



EASTERN LEBANON COUNTY
HIGH SCHOOL



EDUCATIONAL PLANNING GUIDE 2026-2027



ELCO High School
180 ELCO Drive
Myerstown, PA 17067

PLANNING YOUR
FUTURE STARTS
NOW!



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ELCO High School Students and Parents/Guardians,

Each school year presents new opportunities for student growth and achievement. The breadth of ELCO High School's course offerings and the structure of the master schedule are designed to support student success in core academic areas while providing flexibility to explore interests across a wide range of disciplines.

ELCO High School prepares students to be college, career, and life ready by offering opportunities for study in agriculture, art, business and technology, family and consumer science, music, technology education, wellness, and world languages, in addition to the core academic areas of English, mathematics, science, and social studies. Graduation requirements are structured to allow students the flexibility to tailor their course selections to their individual interests, strengths, and post-secondary goals.

Course selection is one of the most important decisions students make during their high school experience. The courses chosen help shape future opportunities and should be based on thoughtful consideration of each student's goals, skills, interests, abilities, and intended career path. Course selections should align with post-secondary plans and be grounded in the career cluster that best supports those aspirations.

As students begin the course selection process, they are encouraged to use the resources available to them and to consult with parents, teachers, and school counselors when determining the most appropriate course schedule. Students should carefully consider their academic record when selecting courses, seek appropriate levels of challenge, and remain open to exploring new areas of interest. ELCO High School's course offerings are designed to provide equitable opportunities for achievement while supporting both academic preparation and personal growth.

This *Educational Planning Guide* is intended to answer many of the questions students and families may have regarding the course request process and schedule development for the upcoming school year. Families are encouraged to review all information thoroughly, including graduation requirements and course descriptions. The *Guide* also outlines five Career Pathways designed to assist students in connecting their course selections to future career goals.

If you have questions at any point during the course selection process, please contact the school counselors or administrators. We are happy to assist you.

Sincerely,
Jennifer Haas, High School Principal

ELCO MISSION, VISION, AND SHARED VALUES

Our Promise...

We educate for excellence ...

Empowering every student to be academically curious, emotionally intelligent, and actively engaged to discover their passions and contribute constructively to society.

Our Vision...

Educating for Excellence

Our Mission...

The ELCO School District cultivates inspired and innovative learners in an environment that is safe, responsive to individual needs, and built on a foundation of educational excellence and integrity.

Our Shared Values...

We are family

Every learner, staff member, family, and community member of the ELCO School District belongs to the ELCO family.

We honor relationships

Knowing each learner by name, strength, and need honors relationships.

We believe in unlimited potential

Cultivating inspiration and innovation in an environment of excellence is the foundation of accessing our learners' unlimited potential.

We build the future

Engagement in a rigorous academic curriculum provided by dedicated and distinguished faculty will foster the development of innovative, connected, and responsible learners prepared to be constructive contributors and engaged citizens in a complex society.

We are ELCO Strong

When we work together, utilizing the skills, talents, and abilities of each other, we can achieve incredible accomplishments and soar to new heights never realized before because we are better together.

DIRECTORY

Ms. Jennifer S. Haas	High School Principal
Mr. Andrew Dornes	High School Assistant Principal
Mr. J. Thomas Eberly	High School Counselor (Last Names O-Z)
Mrs. Erica Long	High School Counselor (Last Names H-N)
Mr. John Mentzer	High School Counselor (Last Names A-G)

ACKNOWLEDGEMENTS

The instructional program described in this *Educational Planning Guide* is the result of the collaboration and professional expertise of the ELCO High School faculty and curriculum coordinators. Thank you to the individuals listed below who directly contributed to the *Educational Planning Guide*:

J. Thomas Eberly - School Counselor
Erica Long - School Counselor
John Mentzer - School Counselor
Amy Shoemaker – Director of Pupil Services
Matthew Babiarz - Physical Education Department Chairperson
Rebecca Boland – Family & Consumer Science Department Chairperson
Zachary Cook - Social Studies Department Chairperson
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Wendy Kerst – Library Sciences Department Chairperson
Janice Koontz - Science Department Chairperson
Kenneth Miller – Agriculture Science & Technology Ed. Dept. Chairperson
Taryn Showalter - Art Department Chairperson
Michael Simmons - Math Department Chairperson
Amanda Templeton - English Department Chairperson

STATEMENT OF EQUAL OPPORTUNITY

The Eastern Lebanon County (ELCO) School District does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities. Career and technical education program offerings include General Agriculture. Inquiries may be directed to Amy J Shoemaker, Title IX Coordinator and the Section 504 Coordinator at 180 ELCO Drive, Myerstown PA 17067 or 717-866-7117 or ashoemaker@elcosd.org.

ACADEMIC INFORMATION

Graduation Requirements (Class of 2027)

Subject Area	Credits Needed
English	4
Social Studies	3
Mathematics	3
Science	3
Physical Education, Health, Driver's Ed, Freshmen Seminar	2 PE 9 = .25; Freshmen Seminar = .25; Health = .25; Driver's Ed = .25; PE = .5; PE = .5
Courses of Choice	7
Total Credits	22

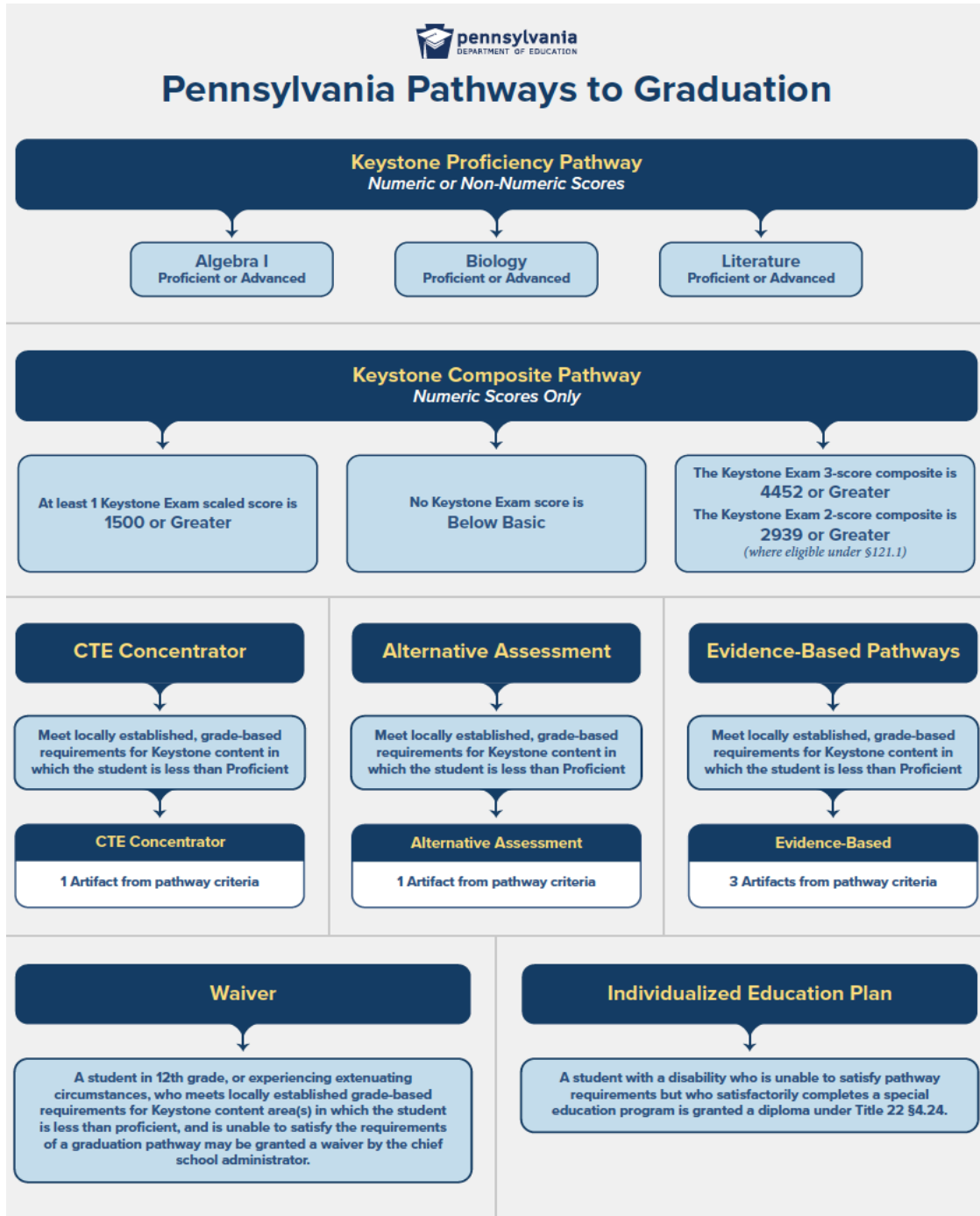
Graduation Requirements (Classes of 2028, 2029, 2030)

