will learn about the effects of physical activity on health and performance and the factors that influence an individual's participation in physical activity. This challenging course aims to promote enthusiasm for an active and healthy lifestyle and to emphasize the importance of effective lifestyle practices along with exposing students to various career fields associated with biomechanics and human performance.

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**IB SPORTS, EXERCISE AND**  
**HEALTH SCIENCE SL**  
**(1.2 Weight) 1 credit**

**IB306**

Students considering this course should have successfully completed Health. Students are also encouraged to take Exercise Science, and Human Anatomy and Physiology prior to or concurrently with this course.

IB Sports, Exercise and Health Science is an experimental science that combines academic study with the acquisition of practical and investigative skills. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sports, exercise and health. Throughout the course, students will apply scientific principles and critically analyze human performance. The course will also address issues of international dimension and ethics by considering sports, exercise and health relative to the individual and in a global context. Topics of study include: anatomy, exercise physiology, energy systems, movement analysis, skill in sport and measurement and evaluation of human performance. Additionally, the course will also cover optimizing physiological performance and nutrition for sports, exercise and health. High-level writing, analyzing, and communication skills are encouraged.

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**PIAA SPORTS/JROTC WAIVER**  
**.5 Credit**

**W141**  
**JROTCWAIVER**

**Application Required**

Students may utilize a PIAA sport or JROTC PT as .5 credit toward their Fitness and Wellness requirement. Sophomores and Juniors may have this .5 credit course applied toward their following year's Fitness and Wellness requirement after successful participation in a PIAA team or JROTC PT. This option may only be used one time either during their Junior or Senior year. PIAA-sanctioned sports are: Cross Country, Football, Softball, Basketball, Volleyball, Wrestling, Cheerleading, Track, Baseball, Softball, Golf, Field Hockey, Soccer, Tennis, Swimming, Lacrosse, and JROTC PT. PIAA or JROTC PT classes will not be calculated in QPA and class rank.

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**ADAPTIVE PHYSICAL EDUCATION**  
**.5 Credit**

**Adaptive PE must be required in a student's IEP.**

The Adaptive Physical Education course applies to all populations with special disabilities. School counselors, in adherence with Special Education requirements, will place students in this course as appropriate. Objectives will be consistent with those of regular physical education. Movement skills, fitness skills, and sports should be learned, but class size, equipment, rules, and environmental structure may need to be modified to allow for maximum participation and benefit.

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# International Baccalaureate

International Baccalaureate (IB) courses can be taken individually or as part of the IB Diploma Programme. Students in the IB DP must take one course from each Group 1-5, either one course from Group 6 or an additional selection in Groups 2-4, and the courses listed in the DP Core: TOK/CAS/EE

## Group 1: Studies in Language and Literature

### IB ENGLISH LANGUAGE A: LITERATURE HL (2 YEAR COURSE)

**IB600; IB700 (1.4 Weight) 1 Credit per year**

This course is recommended for students who have successfully completed Honors English 10 or have a teacher recommendation. The IB Diploma Programme Language A: Literature is a two-year course that promotes the ability to form and support independent literary judgments. This course demands a rigorous reading schedule which will be the vehicle for developing both written and spoken analysis (students will read approximately 6 large works each year). The reading selections are chosen from the IB-prescribed list of authors and are suitable for college freshmen in both content and reading level. The works studied include works originally published in English and also translations. Overall, this course promotes a personal appreciation of literature and broadens cultural perspective.

## Group 2: Language Acquisition

### IB LANGUAGE B SL: SPANISH OR GERMAN (2 YEAR COURSE) \_

**SPANISH (IB300; IB400) OR GERMAN (IB301; IB401) (1.2 Weight) 1 Credit per year**

This course is recommended for students who have successfully completed Honors 1 and 2 levels of language B (German, Spanish). The focus of this course is language acquisition and understanding. The language B syllabus approaches the learning of language through meaning. Through the study of the core, students build the necessary skills to reach the assessment objectives of the language B course through the expansion of their receptive, productive, and interactive skills. The topics of study are identities, experiences, human ingenuity, social organization, and sharing the planet.

### IB LATIN HL I (2 YEAR COURSE)

**IB302; IB402 (1.4 Weight) 1 Credit per year**

This course is recommended for students who have successfully completed Honors Latin II with at least a “B” average. The IB HL course consists of studies in poetry and prose. Students will read, translate, understand, analyze, and interpret selections from Vergil, Lucretius, Pliny, Cicero, and many others. In addition, students will complete 2 IB-required projects. The Internal Assessment consists of a research assignment relating to a topic in classical history, literature, language, religion, mythology, art, or archaeology, and the External Assessment consists of a composition in the classical language accompanied by a rationale.

### IB SPANISH AB INITIO SL (2 YEAR COURSE)

**IB303; IB403 (1.2 Weight) 1 Credit per year**

The IB DP language ab initio course is designed for motivated 11th-grade students who have not taken foreign language courses but would like to complete two years before graduation. It is also meant to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where Spanish is spoken. The objective of Spanish ab initio is to prepare students to effectively communicate in basic, everyday situations in Spanish. These skills include written and oral expression as well as understanding various forms of literature and speech. This course aims to foster the development of open-minded learners. Students will not only learn to communicate effectively but also appreciate cultural perspectives different from their own.

### Group 3: Individuals and Societies

#### IB HISTORY OF THE AMERICAS HL (2 YEAR COURSE)

**IB601; IB701 (1.4 Weight) 1 Credit per year**

Overview: IB History aims to look at certain historical events in great detail from multiple perspectives to gain a greater understanding of the world. In addition, students are encouraged to comprehend the present by reflecting critically on the past. Topics of study include:

##### Year 1:

- HL Option #1: Emergence of the Americas in Global Affairs (1880-1929)
  - American Imperialism and WWI
- Prescribed Subject: The Move to Global War
  - The causes of WWII from the Japanese, Italian, and German perspective
- HL Option #2: The Second World War and the Americas
  - American Involvement in WWII including the U.S., Canada, and Latin America

##### Year 2:

- World History Topic #1: Authoritarian States (20<sup>th</sup> Century)
  - A comparison of two 20th-century authoritarian states
  - Students chose between Germany/Hitler, China/Mao, Cuba/Castro, and Egypt/Nasser
- World History Topic #2: The Cold War: Superpower Tensions and Rivalries (1945-1991)
  - An overview of Cold War events including causes, tensions between the U.S. and U.S.S.R. in various parts of the world, and the end of the Cold War
- HL Option #3: The Cold War and the Americas (1945-1981)
  - The Cold War from the American perspective including the Red Scare/McCarthyism and the Vietnam War

**Assessment:** Students will complete an Internal Assessment for the course. This assessment is a research paper that is researched, written, reviewed, and revised with the assistance of the teacher and the librarian. This assessment is a great opportunity to become familiar with college-level research and writing. Additionally, at the end of the IB history course, students have the opportunity to take the IB exam, which provides college credits/advancement opportunities.

#### IB PSYCHOLOGY HL (2 YEAR COURSE)

**IB602; IB702 (1.4 Weight) 1 Credit per year**

Students considering this course should have earned a "C" or better in Biology.

The HL Psychology course aims to develop an awareness of how psychological research can be applied to understand human behavior. There will be a focus on developing an understanding of behaviors through differing perspectives, biological, cognitive, and sociocultural. Students will also understand and use diverse methods of psychological inquiry with sensitivity to the varying ethical issues involved. Topics such as neuroscience, research methods, states of consciousness, sensation, perception, heritability, life-span development, cognition, conditioning and learning, memory, motivation, emotion, personality, health, and how culture impacts behavior will be examined using various perspectives. In addition, areas of abnormal psychology, and the psychology of human relationships will be studied with more depth. Students will also apply research methodology in the collection of data, analysis of data, testing of hypotheses, and interpretation of complex data and source material. Experimental research methodology will be introduced, along with statistical methods involved in qualitative research in psychology.

## Group 4: Sciences

### **IB BIOLOGY HL (2 YEAR COURSE)**

**IB603; IB703 (1.4 Weight) 1 Credit per year**

Students considering this course should have successfully completed Biology.

The IB Biology course is a rigorous, globally recognized program designed to foster an in-depth understanding of the biological sciences. Students will investigate topics such as cell biology, genetics, ecology, and human physiology while developing critical thinking, practical skills, and an understanding of how scientific knowledge evolves. The course fosters a holistic appreciation of biology and its real-world applications by integrating both theoretical study and experimental work, with opportunities for independent research and investigation. Emphasis is placed on inquiry-based learning, ethical considerations in scientific research, and the global impact of biological discoveries.

### **IB CHEMISTRY HL (2 year course)**

**IB604; IB704 (1.4 Weight) 1 Credit per year**

Students considering this course should have successfully completed Honors Chemistry, and Algebra II with a "C" or higher, and have high-level writing skills. Completion of Honors or AP Physics is also suggested.

The IB Curriculum is designed for students with strong critical thinking and problem-solving skills. It is an intensive International, Inquiry-based curriculum that covers all of the material normally covered in the first and second semesters of college-level chemistry classes, plus an in-depth introduction to Organic Chemistry. An independent research project and paper are a required component of the course. The research and performance of the data collection will take place over the summer and during the 2<sup>nd</sup> year of the course with completion of the paper reporting the results submitted by the end of February in the second year. A 3 part exam will be conducted in May of the second year. College credit may be given based on the performance on the research paper, and 3 exams depending on performance. A collaborative Group Project with IB Biology and IB Sports, Exercise and Health Science is also a required component.

#### **Year 1**

Topics in year one include: Atomic Structure, Quantum electronic configuration, Organic nomenclature, spectroscopic determination of organics, trends of the periodic table, Covalent, Ionic, and Metallic Bonding, Intermolecular forces, hybridization, stoichiometry, and Independent Research topic development.

#### **Year 2**

Thermodynamics, Kinetics, Equilibrium, Organic Chemistry, Redox reactions, Acid and Base reactions, Electrochemistry, completion of Independent research topic.

### **IB SPORTS, EXERCISE AND HEALTH SCIENCE SL (ONE YEAR COURSE)**

**IB306 (1.2 Weight) 1 credit**

Students considering this course should have successfully completed Health. Students are also encouraged to take Exercise Science, and Human Anatomy and Physiology prior to or concurrently with this course.