Subject Area	Credits Needed
English	4
Social Studies	3
Mathematics	3
Science	3
Physical Education (includes PE 9)	1.25
Health	.25
Driver's Education	.25
Freshmen Seminar	.25
Personal Financial Literacy	.5
Courses of Choice	7
Total Credits	22.5

Students are responsible for the appropriate selection of courses to fulfill graduation requirements and to prepare for their post-secondary goals.

Pennsylvania Pathways to Graduation

The Keystone Exams are one component of Pennsylvania’s Pathways to Graduation. The Keystone Exams are end-of-course assessments designed to measure students’ proficiency in Algebra I, Biology, and Literature. Students are required to complete each of the Keystone Exams by the spring of their junior year in order to meet federal accountability requirements. Reference the chart below for an overview of each Pathway.



NOTE: Although this infographic displays a sequential progression, students may fulfill criteria under the CTE Concentrator, Alternative Assessment, or Evidence-Based Pathways prior to demonstrating proficiency in Keystone academic content through Keystone Exam scores or locally established grade-based requirements.

Pathway Criteria

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

Promotion Requirements

Students attending ELCO High School are required to register for a minimum of six (6) total credits per year. Sequential courses in English, Social Studies, Math, and Science must be successfully completed in their respective order.

A minimum number of cumulative credits must be earned prior to the start of each school year for students to be enrolled in the respective grade level, as indicated in the chart below:

Grade Level	Cumulative Credits Needed
SOPHOMORE (10 th)	5
JUNIOR (11 th)	10
SENIOR (12 th)	16

When failures occur, only approved summer school courses may be used to meet promotion or graduation requirements.

All required credits needed for graduation must be earned prior to the date of graduation in order to participate in commencement exercises.

ELCO+ Summer Learning Program

Students are strongly encouraged to pass the courses in which they are enrolled during the school year. However, students who do not successfully earn a passing grade in a course(s) during the school year may complete remedial courses during the summer in order to recoup the necessary credit, if a matching course is available. The offering of summer school courses is contingent upon course availability and sufficient student enrollment. The District cannot guarantee that all courses failed during the school year will be offered through a summer school program. A fee will be charged for all summer school courses and will be incurred by the student.

Transfer Students

Students who move into the District and find themselves below the required credits for the expected grade level will be given due consideration for grade level placement based upon the successful completion of courses in the areas of English, Social Studies, Science, Math, Physical Education and Health in their previous school.

Academic Course Levels

The High School offers courses at four academic levels: Advanced Placement, Honors, College Preparatory (CP), and Applied. Each level designates the academic difficulty and depth of study within a course. To determine the most appropriate placement, students should consult with their teachers, school counselor, and parent(s)/guardian(s). Students may move between levels within a subject area each academic year.

Advanced Placement (AP)

Advanced Placement (AP) courses provide students with the opportunity to enroll in college-level coursework while in high school, following a curriculum established by the College Board. These courses are academically rigorous and may allow students to earn college credit or advanced standing by taking the AP Exam and achieving qualifying scores, as determined by individual post-secondary institutions. While AP Exams are optional, participation is strongly encouraged. Students are responsible for the cost of AP Exams, which are administered on designated dates in May of each school year.

AP courses require a significant commitment of time outside the regular school day, which may include summer assignments in preparation to begin the course. By enrolling in an AP course, students agree to complete all assigned work by established deadlines. If concerns arise, students are expected to communicate with their teacher prior to due dates. Failure to complete required summer assignments does not exempt a student from remaining enrolled in the course and may result in zeros for missing work, which will negatively impact the student's overall course grade.

Honors Level Courses

Honors courses are designed for students who excel academically. They offer a challenging curriculum and move at a faster pace to engage students in a more complex examination of the content. Students are expected to have developed strong reading, writing, and analytical skills and to demonstrate advanced critical thinking. Honors courses require students to complete more independent work and to demonstrate a high level of self-initiative, responsibility, and motivation to explore content at a deeper level.

College Preparatory Courses

College Preparatory courses are designed to provide students with a strong academic foundation aligned to the expectations of post-secondary education. These courses emphasize

critical thinking, problem solving, analytical reading, effective written and oral communication, and the application of knowledge across disciplines. Instruction is paced to promote depth of understanding while supporting students as they develop the skills necessary for success in college-level coursework. Students are expected to actively engage in learning, complete regular assignments, and demonstrate independence and accountability in their academic work.

Applied Courses

These courses are designed to fulfill all academic standards and ensure that students have a solid understanding of the content area with skills that support their readiness to continue their education, enter the workforce, and be life ready.

Course Placements

Course placement decisions are determined with consideration of multiple sources of data, including teacher recommendations, prerequisite course grades, standardized test performance, benchmark assessment data, and PVAAS student projections. While the *Educational Planning Guide* lists prerequisites for specific courses, all of these components are considered when determining appropriate course placements for students.

As students progress through their high school program, course levels may change from year to year. Teacher recommendations should be carefully considered in determining the appropriate placement of students in classes. When current High School students complete the online course request process, they may see teacher recommendations for specific courses. Parents should be aware of teacher recommendations prior to signing the student's course request form.

Additionally, students must obtain the specific recommendation of teachers in order to request certain courses, including AP, Dual Enrollment, and Independent Study courses. Teacher recommendation forms for these courses must be obtained by the student from the High School Counseling Office. The student is responsible for completing the form prior to the student's individual meeting with his/her counselor. If the form is not submitted with all of the required signatures, the course may be removed from the student's course requests.

All prerequisites listed in the *Educational Planning Guide* must be fulfilled in order to enroll in a course. If a student does not meet the prerequisite for a course he/she wishes to take, a "waiver of prerequisites" must be signed by the student and parent/guardian.

Weighted Class Rank

Class rank is a measure of the academic achievement of any one student in a class in relation to all other students in the class and is determined using a student’s cumulative weighted GPA.

Courses in the core academic areas of English, Math, Science, and Social Studies, World Languages, and advanced elective courses may be given additional weight to calculate a student’s weighted grade average for the purpose of determining class rank. The level assigned to each course is listed in the *Educational Planning Guide*. Courses that are graded on a pass/fail basis do not factor into a student’s weighted grade average or class rank. Class rank is calculated at the conclusion of each school year.

Class rank is determined using the weighted factor method, as shown in the table below, to calculate a student’s weighted cumulative grade average. To obtain the weighted grade average, the percent grade assigned by the teacher as the student’s final course grade is multiplied by the credit value established for the course and then by the weighted factor assigned to the course as indicated below:

<u>Level</u>	<u>Weighted Factor</u>	<u>Description</u>
Level IV	1.12	Includes Advanced Placement (AP), College in the High School, EMT and dual enrollment courses
Level III	1.06	Includes Honors courses and 3 rd and 4 th year World Language courses
Level II	1.03	Includes College Prep courses and advanced elective courses
Level I	1.00	Includes Applied courses and all courses not otherwise designated

For example,

Course	Percent	x	Course Credit	x	Weighted Factor	=	Weighted Grade
Lit, Analysis, and Comp III - CP	87	x	0.5	x	1.03	=	44.805
Creative Writing	93	x	0.5	x	1.03	=	49.29
Global Studies & Geography – Applied	95	x	1.0	x	1.00	=	95
AP Statistics	82	x	1.0	x	1.12	=	91.84
Physics I: Mechanics - Honors	91	x	1.0	x	1.06	=	96.46
Spanish III	85	x	1.0	x	1.06	=	90.1
Web Design I	93	x	0.5	x	1.00	=	46.5
Metal Manufacturing I	89	x	0.5	x	1.00	=	44.5
TOTALS			6.0			=	558.495

To calculate the student’s weighted grade average, divide the student’s total weighted grade (558.495 in the above example) by the student’s total number of credits attempted (6.0 credits in example) to determine the student’s weighted grade average (93.0825 in the above example).

Valedictorian/Salutatorian

The Valedictorian and Salutatorian for the graduating class are determined as of the end of the third marking quarter of the senior year and are based on the cumulative weighted grades at that time. Once the valedictorian and salutatorian are determined at the end of the third marking quarter, those positions are fixed. A final senior class rank is then calculated at the conclusion of the school year.

Honor Roll

Students may earn Honor Roll recognition at the conclusion of each marking period by earning the respective weighted marking quarter grade point averages (GPA):

- Distinguished Honor Roll: Weighted marking quarter GPA of 100 or higher
- Honor Roll: Weighted marking quarter GPA of 95 or higher

Percentages/Letter Grades

Letter grades are assigned to students based on the percent ranges listed below:

<u>Percent Range</u>	<u>Letter Grade</u>
98-100	A+
93-97	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	e
less than 60	F

PROGRAM OFFERINGS

AP Capstone Diploma Program

The ELCO School District is approved by the College Board to offer the prestigious AP Capstone Diploma Program. The program is based on two year-long AP courses: AP Seminar and AP Research. These two AP courses differ from other AP courses in that they are not subject-specific but rather endeavor to develop students' skills in research, analysis, developing evidence-based arguments, collaborating, writing, and presenting. Students who complete the two-year sequence of AP Seminar and AP Research are eligible to earn one of two AP Capstone awards.

- Students earn the "AP Capstone Diploma" by earning scores of 3 or higher on both the AP Seminar and AP Research exams as well as on four additional AP Exams of their choosing.
- Students earn the "AP Seminar and Research Certificate" by earning scores of 3 or higher on both the AP Semester and AP Research exams but NOT on four additional AP Exams.

College in the High School

The ELCO School District offers students various opportunities to earn college credit while in high school. Through agreements with post-secondary institutions, including Harrisburg Area Community College, Harrisburg University, and Lebanon Valley College, students may concurrently earn both high school and college credit by successfully completing certain CIHS designated courses on the ELCO campus that are instructed by ELCO teachers approved by the respective post-secondary institution.

In order to earn credit through the designated post-secondary institution, students must complete the application process required by the respective post-secondary institution and fulfill the requirements CIHS course. Students may also be required to pass a placement exam for certain courses. If students elect to earn the college credits through a CIHS course, they are responsible for the costs associated with the CIHS course, which are offered to students at a substantially reduced rate. Current information regarding costs and other eligibility requirements is available through the Counseling Office. Courses for this program may change from year to year, so contact with the student's school counselor is essential.

Dual Enrollment

The ELCO School District has established dual enrollment agreements with several local colleges and universities. These annual agreements may change year to year. Through a dual enrollment program, juniors and/or seniors who meet the specified eligibility requirements of the post-secondary institution may concurrently enroll in post-secondary courses at the approved institution. Upon successful completion of the course(s), credit will be awarded by both the post-secondary institution and ELCO High School.

Students who complete a dual enrollment course during the academic year will have the course listed on their ELCO High School transcript, up to a maximum of the total course credits available to students within the High School. For ELCO High School purposes, each dual enrollment course (Level 100 or higher) will carry Level IV course weight. The grades earned in dual enrollment courses will be factored into a student's weighted grade average and associated class rank. The student is responsible for providing an official transcript from the post-secondary institution to his/her school counselor at the conclusion of each semester indicating the final percentage grade earned in the course. A course will not be added to a student's ELCO course history without providing the transcript from the post-secondary institution.

General guidelines that apply to the dual enrollment program include:

- Students must meet all eligibility and admissions requirements as outlined by the respective post-secondary institution.
- Students must be making satisfactory progress toward fulfilling graduation requirements as determined by the District.
- Students may only take courses that are not offered as part of the current curriculum offerings at ELCO High School.
- A student is not permitted to substitute a dual enrollment course for a required high school course unless approved by the building principal after consultation with the appropriate department chair. Credit earned through dual enrollment courses will count towards "elective" credit in terms of graduation requirements, unless otherwise approved by the building principal.
- Students and parents are responsible for all tuition costs and other fees associated with a dual enrollment course.
- Students and parents are responsible for transportation to and from the post-secondary institution. A signed student driving agreement will be required.
- Courses taken through a dual enrollment program may not be remedial courses and must be at the 100-level and equivalent to at least 3 college credits.

- Courses completed outside of the regular school year (i.e., summer courses) will not be approved for dual enrollment credit and will not be listed on a student’s high school transcript.
- The student is responsible for meeting the attendance and other requirements as outlined by the instructor and the post-secondary institution.
- Dropping a dual enrollment course after the established drop/add periods may result in the student not meeting the District’s graduation requirements. The same drop/add policy followed in the High School applies to dual enrollment courses as well, in addition to the policies established at the post-secondary institution.
- In order to transfer official college credit earned through dual enrollment, the student is responsible for contacting the post-secondary institution where he/she earned the dual enrollment credits and transferring those credits to his/her future post-secondary institution.

Dual Enrollment agreements currently exist with the following institutions:

- [Cedar Crest College](#)
- [Central Penn College](#)
- Eastern Mennonite University - Lancaster Campus
- Elizabethtown College
- [Harrisburg Area Community College](#)
- [Harrisburg University](#)
- [Lebanon Valley College](#)
- [Messiah University](#)
- [PA College of Art and Design \(PCAD\)](#)
- [Penn State University - Berks Campus](#)

Career and Technical Education

Career and Technical Education programs prepare students for a wide range of college and career opportunities and help students develop the skills that are sought by today’s employers. A variety of Career and Technical Education programs are offered through the Lebanon County CTC as well as through ELCO’s Agriculture Science program. For more information on the opportunities available through the Lebanon County CTC, consult that section of the *Educational Planning Guide*.

Students who desire to attend the Lebanon County CTC should consult with their school counselor for information. Tenth and eleventh-grade students have the opportunity to visit the CTC in the fall of each school year. Applications to attend the CTC are available to students in December of each school year. Acceptance into an over-enrolled program at the CTC is based on a student's attendance, grades, completed courses, and disciplinary record.

Students who are enrolled in a program at CTC will have the CTC program listed on their High School transcript. Certain CTC programs are eligible for dual enrollment credit at various post-secondary institutions for students meeting established criteria. The credits awarded through dual enrollment programs and articulation agreements through the CTC will appear on the respective post-secondary institution's transcript.

Once accepted into a program at the CTC, students may only withdraw per the schedule change guidelines outlined in the *Educational Planning Guide*. Once the school year begins, any request for changes to a student's CTC status/enrollment will be determined on an individual basis and only with consideration of extenuating circumstances. School-year withdrawals from the CTC may only occur at the semester change.

Admission to ELCO's Career and Technical Education Agriculture Science Program is open to all students enrolled at ELCO High School. Students who are interested in pursuing a CTE Agriculture Science course must meet the prerequisites established for each course. Students who complete the appropriate sequence of courses and are considered to be "program completers" are eligible to take the corresponding NOCTI exam during the spring of their senior year on established test dates. Additionally, students may be eligible to earn college credits through Delaware Valley University and are encouraged to pursue various industry credentials available through the program.