IB Sports, Exercise and Health Science is an experimental science that combines academic study with the acquisition of practical and investigative skills. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sports, exercise and health. Throughout the course, students will apply scientific principles and critically analyze human performance. The course will also address issues of international dimension and ethics by considering sports, exercise and health relative to the individual and in a global context. Topics of study include: anatomy, exercise physiology, energy systems, movement analysis, skill in sport and measurement and evaluation of human performance. Additionally, the course will also cover optimizing physiological performance and nutrition for sports, exercise and health. High-level writing, analyzing, and communication skills are encouraged.

## Group 5: Mathematics

### **IB MATH APPLICATION AND INTERPRETATION (2 YEAR COURSE)**

#### **IB305; IB406 (1.2 Weight) 1 Credit per year**

Students considering this course are preferred to have taken Honors Algebra II and Honors Geometry (can be taken concurrently) due to SATs. A personal graphing calculator (TI-83+ or better) is required.

Math Application and Interpretation SL is designed for students who enjoy describing the real world and solving practical problems using mathematics. The course is also designed for those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics. The syllabus provides the students with a wide range of applicable mathematical topics that will serve as a basis for their project. Topics will include extensions of Algebra II and Geometry, Trigonometry, modeling of a variety of Functions, Probability, Statistics, and Calculus. Graphing calculators are used extensively in this course. The course also includes the internal assessment of project work, written work based on personal research, guided and supervised by the teacher. For those choosing to take the IB exam - the external assessments include Paper 1: 15 short-answer questions and Paper 2: five extended response questions.

## Group 6: Arts

### **IB MUSIC SL**

#### **IB308; (1.2 Weight) 1 Credit**

In order to complete the performance component of this course, students must enroll or be enrolled in Glee Club, Band, Symphony, or study music privately.

IB Music is designed for the student who wants to know more about the components of music and its historical development. Emphasis is on Theory, Music History, World Music, and Performance. By developing a better understanding of the art of music through studying its basic tools, historical background, and cultural connections, the student will possess a better aesthetic appreciation for quality music of the past and present.

IB Music is a rigorous elective designed to be of value to all students who are genuinely interested in music. For all students, this course will provide a foundation for future study and an appreciation of a wide variety of music. For students who are active in choral or instrumental performing organizations, this course will provide both historical and theoretical insight into the music they are performing. For students who plan to continue studying music after graduation from high school, IB Music should provide the necessary preparation.

### **IB MUSIC HL**

#### **IB312; IB407 (1.4 Weight) 1 Credit per year**

HL Music students follow the same course of study as SL Music students and, in addition, will additionally study composition. Music Theory I is a prerequisite for students electing HL Music.

## DP Core Requirements

IBTOK/CAS/EE 1 AND 2

IB100; IB101

1.0 Weight

.25 Credits per year

### CREATIVITY, ACTIVITY, SERVICE (CAS)

Creativity, Activity, Service (CAS) is the heart of the DP, involving students in a range of activities that take place alongside their academic studies. The component's three strands, often interwoven with particular activities, are characterized as follows:

- Creativity – exploring and extending ideas leading to an original or interpretive product or performance. This may include visual and performing arts, digital design, writing, film, culinary arts and crafts.
- Activity – physical exertion contributing to a healthy lifestyle. Pursuits may include individual and team sports, dance, outdoor recreation, fitness training, and any other form of physical exertion that purposefully contributes to a healthy lifestyle.
- Service – collaborative and reciprocal engagement with the community in response to an authentic need. Through Service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility, and accountability for their actions.

Students will work with a CAS Advisor (CASHS Faculty member) over a period of 18 months to fulfill the CAS responsibilities. \*The successful completion of CAS will also fulfill a Diploma Programme student's Communication Seminar graduation requirement for the CASD.

### THEORY OF KNOWLEDGE, TOK

The Theory of Knowledge (TOK) course is designed solely for those students enrolled in the IB Diploma Programme. TOK offers students and their teachers the opportunity to reflect critically on diverse ways of knowing and on areas of knowledge and consider the role and nature of knowledge in their own culture, in the culture of others, and in the wider world. It prompts students to be aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge. It also helps students recognize the need to act responsibly in an increasingly interconnected but uncertain world.

As a thoughtful and purposeful inquiry into different ways of knowing, and into different kinds of knowledge, TOK is composed almost entirely of questions. The most central of these is "How do we know?" It is a stated aim of TOK that students should become aware of the interpretative nature of knowledge, including personal ideological biases, regardless of whether, ultimately, these biases are retained, revised, or rejected. TOK also has an important role to play in providing coherence for the student as it transcends and links academic subject areas, thus demonstrating the ways in which they can apply their knowledge with greater awareness and credibility.

Students are introduced to and become proficient in the 8 Ways of Knowing (WOK): language, reason, sense perception, emotion, faith, intuition, imagination, and memory. Additionally, students are given opportunities to explore to what extent the WOKs affect the 8 Areas of Knowledge (AOK): Natural Sciences, Human Sciences, Mathematics, the Arts, Indigenous Knowledge Systems, Religious Knowledge Systems, History, and Ethics. Students give a presentation that demonstrates their knowledge of how the WOKs and AOKs are inextricably linked.

Finally, in the last part of the course, students actively engage themselves in various texts, film clips, poetry, debates, and other miscellaneous media in order to further build their understanding of the inter-relatedness of the WOKs and the AOKs.

### EXTENDED ESSAY

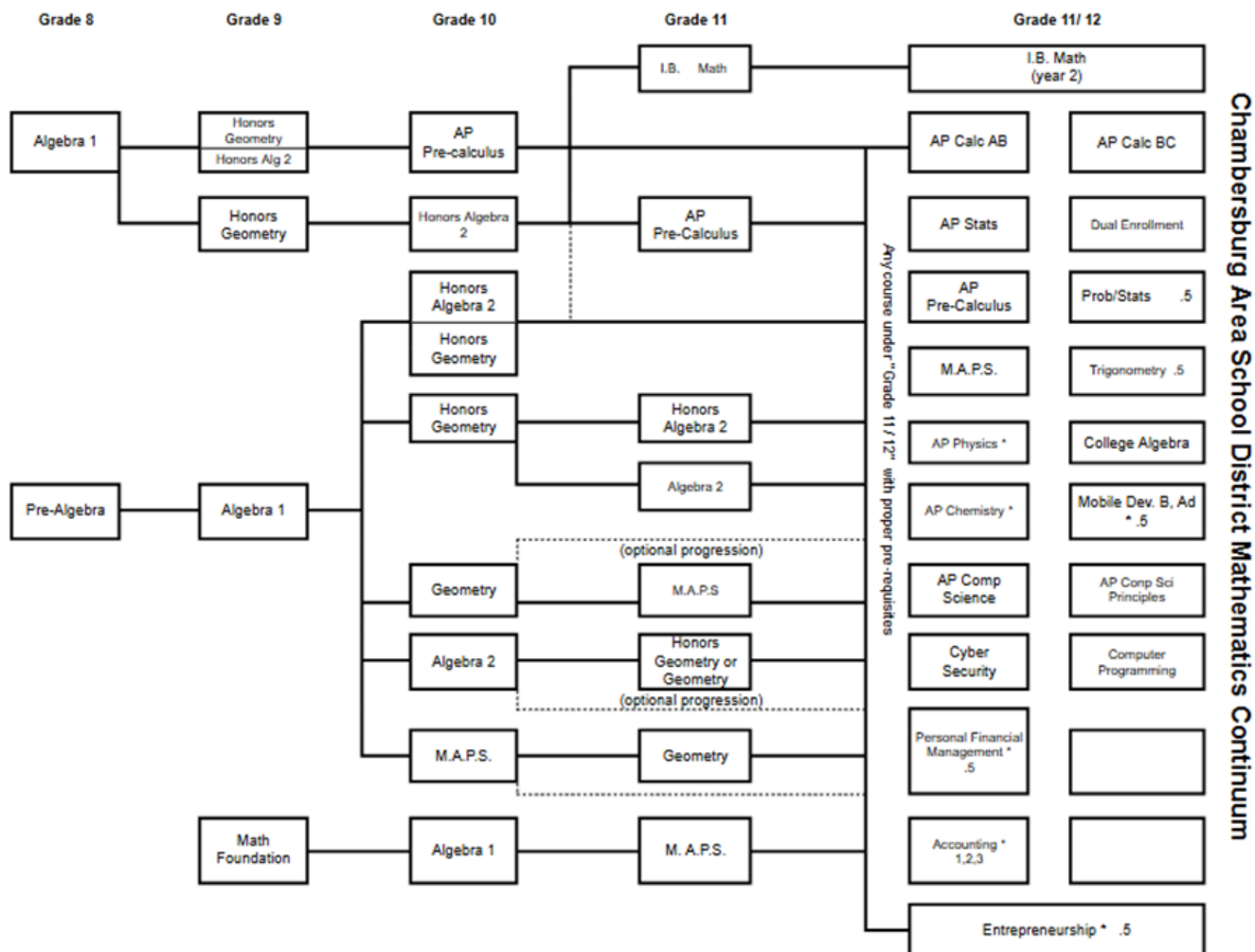
The extended essay is an in-depth study of a focused topic chosen from the list of approved DP subjects. It is a compulsory, externally assessed piece of independent research/investigation. Presented as a formal piece of scholarship containing no more than 4,000 words, it is the result of approximately 40 hours of independent student work, and concluded with a short interview with the supervising teacher. The supervising teacher will be a CASHS faculty member who advises the student over the 18-month time period.

***\*NCAA-approved course***

# Mathematics

## Guidelines for the Mathematics Department

- Students are required to earn 4 math credits.
- A student will earn 2 math credits for any double-period math class; i.e., Algebra I.
- Any student who takes Algebra I or Algebra II prior to 9<sup>th</sup> grade and earns a “C” or better will be able to count this credit toward the graduation requirements.
- Students may take the following as a 4th math credit:
  - o Entrepreneurship 0.5 Credit
  - o Accounting 1, 2, 3 with Computer Applications 1.0 credit
  - o Personal Financial Management 0.5 credit
  - o AP Chemistry 1.0 credit
  - o AP Physics 1.0 credit
  - o AP Computer Science Principles 1.0 Credit
  - o Mobile App Dev– Programming Basics 0.5 Credit
  - o Mobile App Dev- Adv Programming 0.5 Credit



**ALGEBRA I****1 CREDIT: M102 U112****2 CREDITS:****M210 CVA155****K170 K161RR****P113****QM210 QM210RR*****\*NCAA-approved course***

This course is designed for students who have completed Pre-Algebra or Math Foundations and is designed to help students successfully transition from pre-algebraic to algebraic concepts. Topics include constructing, analyzing, and modeling functions, systems of equations and inequalities, operations with polynomials, basic probability, and an introduction to quadratic functions. Problem-solving is emphasized throughout all concepts. Upon completion of this course, students will take the Keystone Algebra Exam.