High School Credit Earned Prior to Ninth-Grade

High School coursework recognized by Eastern Lebanon County High School that is completed prior to a student entering ninth-grade will be recognized as credits earned towards high school graduation. These courses include Spanish I, French I, and courses taken within the High School building by acceleration. The course name, final grade, and the credit earned will be reflected on the student's high school transcript.

COURSE REQUEST AND SCHEDULING PROCESS

Course Request Procedures

Students are responsible for entering their course requests for the following school year by the established deadline. All course requests are submitted online through the student's PowerSchool account. Detailed instructions on how to submit the student's course requests may be found by scanning the QR code to the right.



Scheduling of Courses

Courses listed in the *Educational Planning Guide* may be cancelled due to limited student requests. Further, students are also cautioned that it may be impossible to schedule all of the courses requested. Therefore, students are encouraged to give careful consideration to the selection of alternate courses during the course request process.

Schedule Change Procedures

It is imperative that students and parents carefully consider and thoroughly discuss course options throughout the course request process. The courses requested by students in the spring of each school year determine staffing, course offerings, and the overall development of the master schedule for the following school year. The decision-making process involved in selecting a student's course requests should consider the student's interests, skills, abilities, and post-secondary goals. *The course selection form, signed by a parent/guardian, represents the student's final course requests. If a signed course selection form is not received from the student by the deadline date, the selections made at the student's meeting with the counselor will represent the student's final course requests.*

ALL schedule change requests for the entire academic year must be completed prior to August 7, 2026. The only exceptions are for students who successfully complete summer school courses and receive their final grade after this date.

Once the school year begins, any schedule change requests will be determined on an individual basis and *only with consideration for extenuating circumstances*, such as:

- Medical issues that interfere with a student's ability to take a course. A medical professional's note indicating that participation in the course will have a negative impact on the student will be necessary.

- Course grades, student testing data, or teacher/counselor recommendation indicate that a change in course level is in the best interest of the student.
- A course needed to fulfill graduation requirements was not scheduled.
- A course was scheduled for which the student did not meet the prerequisite(s).
- An unforeseen opportunity for a challenging and unique educational experience develops that serves the student's best interests.
- A student was scheduled for a course that he/she previously completed.
- An irresolvable scheduling conflict or scheduling error occurred.

To request a schedule change, the student must obtain a "Schedule Change Request" form from his or her counselor. All changes must have the approval of the teacher(s) involved, a parent/guardian, the counselor and an administrator. The student must remain in the class until notified by the counselor as to when the change will become effective. Schedule changes will not be made to accommodate requests for specific teachers, lunch periods, etc.

Students must give careful consideration to their course requests in the spring and realize that student-initiated schedule changes will not be possible once the school year begins.

The schedule change procedures listed below will be followed for changes that occur once the school year has commenced:

For a semester course:

- If a student withdraws from a semester course between 11 and 23 school days into the course, the dropped course(s) will appear on the student's transcript with "WP" or "WF" to indicate the student's withdrawal from the course. A "WP" will be indicated on the student's transcript if the student had a passing grade at the time of the withdrawal from the course. A "WF" will be indicated on the student's transcript if the student had a failing grade at the time of the withdrawal from the course.
- If a student withdraws from a semester course after 23 school days into the course, the dropped course will appear on the student's transcript as a "WF" and will be factored into a student's GPA with zero credit being earned in the course.

For a year-long course:

- If a student withdraws from a year-long course between 23 and 45 school days into the course, the dropped course(s) will appear on the student's transcript with "WP" or "WF" to indicate the student's withdrawal from the course. A "WP" will be indicated on the student's transcript if the student had a passing grade at the time of the withdrawal from the course. A "WF" will be indicated on the student's transcript if the student had

a failing grade at the time of the withdrawal from the course.

- If a student withdraws from a year-long course after 45 school days into the course, the dropped course will appear on the student's transcript as a "WF" and will be factored into a student's GPA with zero credit being earned in the course.

COURSE PLANNING EXAMPLES

The following course planning examples are designed to assist students in developing a four-year academic plan that prepares them to pursue their post-secondary goals and to be college, career, and life ready. The sample plans provided offer recommended course sequences that support the completion of graduation requirements while aligning with students’ intended career pathways and related educational goals.

These planning examples also illustrate the sequential progression of courses within each core academic subject area. Additional information regarding course sequences and prerequisites may be found in the corresponding department sections of the *Educational Planning Guide*.

The “elective” courses indicated on each course plan reflect either .5 credit semester courses or may be combined (as illustrated by the dotted line) as a 1 credit, year-long course. Students enroll in six credits per school year. Band and chorus are offered during a flex period and will be scheduled in addition to the six credits.

Standard Course Plan to Meet Graduation Requirements

9th Grade	10th Grade	11th Grade	12th Grade
Lit, Analysis, and Comp I	Lit, Analysis, and Comp II	Lit, Analysis, and Comp III	Lit, Analysis, and Comp IV
U.S. History III	Eastern Civilizations and Western Civilizations	Modern American Studies and Government	Elective ----- Elective
Math	Math	Math	Elective ----- Elective
Biology or Principles of Scientific Inquiry	Chemistry or Biology	Science	Elective ----- Elective
PE 9 & Freshmen Seminar	Health & Driver’s Ed	PE Choice	PE Choice
Elective	Elective	Personal Financial Literacy	Elective
Elective	Elective	Elective	Elective
----- Elective	----- Elective	----- Elective	----- Elective

Four-Year College Preparatory Course Plan

9th Grade	10th Grade	11th Grade	12th Grade
Lit, Analysis, and Comp I	Lit, Analysis, and Comp II	Lit, Analysis, and Comp III	Lit, Analysis, and Comp IV
U.S. History III	Eastern Civilizations and Western Civilizations	Modern American Studies and Government	Social Studies Elective or Choice
Math	Math	Math	Math
Biology	Chemistry	Physics	Science Choice
PE 9 & Freshmen Seminar	Health & Driver's Ed	PE Choice	PE Choice
Elective	Elective	Personal Financial Literacy	Elective
Elective	Elective	Elective	Elective
Elective	Elective	Elective	Elective

Students are responsible for fulfilling the admissions requirements of the post-secondary institution they plan to attend. Admission requirements vary by post-secondary institution. For a student planning to enter a four-year college, it is strongly recommended that students complete the minimum credits in each core content area:

- English- 4 credits
- Social Studies- 4 credits
- Mathematics- 4 credits
- Science - 4 credits (minimum 2 credits of a lab science)
- World Language- 2 credits of the same language

**Career & Technology Center
Two-Year, Half-Day Program
Course Plan**

9th Grade	10th Grade	11th Grade	12th Grade
Lit, Analysis, and Comp I	Lit, Analysis, and Comp II	Lit, Analysis, and Comp III	Lit, Analysis, and Comp IV
Math	Math	Math	Personal Financial Literacy ----- Elective
U.S. History III	Eastern Civilizations and Western Civilizations	Modern American Studies and Government	CTC
Biology or Principles of Scientific Inquiry	Chemistry or Biology	CTC	Science OR Eastern and Western Civilizations
PE 9 & Freshmen Seminar	Health & Driver's Ed	CTC	CTC
Elective	PE Choice	Contract PE	PE
Elective	Elective	CTC	CTC
----- Elective	----- Elective	CTC	CTC

Students enrolled in a two-year, half-day CTC program must complete their third credit in Social Studies or Science during either their junior or senior year. One of these courses must be scheduled in conjunction with English and Math during the junior year. The remaining required core credit must be scheduled during the student's senior year.

Half-day CTC may fulfill .5 credit by Contract PE. The remaining .5 credit to fulfill PE requirements must be completed through an in-person PE course at ELCO High School. Individual extenuating circumstances will be considered, such as students who need to complete a core course to fulfill graduation requirements.