**GEOMETRY****1 Credit****M105****CVA157*****\*NCAA-approved course***

This course is designed for students who have successfully completed Algebra I. Geometry provides students with experiences that deepen the understanding of two and three-dimensional objects and their properties, deductive and inductive reasoning as well as investigative strategies in drawing conclusions study of: (1) points, lines, angles, and planes; (2) polygons, with a special focus on quadrilaterals, triangles, right triangles and; (3) circles. An understanding of proof and logic is developed.

**HONORS GEOMETRY  
(1.2 Weight) 1 Credit****M308*****\*NCAA-approved course***

This course is intended for higher-level students who have successfully completed Algebra 1 and plan to pursue college and STEM careers. Geometry provides students with experiences that deepen the understanding of two and three-dimensional objects and their properties, and develops logical reasoning skills. Topics analyzed in this Proof-Based Honors Geometry course will include the following: basic foundations of Geometry; polygons, with a special focus on quadrilaterals, triangles, and right triangles; relationships between similar and congruent figures; circles and their characteristics and relationships to triangles and trigonometric functions, and logical reasoning through the use of both inductive and deductive reasoning. Students will apply their understanding to real worlds and career situations. Topics in the Honors Geometry course will be discussed at an accelerated pace, with higher academic student expectations, and a focus on students using their understanding to prove geometry relationships as well as apply them to real-world situations.

**ALGEBRA II****1 Credit****M106****CVA156****U125SET*****\*NCAA-approved course***

This course is designed for students who have successfully completed Algebra I. Algebra II builds on the foundation of Algebra I. Interdisciplinary connections show how math is related to other areas of study. Students will relate algebraic models to the real world, analyze nonlinear equations/inequalities, relate exponential and logarithmic functions, and perform operations with radicals and complex numbers. Students will study relations, functions, rational expressions, quadratic functions, and other higher-order polynomials.

**HONORS ALGEBRA II  
(1.2 Weight) 1 Credit**

**M309**

*\*NCAA-approved course*

This course is intended for higher-level math students who have established an in-depth understanding of Algebra 1 and will consist of a minimal review of Algebra 1 skills. The topics listed in Algebra II will be discussed at an accelerated pace, with higher academic expectations of the students. Students will both apply their understanding to real-world situations as well as explore a more in-depth theoretical understanding. Students who intend to take high-level math classes such as AP Pre-Calculus or who plan to pursue a STEM-related career should select this Algebra II Course.

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**TRIGONOMETRY**

**.5 Credit**

**M112**

**CVA128**

*\*NCAA-approved course*

Designed for students who have successfully completed Geometry and Algebra II, the primary objective of this course is to develop a full understanding of the fundamental concepts of trigonometry and to show how trigonometry can be used to model real-life problems. This course covers trigonometric functions, their basic properties and graphs, identities, inverse trigonometric functions, solving trigonometric equations, and solutions of triangles.

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**PROBABILITY & STATISTICS**

**.5 Credit**

**M113**

**CVA129**

*\*NCAA-approved course*

Designed for students who have successfully completed Algebra II, this course is an introduction to elementary methods and techniques in probability and statistics. Topics include sampling, frequency distributions, elementary probability, discrete and continuous probability distributions, interval estimation, hypothesis testing, and simple correlation as time permits.

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**MATHEMATICAL**

**APPROACH TO PROBLEM  
SOLVING**

**1 Credit**

**M115**

**CVA170**

**K161**

**P154**

**U115SET**

Intended for students who have successfully completed Algebra I, this course emphasizes mathematical reasoning and problem-solving skills needed for students to become informed citizens and productive members of the workforce. Authentic, project-based learning activities embedded into real-world situations and current events incorporate algebraic, geometric, and statistical concepts as well as academic standards for career and work readiness. This course requires reading and writing skills and most assignments span multiple days.

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**COLLEGE ALGEBRA**

**(1.2 Weight) 1 credit**

**M303**

*\*RMU credit available*

This course is designed for students who have successfully completed Algebra I, Geometry, and Algebra II. This course serves as a college level course that covers but is not limited to: fundamental algebraic operations, exponents and radicals, systems of equations, higher degree equations, logarithms, matrices, inequalities. Students will be expected to complete tasks beyond the classroom.

**AP PRE-CALCULUS  
(1.4 Weight) 1 Credit**

**M505**

This course is intended for students who have successfully completed Algebra I, Honors Algebra II, and Honors Geometry.

AP Precalculus centers on functions modeling dynamic phenomena. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, business, social science, and data science. [Course and Exam Description from College Board](#)

Throughout this course, students develop and hone symbolic manipulation skills, including solving equations and manipulating expressions, for the many function types throughout the course. Students also learn that functions and their compositions, inverses, and transformations are understood through graphical, numerical, analytical, and verbal representations, which reveal different attributes of the functions and are useful for solving problems in mathematical and applied contexts.

AP Precalculus fosters the development of a deep conceptual understanding of functions. Students learn that a function is a mathematical relation that maps a set of input values—the domain—to a set of output values—the range—such that each input value is uniquely mapped to an output value. Students understand functions and their graphs as embodying dynamic covariation of quantities, a key idea in preparing for calculus. With each function type, students develop and validate function models based on the characteristics of a bivariate data set, characteristics of covarying quantities and their relative rates of change, or a set of characteristics such as zeros, asymptotes, and extrema.

- Unit 1 - Polynomials and Rational Functions
- Unit 2 - Exponential and Logarithmic Functions
- Unit 3 - Trigonometric and Polar Functions
- Unit 4 (not tested) - Parametric Vectors and Matrices

*\*NCAA-approved course*

*\*RMU credit available*

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**AP CALCULUS AB  
(1.4 Weight) 1 Credit**

**M500**

This course is intended for students who have successfully completed AP PreCalculus. AP Calculus AB focuses on students' understanding of calculus concepts and provides experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), AP Calculus AB as a course becomes a cohesive whole, rather than a collection of unrelated topics. The course requires students to use definitions and theorems to build arguments and justify conclusions. The course features a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds an understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. More specific course information from CollegeBoard can be found [here](#).

*\*NCAA-approved course*

*\*RMU credit available*

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**AP CALCULUS BC**  
**(1.4 Weight) 1 Credit**

**M502**

*\*NCAA-approved course*  
*\*RMU credit available*

This course is intended for students who have successfully completed AP Calculus AB. AP Calculus BC picks up where AP Calculus AB leaves off. AP Calculus BC focuses on students' understanding of calculus concepts and provides experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), the course becomes a cohesive whole, rather than a collection of unrelated topics. The course requires students to use definitions and theorems to build arguments and justify conclusions. The course features a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds an understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Teachers and students should regularly use technology (i.e., TI-84+ calculator) to reinforce relationships among functions, confirm written work, implement experimentation, and assist in interpreting results.

**AP STATISTICS**  
**(1.4 Weight) 1 Credit**

**M501**

*\*NCAA-approved course*  
*\*RMU credit available*

This course is designed for students who have successfully completed Algebra II or Honors Algebra II and possess sufficient mathematical maturity and quantitative reasoning ability. Because Algebra II is the prerequisite course, AP Statistics is usually taken in either the junior or senior year. AP Statistics is instructed as a college-level class. It is taught with the idea that students could take and would be successful on the AP exam. The course involves a lot of writing and inference (not what we always think of with mathematics), but is sure to challenge students and prepare them all for the world of numbers and data sets they will encounter outside of high school. The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem-solving, and writing as they build conceptual understanding.

**IB MATH APPLICATION  
AND INTERPRETATION  
(2 YEAR COURSE)**  
**(1.2 Weight)**  
**1 Credit per year**

**IB305**  
**IB406**

*\*NCAA-approved course*

Students considering this course are preferred to have taken Honors Algebra II and Honors Geometry (can be taken concurrently) due to SATs. A personal graphing calculator (TI-83+ or better) is required. Math Application and Interpretation SL is designed for students who enjoy describing the real world and solving practical problems using mathematics. The course is also designed for those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics. The syllabus provides the students with a wide range of applicable mathematical topics that will serve as a basis for their project. Topics will include extensions of Algebra II and Geometry, Trigonometry, modeling of a variety of Functions, Probability, Statistics, and Calculus. Graphing calculators are used extensively in this course. The course also includes the internal assessment of project work, written work based on personal research, guided and supervised by the teacher. For those choosing to take the IB exam - the external assessments include Paper 1: 15 short-answer questions and Paper 2: five extended response questions.

# Music

## **MUSIC EXPLORATION**

**.5 Credit**

**J115**

Students will learn about other music courses offered at CASHS by exploring the following units in a largely participation-based class:

- ☐ Music through the ages – students will learn about music from the Medieval, Baroque, Classical, Romantic, and 20th Century time periods.
- ☐ World Music- students will sing and play music from Latin American, African, African-American, Native American, and Japanese cultures. Drumming and singing will be a large part of this.
- ☐ Guitar –students will learn to play basic songs on the guitar, using electric guitars
- ☐ Piano – students will learn to play basic songs on the piano, using the keyboards, and will write their own melody.
- ☐ Music Technology – students will learn basic music technology using digital audio workstations.

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## **INTRODUCTION TO PIANO**

**.5 Credit**

**J113**

Students will learn to play the piano from a beginner level. Students will receive group and individual instruction while practicing individually on the keyboards with headsets. Students will learn to read music and play for the teacher. Students will also perform individually and in groups. This course is not for experienced piano students.

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## **ADVANCED PIANO**

**1 Credit**

**J110**

This course is designed for students who have earned an “A” in Introduction to Piano, have taken private lessons, or by approval of the teacher. The ability to read and perform music is essential for this class. It is designed to strengthen the advanced beginner to intermediate student’s keyboard skills. Students will play a wide variety of music from classical to pop to folk, read music, chord charts, and lead sheets, and perform in recitals.

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## **BEGINNING GUITAR**

**.5 Credit**

**J114**

Students will learn to play the guitar from a beginner and intermediate level. Guitarists will receive group and individual instruction while practicing individually. Students will perform individually and in groups for skill quizzes and formal recitals. Upon completion of this course, students will be able to play proficiently using chords and different accompaniment styles. Students will also learn basic music theory applicable to the guitar. Experienced players should not take this class.

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## **ADVANCED GUITAR**

**.5 Credit**

**J119**

Designed for students who have successfully completed Beginning Guitar or have obtained teacher approval. Students will learn to play guitars with other players in a musical performing ensemble at an intermediate to advanced level. Students should have their own guitars and optional amps. Students will learn how to read both standard notation; individual treble clef notes in first and second position, and guitar TAB music. Concerts and recitals will be scheduled as well as limited engagements in the community. Experienced players should take this class.