**Career & Technology Center
One-Year, Full-Day Program
Course Plan**

9th Grade	10th Grade	11th Grade	12th Grade
Lit, Analysis, and Comp I	Lit, Analysis, and Comp II	Lit, Analysis, and Comp III	CTC English
U.S. History III	Eastern Civilizations and Western Civilizations	Modern American Studies and Government	CTC Full-Day Program
Math	Math	Math	
Biology or Principles of Scientific Inquiry	Chemistry or Biology	Science Choice	
PE 9 & Freshmen Seminar	Health & Driver's Ed	PE Choice	
Elective	PE Choice	Personal Financial Literacy	
Elective	Elective	Elective	
Elective	Elective	Elective	CTC Math

PUPIL PERSONNEL SERVICES

Pupil Personnel Services support students' academic, social, and emotional development and are delivered through a collaborative team of educational professionals. The District provides classroom teachers, school counselors, school nurses, psychologists, a social worker, and administrators to assist students in meeting their individual needs. Additional specialized services are available through the Lancaster-Lebanon Intermediate Unit and other community partner agencies.

Counseling Department

The High School Counseling Department strives to promote and enhance student achievement by addressing the academic, personal, and career development needs of students. Major functions are to provide individual and group counseling services to assist students with educational and career planning and to enhance their social-emotional growth. Counselors guide students in course selection, assist students in career and college planning, and coordinate and maintain a complete record of student progress.

Future Ready Facilitator

ELCO's Future Ready Facilitator supports students in their post-secondary planning and career exploration through establishing partnerships with employers, industries, institutions of higher education, and the military. The Future Ready Facilitator collaborates with school counselors and other personnel to support students in their exploration and planning and helps to forge connections to provide opportunities for students. For more information, visit the "Future Ready" page on the ELCO School District website.

Academically Talented and Gifted Student Services

We are committed to nurturing the potential of academically talented and gifted students by offering a rigorous and enriching educational experience. Students are encouraged to challenge themselves with our most demanding curriculum, which includes a diverse selection of Advanced Placement (AP) and Honors-level courses detailed in the Educational Planning Guide.

While it may not be feasible for a single student to take every course, we recommend selecting those that align with individual interests and goals, laying a strong foundation for success in post-secondary education and future careers.

Beyond academics, we encourage students to explore their passions through a variety of electives and extracurricular activities. Opportunities abound in fine arts, drama, publications, music, theatre, and interscholastic athletics, providing a well-rounded experience that supports both personal growth and academic achievement, enabling students to thrive in a dynamic, supportive environment.

Special Education

Specialized education support services are designed to address the unique needs of students identified as exceptional learners. These services aim to provide tailored support that enables students to achieve their full potential in both academic and personal development.

Parents/guardians who believe their student may qualify for special education services are encouraged to connect with the student's school counselor for guidance. From there, referrals will be made to the Director of Pupil Services and/or the Director of Special Education to determine eligibility and develop an individualized plan of support.

Services may include, but are not limited to:

- Individualized Education Programs (IEPs) to ensure personalized learning goals.
- Support for inclusive classroom instruction and accommodations.
- Access to specialized instructional strategies, resources, and assistive technologies.
- Collaboration with families, teachers, and support staff to promote student success.

Homebound Instruction

The Homebound Instruction program is a tutorial service provided for students who have a diagnosed long-term physical or psychological illness that confines them to the home or hospital. Students who expect to be confined for physical disability, illness, injury, or other urgent reasons for more than ten (10) school days should consult with the Assistant Principal for information on the required documentation. The nature of the illness and the length of the anticipated absence must be verified by the student's physician. Upon approval, a schedule for homebound instruction will be established.

POST-SECONDARY PLANNING

Post-Secondary Planning Timeline

The following are suggested activities for students to complete in order to prepare for their post-graduation goals. For assistance with any of the activities below, students should consult their school counselor.

9th Grade

- Select courses that will challenge you and explore areas of interest that align with your post-secondary goals.
- Develop effective study habits.
- Get involved in school activities and clubs.
- Talk with parents, friends, relatives, and neighbors about their careers and explore career information that is available through Naviance.
- Investigate the various options for post-secondary education.
- Successfully complete the Freshmen Seminar course and identify a Career Cluster that is of interest to you and matches your identified skills and abilities.

10th Grade

- Think seriously about your post-secondary goals, identifying what type of post-secondary education, military branch, or employment you would like to pursue.
- Align your course selections with your post-secondary goals and discuss your goals when meeting with your school counselor.
- Discuss your goals with your parent/guardian and together explore the resources available through Naviance.
- Begin to develop an understanding of the financial aid process and explore the various scholarship opportunities that are available.
- Take the PSAT10 during the spring of your sophomore year.

11th Grade

- Communicate your post-secondary goals to your school counselor, teachers, and parents/guardians so that they may best support you in preparing to attain your goals.
- Gather specific information pertaining to your post-secondary goals, whether that be information specific to post-secondary schools, military branches and opportunities, or career fields.
- Utilize the search features available through Naviance to identify post-secondary schools of interest. Explore the schools' websites and contact their Admissions Office for more information.
- Monitor the schedule for admissions representatives and military personnel who visit ELCO. Talk to the representatives when they are available. This is a great opportunity to make personal contact with an admissions rep!
- Take the PSAT/NMSQT in the fall and follow through on the recommended practice through Khan Academy prior to taking the SAT in the spring.
- Attend college and career fairs whenever possible.

- Take the SAT or ACT in March, May, or June of your junior year if you are planning to further your education at a four-year college or other post-secondary institution that requires college entrance exam scores.
- Take AP Exams for the Advanced Placement courses in which you are enrolled.
- Visit post-secondary institutions in the spring and summer in order to identify the list of schools to which you wish to apply.

12th Grade

- Continue to explore college search resources to finalize the post-secondary institutions to which you intend to apply.
- Be aware of application procedures and deadlines for each post-secondary institution. Many applications must be submitted online or through the Common Application or Naviance.
- Coordinate each college application with your school counselor and update your information in Naviance.
- Research scholarships offered by each institution as well as those available through the school and community organizations.
- Students who have not taken the SAT or the ACT, or wish to retake one or both college entrance exams, register for the correct test early in the school year at www.collegeboard.com or www.actstudent.org.
- Attend Financial Aid Information sessions.
- All seniors applying for financial aid should complete the Free Application for Federal Student Aid (FAFSA) in the fall. Apply online at www.fafsa.ed.gov.
- If a private post-secondary institution requires the CSS Profile, obtain a profile registration form at www.collegeboard.com.
- Male students must register for Selective Service 180 days before or 30 days after their 18th birthday. Registration is required in order to be considered for state or federal financial aid. Students may register on the FAFSA application form or at www.sss.gov.
- If either of your parents is deceased, disabled, or retired, contact the Social Security Administration for educational benefits.
- If either of your parents is a veteran, contact the Veterans Administration or the American Legion for other financial aid possibilities.
- Review award letters you have received from various schools.
- Send your acceptance letter and required deposit to your chosen school, being careful to follow all instructions.
- Notify the other schools to which you have applied that you will not be attending.
- Pay close attention to financial aid deadlines.

Post-Secondary Options

High school students have a range of post-secondary options to consider as they plan for their futures. These options include:

Four-Year Colleges and Universities

Designed for students pursuing bachelor's degrees across a wide range of academic and professional disciplines. These institutions offer opportunities for advanced coursework, undergraduate research, internships, and co-curricular involvement that support both academic and career development.

Community Colleges

Provide two-year associate degree programs, industry-recognized credentials, and transfer pathways to four-year colleges and universities. Community colleges are often a cost-effective option and offer flexible scheduling, workforce-aligned programs, and strong articulation agreements for credit transfer.

Career and Technical Education (CTE) Schools and Programs

Focus on hands-on, career-specific training in fields such as healthcare, information technology, advanced manufacturing, construction trades, and culinary arts. Programs may lead to industry certifications, diplomas, or associate degrees and are designed to prepare students for immediate entry into the workforce or continued technical education.