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**MUSIC TECHNOLOGY**  
**(1.2 Weight) 1 Credit**

**J302**

This course is all about music composition and elements of music technology, including creating music using a digital audio workstation (similar to GarageBand), understanding music production, and how to record music. This is a "hands-on" lab course. Students use computers and recording equipment to create individual and class projects. The number of computers available limits class size.

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**GLEE CLUB (Chorus)**  
**1 Credit**

**J103**

Students interested in this course must see Mrs. Stahl.  
Glee Club (chorus) is open to all interested singers. Glee Club is a scheduled class during the school day with concerts in December, March, and May. Students learn and perform a wide variety of music including classical, pop/rock, world music, and jazz while gaining singing and music reading skills.

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**MUSIC THEORY I**  
**(1.2 Weight) 1 Credit**

**J300**

Students must be currently enrolled in band, chorus, or orchestra or studying music privately with an approved performance concentration taught by an approved certified instructor. The ability to read and perform music is essential for development in this class. This course is designed for students who want to strengthen basic music fundamental skills and improve their ability to sing and read music at sight. Writing music by ear is used as part of the course to help with aural skills and the reading of melody, harmony, and rhythm. This course is of great value to students involved in musical organizations in or out of school and those students planning to pursue further training in music after graduation.

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**AP MUSIC THEORY**  
**(1.4 Weight) 1 Credit**

**J501**

Students interested in this course must be able to read and write musical notation and have basic performance skills with voice or an instrument. Completion of Music Theory I is recommended.  
AP Music Theory is an introductory college-level music theory course. Students cultivate their understanding of music theory through analyzing performed and notated music as they explore concepts like pitch, rhythm, form, and musical design.

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**IB MUSIC SL**  
**(1.2 Weight)**

**IB308**

In order to complete the performance component of this course, students must enroll or be enrolled in Glee Club, Band, Symphony, or study music privately.  
IB Music is designed for the student who wants to know more about the components of music and its historical development. Emphasis is on Theory, Music History, World Music, and Performance. By developing a better understanding of the art of music through studying its basic tools, historical background, and cultural connections, the student will possess a better aesthetic appreciation for quality music of the past and present.  
IB Music is a rigorous elective designed to be of value to all students who are genuinely interested in music. For all students, this course will provide a foundation for future study and an appreciation of a wide variety of music. For students who are active in choral or instrumental performing organizations, this course will provide both historical and theoretical insight into the music they are performing. For students who plan to continue studying music after graduation from high school, IB Music should provide the necessary preparation.

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**IB MUSIC HL**  
**(1.4 Weight)**  
**1 Credit per year**  
**IB312; IB407**

HL Music students follow the same course of study as SL Music students and, in addition, will additionally study composition. Music Theory I is a prerequisite for students electing HL Music.

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**BAND**

**A- J105 1 Credit**  
**B- J106 .75 Credit**  
**C- J118 .5 Credit**

Members of the band are selected by audition with the band director. Band rehearses each morning from 7:25 to 8:04. This class requires participation in band camp, football games, parades, and formal concerts. Students in grades 9, 10, 11, and 12 are eligible. Career Technology and Career Magnet students may be scheduled in the band.

**BAND A - J105 1 Credit** - Full-year band includes marching and concert  
**BAND B - J106 .75 Credit** - Band B is for students who are in Football/Cheer and cannot participate in marching band - these students will begin to meet for the Veterans Day Parade performance in November  
**BAND C - J118 .5 Credit** - Band C is for guard students who choose to only do marching band, and not the competitive indoor guard season.



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**JAZZ BAND**  
**1 Credit**

**J107**

Students must also be in Band A or B.  
This ensemble uses traditional jazz band instrumentation - saxophone, trumpet, trombone, and rhythm section. Students will learn traditional jazz music that includes swing, funk, rock, Latin, and much more!

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**SYMPHONY**  
**1 Credit**

**J109**

**PREREQUISITE:** Instrumental Ability and Audition  
Members of the orchestra are selected by audition with the directors. Symphony Orchestra rehearses on Thursdays after school from 3:30 – 5:10 p.m. with extra rehearsals scheduled as necessary. String players attend a group lesson for one full period each week. Students in grades 9, 10, 11, and 12 are eligible. CMS and FCCTC students may be scheduled for Symphony.

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**EXTRA CURRICULAR**  
**ENSEMBLES**  
**0 Credit**

**PREREQUISITE:** Auditions in Band, Glee Club, Symphony  
Membership in Choristers, Pep Band, Steel Band, Percussion Ensemble, Cantamos, Bell Choir, Modern Band, and Philharmonic is determined by the directors of Band, Glee Club, and Symphony. Members of these groups should contact the director if interested in a performing ensemble.

# NJROTC

## NJROTC Curriculum Overview

The Navy Junior Reserve Officers Training Corps is a credit-awarding elective curriculum focused on Citizenship Development and Leadership. It is designed to equip students with the skills needed to succeed in life – as a college student, as a career professional, or in a trade. It is a full-year program that students may begin at the beginning of any year in their high school career. By design, the curriculum is progressive, and more advanced courses require the completion of prerequisites as described in the course descriptions. Intentionally designed to challenge each student both mentally and physically, the curriculum outcomes will be based on each student’s individual performance and level of effort. The program is taught by instructors who are retired Navy, Marine Corps, and Coast Guard officers and enlisted personnel. The NJROTC-accredited curriculum emphasizes citizenship and leadership development, as well as our maritime heritage, the significance of sea power, and naval topics such as the fundamentals of naval operations, seamanship, navigation, and meteorology. Classroom instruction is augmented throughout the year by extra-curricular activities of community service, academic, athletic, drill, and orienteering competitions, field meets, visits to naval or other activities, marksmanship training, and physical fitness training.

The CASHS NJROTC program is constructed to include two days of academics, one day of dedicated physical fitness training, one day of uniform inspection, and one day of drill instruction. ALL enrolled students are required to wear issued NJROTC uniforms one day per week (as designated by the instructors) and the issued NJROTC Physical Training (PT) uniform during their class period for PT. At the instructors’ discretion, an additional day may be designated for business casual. Grooming standards apply any time the Cadet is in a prescribed uniform (Navy Service Uniform, PT Uniform, Business Casual, and other uniforms as issued by the Navy). Grading criteria include, but are not limited to, participation, enthusiasm, military bearing and appearance, compliance with policy (including school rules), and academic and fitness results.

As a progressive leadership development program, many aspects of the curriculum are student/peer-led and administered. Older, more experienced students will be placed in positions of leadership and authority with the expectation that they will plan and execute unit activities and that they will instruct younger students in basic JROTC knowledge.

All instruction will be grounded in the Navy and Marine Corps Core Values of HONOR, COURAGE, and COMMITMENT.

### **JROTC I – INTRODUCTION TO LEADERSHIP 1 Credit**

#### **JROTCI**

JROTC I is for students in their first year of the JROTC Program. Enrollment is open to students in grades 9-12 who desire to build a foundation of leadership, character, and organizational skills. Curriculum includes an introduction to JROTC, basic military courtesies and customs, wear and care of the JROTC uniform, personal hygiene, military rank, and insignia. Curriculum includes the elements of followership and an introduction to leadership. JROTC I curriculum is capped at 120 students.

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### **JROTC II & III– INTERMEDIATE LEADERSHIP 1 Credit**

#### **JROTCII JROTCIII**

JROTC II/III is for students in their second and third years of the NJROTC Program. Enrollment is open to students in grades 10-12 who have previously completed JROTC I. JROTC II/III is an 8-marking period program that is taught on a two-year schedule. JROTC II/III may be taken for one or both years. The JROTC II/III curriculum will further develop the traits of leadership and citizenship while introducing Cadets to the technical areas of naval science and the role of the U. S. Navy in maritime history.

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**JROTC IV – ADVANCED LEADERSHIP STUDIES**  
**1 Credit**

**JROTCIV**

JROTC IV Advanced Leadership Studies is for selected students in their 4<sup>th</sup> year of enrollment. Enrollment in JROTC IV is restricted to seniors who have completed JROTC I and both years of JROTC II/III AND are specifically recommended by the Senior Naval Science Instructor. Recommendation will be based on a cumulative assessment of the Cadet's progress and performance in JROTC over the preceding 3 years. Selection criteria will include overall academic standing, JROTC aptitude, military appearance and bearing, physical fitness progress and results, and disciplinary record. JROTC IV will provide an opportunity for 4th-year students to expand their leadership experience by assisting instructors in the administration of the JROTC I and JROTC II/III curricula. The intent is to assist upperclassmen in understanding leadership and improve their leadership skills by putting them in positions of authority, under supervision, then helping them analyze the reasons for their varying degrees of success throughout the year. Classroom activities include seminars, reading assignments, classroom presentations, and practical work with younger cadets. Students are mentored/guided in their preparation for life after high school including college preparation, scholarship applications, and the variety of career choices that are available to them.

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**JROTC DRILL & CEREMONIES (DRILL TEAM)**  
**1 Credit**

**JROTCDRILL**

JROTC Drill is open to students who have completed, at a minimum, JROTC I. Students desiring to participate in JROTC Drill must also be concurrently enrolled in JROTC II, III, or IV. JROTC Drill enrollment is limited to a maximum of 40 students.

JROTC Drill activities include armed and unarmed platoon drill, exhibition drill, color guard, daily CASHS flag-raising, travel competitions, parades, and color details for both CASHS sporting events and local civic groups.