Military Service

Offers structured training, leadership development, and career opportunities across a wide range of occupational fields. Military service provides access to educational benefits, including tuition assistance and post-service education funding through programs such as the GI Bill.

Apprenticeships

Combine paid, on-the-job training with related classroom instruction in skilled trades and technical fields. Apprenticeships allow students to earn wages while developing industry-specific skills and often result in nationally recognized credentials and long-term career pathways.

Direct Workforce Entry

An option for students who plan to enter the workforce immediately after high school. This pathway may include full-time employment, employer-sponsored training, or on-the-job skill development in industries that value work experience and advancement opportunities.

Gap Year

Provides students with an opportunity to engage in structured experiences such as employment, service learning, internships, travel, or volunteer work prior to pursuing post-secondary education or career training. A gap year can help students clarify goals, develop independence, and gain practical life experience.

Each path offers unique benefits and opportunities tailored to students' goals, interests, and circumstances. Exploring these options thoroughly can help students make informed decisions about their future.

College Entrance Exam (SAT, ACT) Preparation

College entrance exam (SAT, ACT) preparation resources are available through the High School Counseling Office and include resources from the [College Board](#), [ACT](#), [Khan Academy](#), and [Albert.io](#).

Naviance

ELCO High School offers the “Naviance” program to students and parents to support students’ college and career exploration and readiness. The Naviance platform facilitates students in aligning their strengths and interests to their post-secondary goals. Students will use the various tools within Naviance to identify their strengths, goals, skills and interests, plan their High School course of study, explore careers and post-secondary schools, apply to post-secondary institutions, and search for scholarships.

Students and parents may access ELCO High School’s Naviance platform and the student’s individual account by using their single sign on username and password through Classlink.

Questions about the program should be directed to the school counselors.

PowerSchool

PowerSchool is a comprehensive student information system (SIS) that provides parents/guardians with real-time access to their child’s academic progress and school information. Through PowerSchool, parents can:

- View grades, report cards, and attendance records.
- Monitor assignment completion and test scores.
- Update contact information and access school forms.



PowerSchool empowers parents to stay actively involved in their child’s education by providing a transparent and accessible platform for tracking their academic journey. As the District continues to utilize PowerSchool extensively, parents/guardians are encouraged to create a PowerSchool Parent account. Instructions on how to create a parent account may be found through the QR code to the left.

Schoology

Schoology is the District’s online learning management system (LMS) that allows parents, students, and teachers to stay connected and engaged in the educational process. Through Schoology, parents/guardians can view their child’s course materials and assignments posted within the LMS and stay informed of important announcements, upcoming events, and deadlines. Information on how to create a parent account for Schoology may be found on the District’s website, accessed through the QR code to the right.



NCAA Clearinghouse

Students who plan to participate in Division I or Division II intercollegiate sports after high school must complete the eligibility certification process through the NCAA Eligibility Center. To be certified, students must meet specific academic requirements, including:

- Completing designated core courses at the college preparatory level.
- Achieving a minimum grade point average (GPA) in these core courses.
- Earning a qualifying score on a college entrance exam, such as the SAT or ACT.

To ensure a smooth path to eligibility, students interested in collegiate athletics should inform their school counselor early in their high school journey—ideally during freshman year—and create a Certification Account through the NCAA Eligibility Center. This proactive approach helps students stay on track with their coursework and other requirements.

For detailed information about the certification process and requirements, visit the NCAA Eligibility Center website: [Register for the NCAA Eligibility Center](#)

CAREER CLUSTERS AND PATHWAYS

The Pennsylvania Department of Education identifies five Career Pathways encompassing sixteen nationally recognized Career Clusters to help students connect their interests, strengths, and abilities to future career opportunities. Exploring these pathways can assist students in making informed course selections that align with their post-secondary goals, particularly when choosing elective courses.

Descriptions of each Career Pathway are provided on the following pages, along with a listing of ELCO High School courses that align with each pathway. To identify the Career Pathway that best matches their interests, students are encouraged to:

- Respond thoughtfully to the interest and ability reflection questions provided.
- Reflect on their participation in career exploration activities, including assessments and planning tools available through Naviance.

Each Career Cluster includes a QR code that links directly to the Pennsylvania Career Zone webpage for that cluster, which provide up-to-date information on high-demand, fastest-growing, and highest-paying occupations, as well as additional labor market data and career exploration resources. Utilizing these tools allows students to better understand career options and make informed decisions about their academic plans and future pathways.

Additional career exploration resources include:

- **O*NET OnLine**, which provides detailed information about occupations, required skills, and job outlooks.
- **My Next Move**, which offers career exploration tools, interest assessments, and pathways to education and training options.

By engaging with these resources, students can make intentional course selections that support both their academic success and long-term career goals.

Arts, A/V Technology, and Communications Pathway

The Arts, A/V Technology, and Communications Career Pathway is designed for students interested in creative, expressive, and media-focused careers. This pathway aligns with the Pennsylvania Career Cluster of the same name and includes careers related to visual arts, performing arts, journalism, broadcasting, digital media, marketing communications, and multimedia production. Students develop creative and technical skills while learning to communicate ideas effectively through a variety of media and performance formats.

Students in this pathway develop:

- Creative thinking and artistic expression
- Written, verbal, and visual communication skills
- Collaboration and teamwork
- Digital media and technology skills
- Project planning, time management, and meeting deadlines
- Audience awareness and presentation skills

Careers aligned with this pathway include:

- Graphic designer
- Digital media producer or content creator
- Filmmaker or videographer
- Photographer
- Animator
- Journalist or editor
- Actor, musician, or performing artist
- Public relations specialist
- Marketing or communications professional
- Social media manager
- Advertising specialist

Students may explore this pathway through:

- School newspaper, yearbook, or digital publications
- Drama club, musical productions, and performance groups
- Music ensembles and extracurricular arts programs
- Multimedia or broadcast projects
- Art shows, concerts, and performances
- Internships, job shadowing, or community-based creative projects

Are you interested in...?	Can you...?	Do you enjoy...?
<ul style="list-style-type: none"> • Storytelling, journalism, and digital publishing • Film, video, television, radio, or online media • Visual arts, graphic design, or digital art • Music, theater, or live performance • Marketing, branding, and creative communication 	<ul style="list-style-type: none"> • Express ideas clearly through writing, speaking, visuals, or performance • Meet deadlines and manage creative projects • Collaborate with others in group settings • Use technology and digital tools to create content • Perform or present confidently for an audience 	<ul style="list-style-type: none"> • Writing, interviewing, and content creation • Creating videos, podcasts, or digital media • Working with sound, lighting, visuals, or special effects • Drawing, painting, designing, or performing music • Hands-on, creative problem solving using both artistic and technical skills

Arts and Communication Pathway Courses		
<ul style="list-style-type: none"> • Advanced Sound Recording and Production • Advanced Stage Production • American Musical Theater • Animation • AP Capstone • AP English Language and Composition • AP English Literature and Composition • AP Music Theory • AP Studio Art • Art I, II, III • Band • Career Connections 	<ul style="list-style-type: none"> • Chorus • Commercial Art & Design (CTC) • Computer Applications • Computer Graphics • Digital Video • Entrepreneurship • History of Pop Music • Independent Art • LAC I, II, III, IV • Leadership in Action • Marketing • Media Communications Technology (CTC) • Music Stage Production • Music Theory 	<ul style="list-style-type: none"> • Piano • Portfolio • Pottery I, II • Printmaking • Psychology • Rock Band • Sociology • Sound Recording and Production • Television and Film Production I, II • Web Design I, II • World Languages • Yearbook/Journalism



Arts, A/V Technology and Communication

Total Annual Openings	Recent Graduates	Average Wage
9,560	5,301	\$62,560



Business, Management, and Information Technology Pathway

The Business, Management, and Information Technology Career Pathway is designed for students interested in how organizations operate, manage resources, use technology, and solve business-related problems. This pathway aligns with Pennsylvania Career Clusters related to business operations, finance, entrepreneurship, marketing, and information technology.