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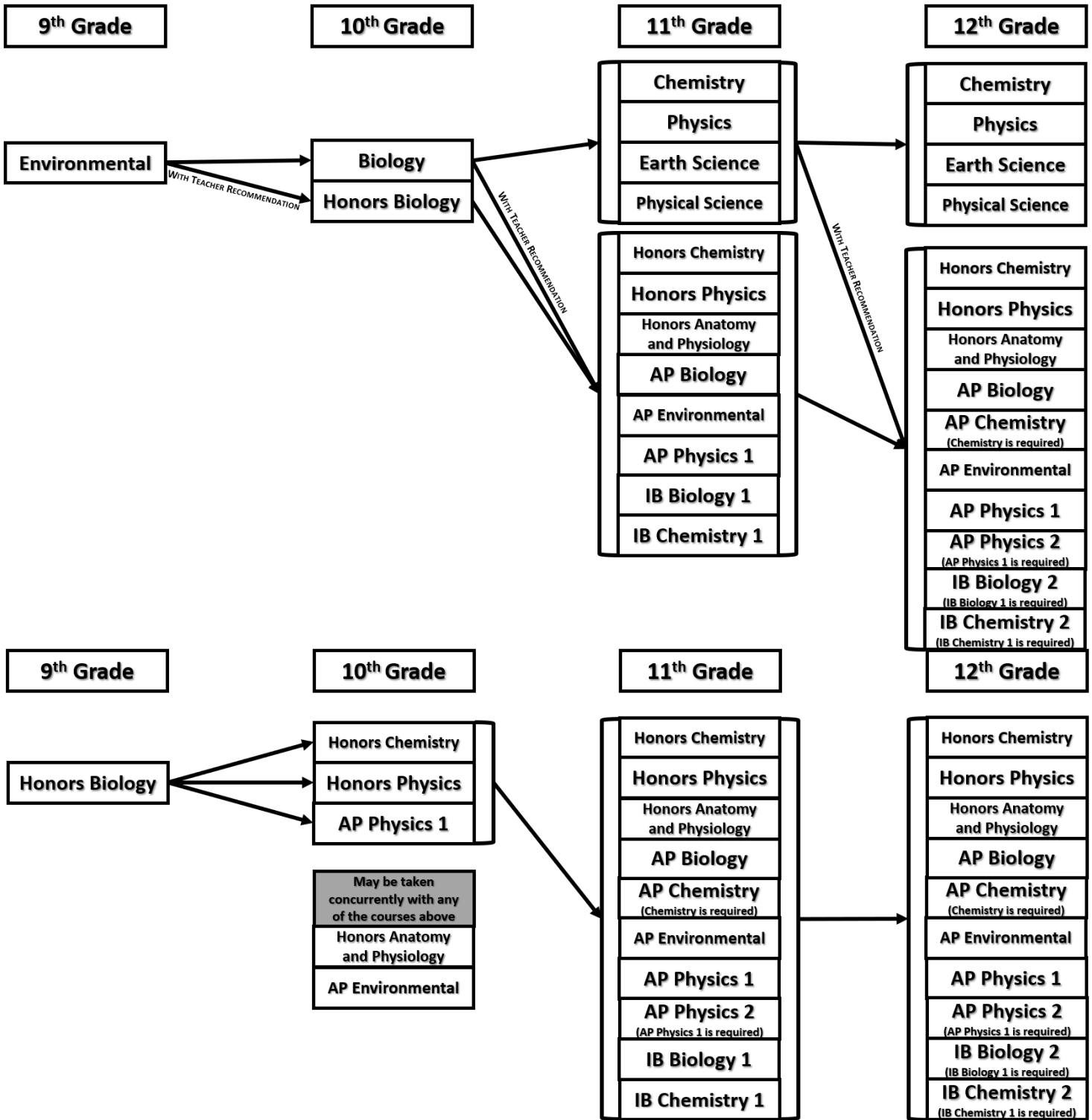
**JROTC PHYSICAL EDUCATION WAIVER**  
**.5 Credit**

**JROTCWAIVER**

Students may utilize the JROTC Waiver as .5 credits toward their Fitness and Wellness requirement. Sophomores and juniors may have this .5 credits applied toward their following year's Fitness and Wellness requirement after successful participation in one year of JROTC PT. This option may only be used one time either during their junior or senior year and cannot be in conjunction with PIAA Sports. JROTC Waiver classes will not be calculated in QPA and class rank.

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# Science



**ENVIRONMENTAL SCIENCE**  
**1 Credit**

**S104 CVA161**  
**K164 P138ES**  
**QS104 QS104B**  
**U600SET**

This course is intended for students in grade 9. Environmental Science is an introductory course to ecology and interactions among living organisms. The purpose is to develop and use the scientific method in preparing, conducting, and drawing conclusions for experiments. Subjects covered will include the environment, material cycles, energy flow, biodiversity, succession, ecosystems, etc.

*\*NCAA-approved course*

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**BIOLOGY**  
**1 Credit**

**S101 CVA159**  
**K175 K175RR**  
**P104 QS101**  
**U602SET**

This course is intended for students in grade 10. Students enrolled in Biology will receive instruction in basic biological principles, the chemical basis for life, bioenergetics, homeostasis and transport, cell growth and reproduction, genetics, theory of evolution, and ecology. A course in biology and successful completion of the Biology Keystone Exam is required for graduation.

*\*NCAA-approved course*

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**HONORS BIOLOGY**  
**(1.2 weight) 1 Credit**

**S301**

This course is intended for students in grades 9 and 10. Students enrolled in Honors Biology will receive instruction in basic biological principles, the chemical basis for life, bioenergetics, homeostasis and transport, cell growth and reproduction, genetics, the theory of evolution, and ecology. Topics in this one-year honors class will be covered at an accelerated pace and with higher academic expectations of the student. Students who intend to enter college and pursue a STEM-related career should select this biology course. The Biology Keystone Exam will be administered at the conclusion of this course. A course in biology and successful completion of the Biology Keystone Exam is required for graduation.

*\*NCAA-approved course*

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**PHYSICS**  
**1 Credit**

**S102**  
**CVA163**

This course is designed for students who have successfully completed Algebra I. The intent of this course is to help students better understand the “why” of things in science and provide information on a variety of physical topics. The course includes a conceptual and mathematical-based study of motion, forces, energy, and waves. Demonstrations and laboratory exercises are used to help students understand the concepts and relationships between ideas. This course, with both descriptive and mathematical aspects, requires the student to have mastery of the solution processes involved with algebraic equations, successful experience in solving “word” problems, as well as abstract & critical thinking skills. Additional mathematical and manipulation skills such as the use of trigonometry and experimental data analysis are included as a part of this course.

*\*NCAA-approved course*

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**HONORS PHYSICS**  
**(1.2 weight) 1 Credit**

**S300**

This course is designed for students who have successfully completed Biology and Algebra I, and have already taken or are currently taking Algebra II and/or Geometry. The intent of this course is to provide the higher-level math/science student comprehensive coverage of Newtonian mechanics. Students must demonstrate critical thinking and problem-solving abilities along with effective organizational skills. Due to the pace of the course, the student must be mathematically strong and able to solve symbolic algebraic equations and “word” problems with ease. Major topics include: kinematics, forces and momentum, work and energy, waves, light, and sound properties. Demonstrations and laboratory exercises are used to help students understand the concepts and relationships between ideas. The use of a calculator is required.

*\*NCAA-approved course*

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**CHEMISTRY****1 Credit**

This course is designed for students who have successfully completed Biology, Algebra I, and Geometry (may be concurrent). Successful completion of Physics or Honors Physics is also recommended.

**S105  
CVA162**

Chemistry is the study of the composition and behavior of matter. One of the goals of the course is to foster educated and informed decisions regarding chemical issues facing today's society. Demonstrations and laboratory activities link abstract concepts to concrete observations. Topics of study include the structure of matter, scientific reasoning and measurement, chemical bonding and molecular structure, chemical reactions, solutions, stoichiometry, gases, thermochemistry, and nuclear chemistry. This course provides the fundamental knowledge and skills for further scientific study as well as a wide range of career opportunities including healthcare, engineering, trades, manufacturing, mining, and more.

***\*NCAA-approved course***

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**HONORS CHEMISTRY  
(1.2 weight) 1 Credit**

This course is recommended for students who have successfully completed Biology. Completion or concurrent enrollment in Honors Physics or AP Physics and Algebra II is highly recommended.

**S302**

The Honors Chemistry course is designed to give students an understanding of the basic principles of chemistry. Laboratory experience and modeling skills are emphasized to balance chemical principles and descriptive chemistry with demonstrations and real-world applications. Course topics include kinetic theory, atomic & electronic structure, bonding, chemical equations and reaction prediction, solutions and acid-base chemistry, redox chemistry, thermochemistry, intermolecular forces, and the behavior of gasses. This course provides the foundations necessary for further scientific study, especially for careers in healthcare, science, and engineering.

***\*NCAA-approved course***

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**EARTH SCIENCE****1 Credit**

This course is designed for students who have completed Biology.

Earth Science offers students a comprehensive exploration of the Earth's systems, concentrating on four primary disciplines: meteorology, astronomy, geology, and oceanography. Throughout the course, students will engage in exploration, comparison, research, reflection, and real-world connections. Additionally, the curriculum may feature inquiry-based laboratory work, enabling students to participate in hands-on experiments and investigations. Ultimately, Earth Science is designed to equip students with a solid foundation in the subject, preparing them for advanced study in the field.

**S103      CVA158  
K101      P105  
U325SET*****\*NCAA-approved course***

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**PHYSICAL SCIENCE****1 Credit**

This course is designed for students in grades 11 and 12.

Physical Science provides an engaging introduction to the core principles of Physics and Chemistry. The course emphasizes the scientific method, guiding students in designing, conducting, and analyzing experiments. Participants will hone their skills in measurement, data analysis, and the mathematical techniques essential for scientific exploration. Key topics cover scientific measurements, the principles of force and motion, the properties and changes of matter, and various forms of energy. This course lays a strong foundation for understanding the workings of the world, offering numerous opportunities for hands-on experiments and real-world applications of the concepts learned.

**S111  
CVA160  
U601*****\*NCAA-approved course***

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**METEOROLOGY****0.5 Credit**

**S120** This course is designed for students in grades 11 or 12 who have successfully completed Biology. Dive into the fascinating world of meteorology with this comprehensive course designed to cultivate a deep understanding of the atmosphere and its dynamic processes. Students will explore fundamental meteorological concepts at a college level, gaining insights into weather patterns, atmospheric phenomena, and the science behind forecasting. This course emphasizes effective communication skills, equipping students with the tools to convey complex meteorological ideas in a clear and engaging manner to diverse audiences. Additionally, students will gain hands-on experience in creating accurate weather forecasts using advanced computer models, enhancing their technical proficiency in real-world applications. This course is ideal for those with a passion for weather science or aspiring to pursue a career in meteorology.

***\*This course is pending School Board approval***

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**ORGANIC CHEMISTRY****0.5 Credit**

**S113** This course is designed for students in grades 11 or 12 who have successfully completed Chemistry. Introduction to Organic Chemistry is designed to provide students with concepts and fundamentals taught in the first-year organic chemistry course at the college level. This course is designed for students intending to pursue a career in medicine, chemistry or biology, engineering, pharmacology, or research. Topics may include: nomenclature, reaction mechanism, synthesis, chirality, functional groups, Lewis model, hybridization, structural formulas, bonding, nucleophiles, and electrophiles.

***\*NCAA-approved course***

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**HONORS HUMAN ANATOMY & PHYSIOLOGY**  
**(1.2 weight) 1 Credit**

**S303** This course is intended for students who have successfully completed Biology and have either successfully completed or are currently taking Chemistry and/or Physics. Designed for students seeking a deeper understanding of the human body and its functions, this course covers the organization of the body through the use of anatomical and physiological terminology, with a focus on the structure, function, and disorders of the eleven major body systems. This course applies key principles of anatomy and physiology to real-world medical conditions and features inquiry-based laboratories. Emphasizing critical thinking and analytical skills, this course provides an introductory-level college experience. It is particularly beneficial for students pursuing careers in healthcare, exercise science, or related fields.



***\*NCAA-approved course***

***\*RMU credit available***

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**AP BIOLOGY (with lab)**  
**(1.4 Weight) 1.5 Credit**

**S500** This course is intended for students who have successfully completed Biology. This course is designed to be the equivalent of a two-semester college introductory course usually taken by Biology majors during their first year. Students cultivate their understanding of biology through inquiry-based investigations as they explore the topics of evolution, cellular processes, genetics, information transfer, ecology, and interactions. This course requires that twenty-five percent of the instructional time be devoted to hands-on laboratory work with an emphasis on inquiry-based investigations.

***\*NCAA-approved course***

***\*RMU credit available***

**IB BIOLOGY HL (2 YEAR COURSE) (1.4 Weight) 1 Credit per year**

**IB603  
IB703**

Students considering this course should have successfully completed Biology. The IB Biology course is a rigorous, globally recognized program designed to foster an in-depth understanding of the biological sciences. Students will investigate topics such as cell biology, genetics, ecology, and human physiology, while developing critical thinking, practical skills, and an understanding of how scientific knowledge evolves. The course fosters a holistic appreciation of biology and its real-world applications by integrating both theoretical study and experimental work, with opportunities for independent research and investigation. Emphasis is placed on inquiry-based learning, ethical considerations in scientific research, and the global impact of biological discoveries.

*\*NCAA-approved course*

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**AP CHEMISTRY (with lab) (1.4 Weight) 1.5 Credit**

**S501**

This course is intended for students who have successfully completed Chemistry, Physics, and Algebra II; Honors or AP level are encouraged. AP Chemistry builds students' understanding of the nature and reactivity of matter. Students study the structure of matter, solve complex quantitative chemical problems, examine molecular composition, and learn to predictably transform substances through chemical reactions. Emphasis is placed on the seven science practices outlined by CollegeBoard, capturing important aspects of the work scientists engage in - combining content with inquiry and reasoning skills. Students should attain an in-depth understanding of matter and its changes and a reasonable competence in dealing with chemical problems. This course will also contribute to the development of the student's abilities to think clearly and to express their ideas orally and in writing with clarity and logic. This course is the equivalent of an introductory college-level chemistry course. AP Chemistry prepares students for further study in science and for careers in science, healthcare, and engineering.

*\*NCAA-approved course  
\*RMU credit available*

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**IB CHEMISTRY HL (2 year course) (1.4 Weight) 1 Credit per year**

**IB604  
IB704**

Students considering this course should have successfully completed Honors Chemistry, Algebra II with a "C" or higher, and have high-level writing skills. Completion of Honors or AP Physics is also suggested. The IB Curriculum is designed for students with strong critical thinking and problem-solving skills. It is an intensive International, Inquiry-based curriculum that covers all of the material normally covered in the first and second semesters of college-level chemistry classes, plus an in-depth introduction to Organic Chemistry. An independent research project and paper are a required component of the course. The research and performance of the data collection will take place over the summer and during the 2<sup>nd</sup> year of the course with completion of the paper reporting the results submitted by the end of February in the second year. A 3 part exam will be conducted in May of the second year. College credit may be given based on the performance on the research paper, and 3 exams depending on performance. A collaborative Group Project with IB Biology and IB Sports, Exercise and Health Science is also a required component.

**Year 1**

Topics in year one include: Atomic Structure, Quantum electronic configuration, Organic nomenclature, spectroscopic determination of organics, trends of the periodic table, Covalent, Ionic, and Metallic Bonding, Intermolecular forces, hybridization, stoichiometry, and Independent Research topic development.

**Year 2**

Thermodynamics, Kinetics, Equilibrium, Organic Chemistry, Redox reactions, Acid and Base reactions, Electrochemistry, completion of Independent research topic.

*\*NCAA-approved course*

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**AP PHYSICS 1:  
ALGEBRA-BASED  
(1.4 Weight) 1 Credit**

**S502**

This course is designed for students who have successfully completed Geometry and have successfully taken or are concurrently taking Algebra II or an equivalent course. Although the Physics 1 course includes the basic use of trigonometric functions, this understanding can be gained either in the concurrent math course or in the AP Physics 1 course itself.

The College Board describes AP Physics 1 as “an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.” This is a fast-paced course geared towards the advanced, motivated learner. Equal emphasis is placed on high-level mathematical and verbal reasoning skills. Laboratory assignments are a critical component of the course and students are required to write formal labs maintained in a scientific portfolio.

*\*NCAA-approved course*

*\*RMU credit available*

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**AP PHYSICS 2:  
ALGEBRA-BASED  
(1.4 Weight) 1 Credit**

**S504**

This course is designed for students who have successfully completed AP Physics 1. The College Board describes AP Physics 2 as “an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electric circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.” This is a fast-paced course that builds on concepts and scientific skills learned in AP Physics 1 and is geared towards the advanced, motivated learner. Equal emphasis is placed on high-level mathematical and verbal reasoning skills. Laboratory assignments are a critical component of the course and students are required to write formal labs kept in a scientific portfolio.

*\*NCAA-approved course*

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**AP ENVIRONMENTAL  
SCIENCE  
(1.4 Weight) 1 Credit**

**S503**

This course is designed for students who have successfully completed two years of high school laboratory science—one year of life science and one year of physical science (e.g., a year of biology and a year of chemistry). Due to the quantitative analysis required in the course, students should also have taken at least one year of algebra. Also, desirable (but not necessary) is a course in earth science.

This course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. Although there are no specific AP Environmental Science labs or field investigations required for the course, it is required that students have the opportunity to spend a minimum of 25% of instructional time engaged in hands-on, inquiry-based laboratory and/or fieldwork investigations.

*\*NCAA-approved course*

*\*RMU credit available*

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# Social Studies

## EARLY AMERICAN HISTORY 1 Credit

H116 CVA164  
P144ES QH116  
U609SET

Early American History is a ninth-grade course that covers the history of America from colonial times through the early 1900s. Students will use a variety of sources, including an assigned textbook, in order to learn about these time periods. Students will be expected to demonstrate their knowledge through the creation of projects, writing responses, and traditional tests/quizzes.

*\*NCAA-approved course*

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## HONORS EARLY AMERICAN HISTORY (1.2 Weight) 1 Credit

H301

*\*NCAA-approved course*

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Honors Early American History is a ninth-grade course that covers the history of America from colonial times through the revolution and into the early 1900s. Students must be able to read and interpret various primary and secondary sources as well as factual information and express those findings in writing with clarity. The emphasis will be on analysis, interpretation, and written expression of relevant events in early American history. This course will prepare students who wish to take AP courses in the future. Students will be expected to participate in the National History Day event.

## MODERN AMERICAN HISTORY 1 Credit

H102 CVA165  
P152ES QH102  
U324SET

Modern American History is a tenth-grade course that covers the history of America from the early 1900s through the present day. Students will use a variety of sources, including an assigned textbook, in order to learn about these time periods. Students will be expected to demonstrate their knowledge through the creation of projects, writing responses, and traditional tests/quizzes.

*\*NCAA-approved course*

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## HONORS MODERN AMERICAN HISTORY (1.2 Weight) 1 Credit

H302

*\*NCAA-approved course*

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Honors Modern American History is a tenth-grade course that covers the history of America from the early 1900s to present day. Students must be able to read and interpret various primary and secondary sources as well as factual information and express those findings in writing with clarity. The emphasis will be on analysis, interpretation, and written expression of relevant events in modern American history. This course will prepare students who wish to take AP courses in the future.

## WORLD HISTORY 1 Credit

H100 CVA166  
P107 U323SET

World History provides an in-depth examination of the modern histories of Europe, Africa, The Middle East, and Asia since 1450 A.D. Students will examine traditional life, the impact of global connections, and the modern era in each of these regions. Students will be exposed to diverse historical perspectives on major events in world history.

*\*NCAA-approved course*

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## HONORS WORLD HISTORY (1.2 Weight) 1 Credit

H303

*\*NCAA-approved course*

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Honors World History is an eleventh-grade course that covers the history of the world from the 1400s to present day. Students must be able to read and interpret various primary and secondary sources as well as factual information and express those findings in writing with clarity. The emphasis will be on analysis, interpretation, and written expression of relevant events in world history. This course will prepare students who wish to take AP courses in the future.

**CIVICS**  
**.5 Credit**

**H109 CVA135**  
**QH112**  
**U811SET**

This course will cover the early formation of the United States government with an emphasis on the United States Constitution, the three branches of government, and the election process. This course will also allow a forum to discuss monumental pieces of social and civil rights-based legislation throughout the course of American history. Students are required to attend a local government meeting. There will also be a current events component incorporated into the course throughout the semester.

***\*NCAA-approved course***

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**PSYCHOLOGY**  
**.5 Credit**

**H106 CVA137**  
**U326SET**

This course provides a general introduction to psychology. Areas of study encompass a wide range of topics including the psychology of sensation and perception, intelligence, behaviorism, dreams and dream theory, abnormal behavior, lifespan psychology, stress, and theories of personality. Students will gain insight into the major trends, theories, important individuals and vocabulary associated with the field as we look at different approaches to the question of why people act as they do.

***\*NCAA-approved course***

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**SOCIOLOGY**  
**.5 Credit**

**H105 CVA138**

This course is intended for students in grades 11 and 12. The course provides a general introduction to sociology, examining how groups of people in society respond to different social issues. The course looks at different perspectives on culture, deviance, racism, poverty, aging, families, education, and a host of other societal issues. The course is based on class discussion where students are allowed to respectfully express their ideas and opinions.