Students in this pathway develop:

- Organizational and leadership skills
- Financial and data literacy
- Problem-solving and decision-making skills
- Communication and customer service skills
- Technology and information systems skills
- Professionalism and workplace readiness

Careers aligned with this pathway include:

- Business manager or administrator
- Accountant or financial analyst
- Entrepreneur
- Marketing or sales professional
- Human resources specialist
- Information technology support specialist
- Data analyst
- Office manager

Students may explore this pathway through:

- Enrolling in business, accounting, entrepreneurship, marketing, and technology courses
- Participating in project-based learning such as creating business plans, managing budgets, or developing marketing campaigns
- Using career exploration tools such as Naviance, PA Career Zone, My Next Move, and O*NET OnLine
- Participating in job shadowing, internships, or work-based learning experiences in business or technology settings
- Engaging in school-based or community entrepreneurship activities
- Developing technology skills through coding, web design, or computer applications coursework
- Building professional skills such as resume writing, interviewing, teamwork, and time management through coursework and real-world applications

Are you interested in...?	Can you...?	Do you enjoy...?
<ul style="list-style-type: none"> • Running or managing a business • Marketing, advertising, or sales • Technology systems and data • Finance, budgeting, or economics 	<ul style="list-style-type: none"> • Organize tasks and manage time effectively • Analyze information and make decisions • Work with technology and digital tools 	<ul style="list-style-type: none"> • Problem solving • Working with numbers or data • Collaborating in professional settings



Business and Administration

Total Annual Openings

149,900

Recent Graduates

34,284

Average Wage

\$74,368



Finance and Insurance

Total Annual Openings

21,340

Recent Graduates

7,640

Average Wage

\$80,367



Information Technology

Total Annual Openings

26,900

Recent Graduates

8,538

Average Wage

\$97,184





Marketing Sales and Service

Total Annual Openings

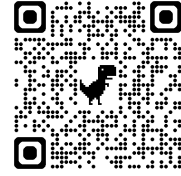
76,600

Recent Graduates

5,310

Average Wage

\$72,338



Business, Finance, and Information Technology Pathway Courses

<ul style="list-style-type: none"> ● Accounting IA, IB, II ● Animation ● AP Business with Personal Finance ● AP Computer Science Principles ● AP Calculus ● AP Macroeconomics ● AP Microeconomics ● AP Statistics ● Career Connections 	<ul style="list-style-type: none"> ● Computer Applications ● Computer Graphics ● Digital Video ● Economics ● Entrepreneurship ● Foundations of Coding ● Freshman Seminar ● Introduction to Business ● Internship ● Leadership in Action 	<ul style="list-style-type: none"> ● Marketing ● Music Recording and Production I, II ● Personal Financial Literacy ● Probability & Statistics ● Television and Film Production ● Web Design I, II ● World Language ● Yearbook/Journalism
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Engineering and Industrial Technology Pathway

The Engineering and Industrial Technology pathway prepares students for careers focused on designing, building, maintaining, and improving systems, structures, and products. This pathway includes fields such as engineering, advanced manufacturing, construction, automation, robotics, transportation, and the skilled trades. Students gain both technical knowledge and practical experience that align with industry standards and evolving technologies.

Students in this pathway develop:

- critical thinking, technical accuracy, applied mathematics, problem-solving, and hands-on skills.
- Emphasis is placed on engineering design processes, safety practices, teamwork
- Use of technology to solve real-world problems.

Careers aligned with this pathway include:

- civil, mechanical, or electrical engineer
- engineering technician
- electrician
- carpenter
- HVAC technician
- welder
- precision machinist
- robotics or automation technician
- automotive or diesel technician
- CAD or CADD technician
- construction manager

Students may explore this pathway through:

- STEM-focused clubs
- engineering or robotics teams
- project-based learning experiences
- career and technical education programs
- hands-on projects such as designing prototypes, building structures, or working with industry-standard tools and equipment

Are you interested in...?	Can you...?	Do you enjoy...?
<ul style="list-style-type: none"> ● Building, construction, and infrastructure ● Tools, machinery, equipment, and materials ● Engineering, design, and architecture ● Manufacturing, automation, and robotics ● Understanding how things work 	<ul style="list-style-type: none"> ● Apply math and science to real-world problems ● Read and follow technical directions, plans, and diagrams ● Solve complex problems and think logically ● Use computers and technical software ● Stay organized and see projects through to completion 	<ul style="list-style-type: none"> ● Working with your hands on projects ● Designing, building, and testing ideas ● Operating tools and equipment safely ● Paying close attention to detail and precision ● Working independently and as part of a team



Architecture and Construction

Total Annual Openings

40,480

Recent Graduates

4,484

Average Wage

\$60,475



Manufacturing

Total Annual Openings

66,570

Recent Graduates

2,864

Average Wage

\$51,975



Transportation, Distribution, and Logistics

Total Annual Openings

66,980

Recent Graduates

2,521

Average Wage

\$56,369



Engineering and Industrial Technology Pathway Courses

<ul style="list-style-type: none"> ● Accounting IA, IB, II ● Agriculture Mechanics ● All 2-Year Half-day CTC Programs ● AP Calculus ● AP Computer Science Principles ● AP Physics I ● AP Precalculus ● AP Statistics ● Biology ● Career Connections ● Chemistry I, II 	<ul style="list-style-type: none"> ● Commercial Driver's License Training ● Computer Aided Drafting & Design (CADD) ● Computer Applications ● Computer Graphics ● Emergency Medical Technician ● Engineering Design Capstone ● Foundations of Engineering & Design ● Home Repair & Construction 	<ul style="list-style-type: none"> ● Introduction to Agriculture ● Landscape Technology (CTC) ● Marketing ● Mathematics courses ● Metal Manufacturing I, II ● Physics I, II ● Power Technology I, II ● Web Design I, II ● Welding and Industrial Machining ● Woodworking I, II, III ● World Language
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Human Services Pathway

The Human Services pathway prepares students for careers centered on supporting individuals, families, and communities. This pathway includes education and training, social and community services, public safety, healthcare support, and hospitality and tourism. Students develop the interpersonal, organizational, and leadership skills needed to work effectively with people in diverse and dynamic environments.

Students in this pathway develop:

- Communication
- Empathy
- Problem-solving
- Leadership
- Teamwork
- Ethical decision-making
- Emphasis is placed on professionalism, cultural awareness, and the ability to respond to the needs of individuals and communities.

Careers aligned with this pathway include:

- teacher
- instructional aide
- school counselor
- social worker
- psychologist
- police officer
- firefighter
- emergency services professional
- child care provider
- human services caseworker
- chef
- food service manager
- hospitality or event manager

Students may explore this pathway through:

- community service learning
- volunteer work
- internships or job shadowing experiences in schools, healthcare or social service agencies
- public safety organizations
- hospitality settings

Are you interested in...?	Can you...?	Do you enjoy...?
<ul style="list-style-type: none"> • Working directly with people and serving others • Education, child development, or family services • Counseling, advising, or mentoring • Public safety and community protection • Food service, hospitality, or event planning 	<ul style="list-style-type: none"> • Communicate clearly and listen effectively • Work well with individuals and teams • Organize programs, events, or services • Show responsibility, dependability, and professionalism • Demonstrate leadership and ethical decision-making 	<ul style="list-style-type: none"> • Helping and supporting others • Teaching, coaching, or guiding people • Problem-solving related to human needs • Customer service and handling concerns • Working in fast-paced, people-centered environments