***\*NCAA-approved course***

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**HONORS SOCIOLOGY**  
**(1.2 Weight) .5 credit**

**H304**

This college-level course is designed to provide opportunities for students to analyze patterns and trends of individual and group behaviors. Societal norms and values will be discussed with regard to people and institutions. Theories and research studies will be examined throughout the course and societal issues, past and present, will be discussed. ***\*This course is pending School Board approval***

***\*RMU credit available***

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**ECONOMICS**  
**.5 Credit**

**H104**  
**CVA136**

The purpose of this course is to provide students with an introduction to the basic principles of economics. In a world where most of the contemporary problems confronting mankind are essentially economic in nature, an understanding of analytical tools and general economic principles is a fundamental part of sound academic preparation. Topics and issues to be presented include production and consumption activities in a modified capitalistic system, forms of business enterprise--from proprietorship to corporation, the role of labor and government, money and banking functions and specialized economic problems of contemporary society.

***\*NCAA-approved course***

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**AP UNITED STATES  
GOVERNMENT AND  
POLITICS**  
**(1.4 Weight) 1 Credit**

**H503**

This course is intended for students who are able to read a college-level textbook and write grammatically correct, complete sentences. AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

*\*NCAA-approved course*  
*\*RMU credit available*

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**AP UNITED STATES HISTORY**  
**(1.4 Weight) 1 Credit**

**H500**

This course is intended for students who are able to read a college-level textbook and write grammatically correct, complete sentences. Students should also expect a few hours of homework each week. In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. This course is run as a “flipped classroom” which will require students to learn the majority of the content outside the classroom. In the classroom, students will work on developing and strengthening their historical thinking skills and their historical writing. The course emphasizes reading, writing, analyzing documents, and historical thinking.

*\*NCAA-approved course*  
*\*RMU credit available*

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**IB HISTORY OF THE  
AMERICAS HL**  
**(2 YEAR COURSE)**  
**(1.4 Weight)**  
**1 Credit per year**

**IB601**

**IB701**

IB History aims to look at certain historical events in great detail from multiple perspectives to gain a greater understanding of the world. In addition, students are encouraged to comprehend the present by reflecting critically on the past. Topics of study include: Emergence of the Americas in Global Affairs (1880-1929), the Move to Global War, American Involvement in WWII including the U.S., Canada, and Latin America, the Cold War, and more. Please see the [full course description](#) in the IB section.

Students will complete an Internal Assessment for the course. This assessment is a paper that is researched, written, reviewed, and revised with the assistance of the teacher and the librarian. This assessment is a great opportunity to become familiar with college-level research and writing. Additionally, at the end of the IB history course, students have the opportunity to take the IB exam, which provides college credits/advancement opportunities.

*\*NCAA-approved course*

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**AP PSYCHOLOGY**  
**(1.4 Weight) 1 Credit**

**H502**

This course is equivalent to an introductory college-level course. Students should be able to read a college-level textbook, be organized, and express themselves clearly in writing. The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas.

*\*NCAA-approved course*  
*\*RMU credit available*

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**IB PSYCHOLOGY HL**  
**(2 YEAR COURSE)**  
**(1.4 Weight) 1 Credit per**  
**year**

**IB602**  
**IB702**

Students considering this course should have earned a “C” or better in Biology. The HL Psychology course aims to develop an awareness of how psychological research can be applied to understand human behavior. There will be a focus on developing an understanding of behaviors through differing perspectives, biological, cognitive, and sociocultural. Students will also understand and use diverse methods of psychological inquiry with sensitivity to the varying ethical issues involved. Topics such as neuroscience, research methods, states of consciousness, sensation, perception, heritability, life-span development, cognition, conditioning and learning, memory, motivation, emotion, personality, health and how culture impacts behavior will be examined using various perspectives. In addition, areas of abnormal psychology and the psychology of human relationships will be studied in more depth. Students will also apply research methodology in the collection of data, analysis of data, testing of hypotheses, and interpretation of complex data and source material. Experimental research methodology will be introduced, along with statistical methods involved in qualitative research in psychology.

*\*NCAA-approved course*

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**AP EUROPEAN HISTORY**  
**(1.4 Weight) 1 Credit**

**H501**

This course is intended for students who are able to read a college-level textbook and write grammatically correct, complete sentences. Students should also expect a few hours of homework each week. In AP European History, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present in Europe. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course covers European empires, Kings and Queens, Wars, and Culture. We start the course with Feudalism and Knights and Kings. We cover the Renaissance, Reformation, Age of Absolutism, the Enlightenment, State Building, the Industrial Revolution, Colonization, both World Wars, and modern-day issues in European culture. This class is a flipped classroom. Students take notes from their text at night as homework and class is filled with projects, skills enhancement, reading, and writing activities. In the classroom, students will work on developing and strengthening their historical thinking skills and their historical writing. The course emphasizes reading, writing, analyzing documents and historical thinking.

*\*NCAA-approved course*  
*\*RMU credit available*

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**AP WORLD HISTORY  
(MODERN)  
(1.4 Weight) 1 Credit**

**H505**

This course is intended for students who are able to read a college-level textbook and write grammatically correct, complete sentences. Students should also expect a few hours of homework each week. In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. This course looks at history from a World Perspective. We study Africa, Asia, the Americas, and Europe. This class is a “flipped classroom.” Students are expected to take notes from their textbook and we will work on writing skills, analyzing skills, projects, and other activities during class. In the classroom, students will work on developing and strengthening their historical thinking skills and their historical writing. The course emphasizes reading, writing, analyzing documents and historical thinking.

*\*NCAA-approved course*  
*\*RMU credit available*

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# Special Education

Students with an IEP have yearly IEP meetings with their IEP team to determine the level of support they need within their classes. Special Education course codes can be found within each core course description, designated with a K. In addition, students with IEPs may be enrolled in the courses outlined in this section. Students requiring additional levels of support may be enrolled in courses designated with codes P, X, or U.

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## **Math Foundations** **1 credit**

**K103RR**

Students are recommended for this course by their Special Education TOR, Math Teacher, and IEP Team. This course is designed to support students with a successful transition from pre-algebraic to algebraic concepts by providing remediation and instruction on foundational math concepts. The goal of this course is to allow students to master the foundations for a solid mathematical understanding which will prepare them for a successful experience in Algebra. Topics may include numbers and operations, variables in expressions, integers, equations, fractions, decimals, percents, ratios and proportions, modeling integers, and using data and graphs. Problem-solving is emphasized throughout all concepts.

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## **Academic Support** **1 credit**

**K188**

Students are recommended for this course by their IEP Team. This course is designed to support students academically and socially, as well as provide time for IEP-required Progress Monitoring. Students are scheduled with their TOR. During this course, students are assisted with checking their grades, determining whether they owe past work to teachers, and checking for upcoming tests and quizzes. Students can get help with assignments or finish tests from other classes. They also learn organization and study skills, as well as social skills.

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# Gifted Services

## **Gifted Seminar** **GS101** **.5 Credit**

At the secondary level, students in the gifted support program will further develop critical thinking/problem-solving skills and areas of strength through competitions, enrichment of regular education classrooms, the entrepreneurial mindset, inquiry-based and hands-on lessons, and building networks to support career readiness.

# Technology Education

Course Offered Every Year	Courses Offered 2025-2026	Courses Offered in 2026-2027
	These courses will be offered in years beginning in odd years and ending in even years.	These courses will be offered in years beginning in even years and ending in odd years.
	Graphic Communications	Computer Graphics
	Residential Architectural Drawing	Intro to Drafting & CAD
	Technical Design & Prototyping	Electricity & Electronics
	Advanced CAD	Commercial Architecture
Wood Tech I		
Wood Tech II		
Wood Tech III		
Manufacturing & Enterprise		
Photography I		
Photography II		
Robotics		
Engineering Principles & Practices		

## [More Info about the Tech Ed Department here](#)

### **WOOD TECHNOLOGY**

#### **Level I**

**.5 Credit**

**T100**

A project-centered course in basic woodworking offered to all students. Opportunities for design and problem-solving skills are part of the experience with an emphasis placed on applied mathematics. Students will develop basic knowledge, skills, and safety practices using contemporary woodworking equipment. Students build their projects from plans, which include: wall shelves, puzzles, picture frames, jewelry boxes, and other similar products.

### **WOOD TECHNOLOGY**

#### **Level II**

**.5 Credit**

**T101**

This course is designed for students who completed Wood Technology I with a minimum grade of "C." A project-centered course in woodworking for students interested in advancing their skills beyond the first-level course. Project work is focused on small-scale cabinet construction with an emphasis on design and engineering of wood products.

**WOOD TECHNOLOGY  
Level III  
.5 Credit**

**T102**

This course is designed for students who successfully completed Wood Technology II with a minimum of a "C." A project-centered course in woodworking for students interested in advancing their skills beyond the second-level course. Project work is focused on service learning and production techniques. Students will design and build tooling that will be used to make their projects.

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**COMPUTER GRAPHICS  
.5 Credit**

**T109  
CVA178**

A course in graphic design, students will develop computer skills using: Adobe Photoshop, Illustrator, and InDesign software. Applied design projects include designing advertisements, promotional items, calendars, posters, flyers, logos, vinyl transfers, decals, stickers, & other graphic layouts.

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**GRAPHIC  
COMMUNICATIONS  
.5 Credit**

**T116**

A course in the graphic arts. Students learn how screen-printing technology and digital printing is used in a production environment on a variety of media substrates. Project work includes teacher-assigned design work, students own design work and service production work for other school organizations. Common projects include screen printed & vinyl t-shirt designs, decals, stickers, window clings, and notepads.

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**TECHNICAL DESIGN AND  
PROTOTYPING  
.5 Credit**

**T115**

An introductory course in applied design and engineering. Activities in this course involve solving technical problems, sketching and drawing designs of their solutions, building prototypes from their drawings and testing their prototypes to see if their solutions worked. Project work may include designing, building, and testing model bridges, towers and cranes; and also designing, building, and testing model cars, boats, planes and other vehicles. Students will use high-tech methods including 3-D printing.

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**INTRO TO DRAFTING AND  
COMPUTER ASSISTED  
DRAWING (CAD)  
.5 Credit**

**T117**

An introductory course for all students. Measurement, forms of engineering expression, technical drawing instruments and methods, Computer Assisted Drawing (CAD). Emphasis is placed on applying engineering drawing techniques as a form of communication.

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**MANUFACTURING &  
ENTERPRISE  
.5 Credit**

**T103**

This course is intended for students who have completed Wood Technology I. It is also recommended that Tech CAD I be taken previously or concurrently. Students learn how manufacturing technology is applied in industry. Working in teams, students design/build, test and mass-produce a marketable product. Various aspects of manufacturing will be explored such as: safety, management, research and development, production and marketing. Students will also be exposed to the world of automation and the role of robotics in manufacturing.

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**ADVANCED COMPUTER  
ASSISTED DRAWING (CAD)  
.5 Credit**

**T118**

This course is designed for students who have completed Intro to Drafting and Computer Assisted Drawing (CAD) with a minimum of a "C" and are interested in a career as a designer, architect, engineer or other technical design profession. The activities in this course build upon the skills learned in Intro to Drafting and CAD. Students will design structures and create physical models of their designs that include the use of a 3D printer. Students will redesign existing structures to meet requirements for people with disabilities.

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**RESIDENTIAL  
ARCHITECTURAL DRAWING  
1 Credit**

**T107**

This course is intended for students who have completed Tech CAD 1. An introductory course in architectural drawing for all students. Topics include: basic technical drawing, scale measurement, room planning, basic house construction. Students will create technical drawings using AutoCAD software. Emphasis will be placed on understanding technical drawing as it applies to architectural design.

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**COMMERCIAL DESIGN  
ARCHITECTURE  
1 Credit**

**T108**

This course is designed for students who have completed Residential Architectural Drawing with a minimum of a "C" and are interested in a career as a designer, architect, engineer, or other technical design profession. The activities in this course build upon skills students learned in residential architectural drawing. Students will build scale models of the designs they draw using AutoCAD REVIT architectural design software.

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**ELECTRICITY &  
ELECTRONICS  
.5 Credit**

**T111**

This is an introductory course for students interested in learning about electronics used in consumer products and engineering. Topics include: AC and DC circuits, motors, controls and power supply units will be explored. Students will also be briefly exposed to the world of HVAC technology, automation and the role electronics plays and industrial robotics. Emphasis will be placed on circuit calculation, testing, wiring and troubleshooting. This course is highly recommended for students contemplating a career in science, engineering or industrial related fields.

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**ROBOTICS  
.5 Credit**

**T113**

This course exposes students to building college level educational robots to specification. Students will learn the basics of robotics programming language as well as gain experience using a series of robotic sensors to navigate their individually built robots through various tasks from a performance checklist.

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**ENGINEERING PRINCIPLES  
AND PRACTICES  
.5 Credit**

**T120**

This advanced-level engineering course is designed for high school students with a strong interest in pursuing careers in engineering, technology, or related fields. In partnership with Robert Morris University, this course provides a college-level introduction to fundamental engineering principles, problem-solving, and design processes. Students will engage in real-world applications of mechanical, electrical, and civil engineering concepts through hands-on projects and collaborative challenges. The course emphasizes critical thinking, teamwork, and the development of practical skills, preparing students for further academic study and professional careers in engineering and related disciplines.

**\*RMU credit available**

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**PHOTOGRAPHY I****.5 Credit****T110**

This course is designed for students in grades 11 & 12. Photography I will equip students with the basic skills needed in all phases of the photographic process. Camera operation, with emphasis on proper exposure and composition, will be stressed. Students will learn how to edit their photographs, how to transfer images from their cameras to a computer and finally how to get their final product online for the world to see. We will study photographers that are active in the world and learn how to do what they do. One of the goals for our students is that when they leave this course, they can pick up any camera and take quality photographs. Students will also create a portfolio that they can transfer to themselves for their personal use after completion of the program.



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**PHOTOGRAPHY II****.5 Credit****T119**

This course is designed for students who have successfully completed Photography I. Students will apply and enhance skills developed in all phases of the photographic process. Attention will be placed on the areas of light/exposure, camera technique, finishing and mounting prints. Students will also create and evaluate work concentration in the areas of artificial light photography, digital image capture, manipulations, output and special techniques. Students will be engaged in various laboratory exercises and the continued development of a student portfolio.

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# World Languages

## MODERN WORLD LANGUAGES – German & Spanish

<b>LEVEL I</b> <b>1 Credit</b> <b>GERMAN F102</b> <b>SPANISH F104; CVA 142</b>	This course introduces the student to the basic vocabulary and expressions, the rules of pronunciation, and the grammatical structures of the language. An introduction to the culture of the people is also covered. <b>*NCAA-approved course</b>
<b>HONORS LEVEL I</b> <b>(1.2 Weight) 1 Credit</b> <b>GERMAN F306</b> <b>SPANISH F309</b>  <b>*NCAA-approved course</b>	Intended for students taking Honors English or are a native speaker, this course introduces the student to the vocabulary and expressions, the rules of pronunciation, and the grammatical structures of the language. An introduction to the culture of the people is also covered. The course is designed to present the material in greater depth at a faster pace for the language learner who intends to continue language study during multiple years culminating in AP study.
<b>LEVEL II</b> <b>1 Credit</b> <b>GERMAN F103</b> <b>SPANISH F105; CVA143</b>  <b>*NCAA-approved course</b>	This course is designed for students who have successfully completed Level I. It reviews the basic vocabulary and grammar learned in the first level of the language. Grammar and vocabulary are expanded through work with reading selections. More emphasis is placed on the student's reading and writing ability and the culture of the people is also stressed.
<b>HONORS LEVEL II</b> <b>(1.2 Weight) 1 Credit</b> <b>GERMAN F307</b> <b>SPANISH F310</b>  <b>*NCAA-approved course</b>	This course is designed for students who have successfully completed Honors I, General Level II, or are a native speaker (with teacher approval). This course reviews the vocabulary and grammar learned in the first level of the language. Grammar and vocabulary are expanded through work with reading selections. More emphasis is placed on the student's reading and writing ability and the culture of the people is also stressed. The course is designed to present the material in greater depth at a faster pace for the language learner who intends to continue language study during multiple years culminating in AP study.
<b>HONORS LEVEL III</b> <b>(1.2 Weight) 1 Credit</b> <b>GERMAN F308</b> <b>SPANISH F311</b>  <b>*NCAA-approved course</b>	Designed for students who have successfully completed Honors II, this course reviews the vocabulary and grammar learned in Honors I and II of the language. Additional grammar points and vocabulary are studied in greater depth and detail. Students will read longer selections that include cultural material. Students are encouraged to express themselves through speaking and writing. This level is designed to continue the acceleration of language study in preparation for the AP study.
<b>HONORS LEVEL IV</b> <b>(1.2 Weight) 1 Credit</b> <b>SPANISH</b>  <b>F312</b>  <b>*NCAA-approved course</b>	Designed for students who have successfully completed Honors III, this course provides an opportunity to continue in their chosen language program with another level for language development. The target student group would be Honors 3 students with the desire to learn more in order to be career and college ready but not quite ready for full immersion in a college level or AP course. Honors 4 will concentrate on grammar and thematic topics and prepare students to be successful for postsecondary experiences in the workforce or future educational setting. Honors 4 is also an excellent choice to take before taking AP Spanish.

**AP LANGUAGE AND CULTURE**  
**(1.4 Weight) 1 Credit**  
**GERMAN F502**  
**SPANISH F503**

Students considering this course are typically in their fourth year of high school–level language study, and have successfully completed Honors III. In the case of native or heritage speakers, there may be a different pathway of study leading to this course. The AP Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in the language. The AP Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students’ awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

*\*NCAA-approved course*  
*\*Wilson credit available*  
*(Spanish)*

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**IB LANGUAGE B SL:**  
**GERMAN OR SPANISH**  
**(2 YEAR COURSE)**  
**(1.2 Weight)**  
**1 Credit per year**  
**GERMAN IB301; IB401**  
**SPANISH IB300; IB400**

This course is designed for students who have successfully completed Honors 1 and 2 levels of language B (German, Spanish). The focus of this course is language acquisition and understanding. The language B syllabus approaches the learning of language through meaning. Through the study of the core, students build the necessary skills to reach the assessment objectives of the language B course through the expansion of their receptive, productive and interactive skills. The topics of study are identities, experiences, human ingenuity, social organization, and sharing the planet.

*\*NCAA-approved course*

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**IB SPANISH AB INITIO SL**  
**(2 YEAR COURSE)**  
**(1.2 Weight)**  
**1 Credit per year**  
**IB303; IB403**

Spanish ab initio is intended for motivated students who have no previous experience in Spanish, or the maximum of one year. The IB DP language ab initio course is designed for 11th grade students who have not taken foreign language courses, but would like to complete two years before graduation. It also is meant to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where Spanish is spoken. The objective of Spanish ab initio is to prepare students to effectively communicate in basic, everyday situations in Spanish. These skills include written and oral expression as well as understanding various forms of literature and speech. This course aims to foster the development of open-minded learners. Students will not only learn to communicate effectively but also appreciate cultural perspectives different from their own.

*\*NCAA-approved course*

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## CLASSICAL LANGUAGES - LATIN

**HONORS LATIN I**  
**(1.2 Weight) 1 Credit**  
**F300**

This course is intended for students also taking Honors English. Honors Latin I emphasizes the basic grammar, vocabulary, and culture of classical Latin. Translation and discussion involves classical mythology, Roman entertainments, family culture, and the city of Rome.

*\*NCAA-approved course*

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**HONORS LATIN II**  
**(1.2 Weight) 1 Credit**  
**F301**

Intended for students who have successfully completed Honors Latin I, this course reviews the basic grammar and vocabulary learned in Honors Latin I and a strong emphasis is placed on learning new verb forms. The course is designed to continue the acceleration of language study in preparation for the IB course.

*\*NCAA-approved course*

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**IB LATIN HL (2 YEAR COURSE)**  
**(1.4 Weight) 1 Credit per year**  
**IB302; IB402**

Intended for students who have successfully completed Honors Latin II, The IB HL course consists of studies in poetry and prose. Students will read, translate, understand, analyze, and interpret selections from Vergil, Lucretius, Pliny, Cicero, and many others. In addition, students will complete 2 IB-required projects. The Internal Assessment consists of a research assignment relating to a topic in classical history, literature, language, religion, mythology, art, archaeology, and the External Assessment consists of a composition in the classical language accompanied by a rationale.

*\*NCAA-approved course*

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## WORLD LANGUAGES – Other

**MEDICAL AND LEGAL TERMINOLOGY**  
**.5 Credit**  
**F112**

Students may take this course in any grade; however, only students in grades 10-12 will be eligible for Wilson College credit for this course. The Medical and Legal Terminology Course focuses on prefixes, roots, and suffixes of words and phrases commonly used in the medical and legal fields that are directly related to the classical languages of Latin and Greek. Students who intend to pursue a career in any medical or legal field will greatly benefit from the career-oriented terminology and knowledge gained from study in this course. Study in this course is vocabulary heavy and many projects are career oriented. Students will be well prepared for introductory learning in the medical and legal fields upon completion of this course.

*\*Wilson credit available*

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