Education and Training

Total Annual Openings

26,010

Recent Graduates

36,186

Average Wage

\$81,428



Government and Public Administration

Total Annual Openings

10,430

Recent Graduates

727

Average Wage

\$69,592



Hospitality and Tourism

Total Annual Openings

165,000

Recent Graduates

1,021

Average Wage

\$39,845





Human Services

Total Annual Openings

42,020

Recent Graduates

9,311

Average Wage

\$53,052



Law and Public Safety

Total Annual Openings

24,780

Recent Graduates

4,676

Average Wage

\$63,562



Human Services Pathway Courses

<ul style="list-style-type: none"> ● AP Human Geography ● AP U.S. Government ● AP U.S. History ● AP World History: Modern ● Career Connections ● Clinical Experience in Education ● Cooking Light and Easy ● Cosmetology (CTC) ● Creating a Classroom Environment ● Culinary Arts (CTC) ● Culinary Café 	<ul style="list-style-type: none"> ● Eastern Civilization and Western Civilization ● Economics ● Emergency Medical Technician ● Freshmen Seminar ● Global Cuisine ● Health ● Holocaust and Genocide Studies ● Human Development ● Introduction to Business ● Introduction to Education 	<ul style="list-style-type: none"> ● Law Enforcement (CTC) ● Leadership in Action ● Pastry Arts (CTC) ● Personal Financial Literacy ● Psychology ● Sociology ● Teacher Planning and Preparation ● Understanding Students as Learners ● U.S. History III ● U.S. Government ● World Language
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Science and Health Pathway

The Science and Health pathway is designed for students with strong interests in scientific inquiry, health care, and stewardship of natural systems. This pathway prepares students to explore a broad range of science- and health-related careers while building essential academic and employability skills that support success in college, careers, and lifelong learning.

Students in this pathway develop:

- Scientific reasoning and critical thinking
- Laboratory and data analysis skills
- Effective communication and collaboration
- Problem solving and attention to detail
- Ethical decision-making and health awareness

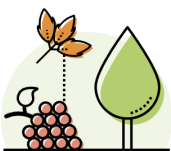
Careers aligned with this pathway include:

- Healthcare & Clinical Sciences: physician, registered nurse, pharmacist, physical therapist, dental hygienist
- Life & Biological Sciences: biologist, microbiologist, zoologist, veterinarian
- Science & Environmental Fields: environmental scientist, chemist, conservation scientist
- Health Informatics & Support: health information technician, clinical laboratory scientist

Students may explore this pathway through:

- Participate in science fairs, research symposiums, and health-related competitions
- Complete internships or job shadows in hospitals, clinics, veterinary practices, research labs, or environmental organizations
- Engage in work-based learning and cooperative education experiences
- Volunteer in community health or environmental programs to build professional skills and networks

Are you interested in...?	Can you...?	Do you enjoy...?
<ul style="list-style-type: none"> ● Healthcare, wellness, and helping others ● Science, medicine, and biomedical research ● Environmental protection, conservation, and sustainability ● Food science, agriculture, and animal health ● Pharmacy, radiology, physical therapy, or sports science ● Using technology and data to improve health and scientific outcomes 	<ul style="list-style-type: none"> ● Pay close attention to detail and follow procedures accurately ● Use computers, laboratory equipment, and scientific technology ● Collect, organize, and analyze data from experiments or research ● Apply science and math concepts to real-world problems ● Work collaboratively as part of a healthcare or research team ● Communicate findings clearly through writing, data, and presentations 	<ul style="list-style-type: none"> ● Working in laboratories, medical facilities, or research settings ● Helping people in need or supporting community health ● Diagnosing problems and developing evidence-based solutions ● Working with animals, plants, or wildlife in indoor or outdoor settings ● Exploring cutting-edge scientific and medical innovations ● Solving complex problems using logic, data, and critical thinking ● Making a positive contribution to society through science or healthcare



Agriculture, Food and Natural Resource

Total Annual Openings

18,030

Recent Graduates

6,043

Average Wage

\$58,133



Health Science

Total Annual Openings

90,940

Recent Graduates

26,567

Average Wage

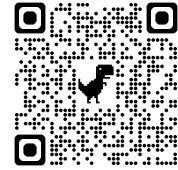
\$111,354





Scientific Research/Engineering

Total Annual Openings	Recent Graduates	Average Wage
19,390	11,058	\$95,401



Science and Health Pathway Courses		
<ul style="list-style-type: none"> ● Adventure Activity ● Anatomy & Physiology ● Animal Science ● AP Biology ● AP Calculus ● AP Environmental Science ● AP Precalculus ● AP Statistics ● AP Physics I: Algebra-Based ● Biology ● Career Connections ● Chemistry I, II ● Cooking Light and Easy ● Culinary Arts (CTC) ● Culinary Café ● Creative Movement I, II 	<ul style="list-style-type: none"> ● Dental Assisting (CTC) ● Emergency Medical Technician ● Environmental Ecology ● FFA & Leadership ● Food Science ● Forensic Science ● Global Cuisine ● Health ● Health Careers Technology (CTC) ● Introduction to Agriculture Science ● Medical Assistant (CTC) 	<ul style="list-style-type: none"> ● Optimal Performance ● Pastry Arts (CTC) ● Physics I and II ● PIAA Sports Officiating ● Plant Science ● Physical Science ● Probability & Statistics ● Production Agriculture ● Sports Therapy Sciences (CTC) ● Strength Training ● Supervised Agriculture Experience (SAE) ● Wildlife & Forestry Management ● World Language

AGRICULTURE SCIENCE AND TECHNOLOGY



Students must be enrolled in an Agriculture class each year to maintain membership in FFA as required by National & State FFA and Agriculture Education guidelines. Students enrolled in Agriculture classes will also be concurrently enrolled in the SAE Independent Study course.

Agriculture Mechanics (HS551)

Grade Level: 11, 12

Credits: .5

Prerequisite: Introduction to Agriculture or teacher approval

Length of Course: 90 days

Weight: 1.00 (Level I)

This course will cover the agriculture mechanics careers, orientation, personal safety, lab organization, safe use of machines and power tools, project planning layout procedures, marking, cutting and bending metal, proper tool fitting, principles of electricity and electrical wiring in agriculture, operation, troubleshooting, repair of electric motors, plumbing technology and insulation, principles of hydraulics, concrete and masonry technology, design, and construction. The topics of welding and use of the Plasma Cutter and advanced small gas engine operation and troubleshooting will also be covered. Students will be guided through SAFE machine operation and are required to demonstrate all safe operating procedures.

Animal Science (HS512)

Grade Level: 10, 11, 12

Credits: .5

Prerequisite: Any Agriculture course or teacher approval

Concurrent enrollment in SAE Independent Study is required.

Length of Course: 90 days

Weight: 1.00 (Level I)

Students will learn the basics of livestock, horse, dog, cat and other small animal care. Course topics will also cover the basics of genetics, anatomy and animal rights. This course includes guest speakers and some out of classroom experiences. Students will learn about career opportunities and gain hands-on experience. All students will be required to care for a small animal.

This course is offered in alternating years and will NOT be offered during the 2026-2027 school year.

Commercial Driver's License (CDL) Training (HS589)

Grade Level: 12

Length of Course: 90 days

Credits: .5

Weight: 1.00 (Level I)

Prerequisite: Counselor/teacher recommendation; valid Pennsylvania Driver's License; 18 years of age or older by start of course

This course is an elective to help students obtain the knowledge to help them enter the transportation field. D.R.I.V.E. stands for Driving Resources and Innovation in Vehicular Education. During the class, students will be instructed in the skills and certifications to obtain a job in the logistic field. Some of the skills will include: Forklift Certification, General Test Preparation for a Commercial Driver License (CDL), Transporting Cargo, Transporting Passengers, Air Brakes, Combination Vehicles. Students will be exposed to all requirements and regulations to obtain a CDL Class A or B permit and gain simulator experience driving Class A truck, Class B vehicle, fire truck and passenger bus (coach and school buses). Students will be trained and certified on OSHA regulations on how to operate a forklift and earn a safety certificate that is recognized by the transportation industry.

FFA & Leadership (HS503)

Grade Level: 10, 11, 12

Length of Course: 90 days

Credits: .5

Weight: 1.00 (Level I)

Prerequisite: Any Agriculture course or teacher approval
Concurrent enrollment in SAE Independent Study is required.

In this course, students will learn about the National FFA Organization through an in-depth look of the history and timeline of the organization. Students will use the Official FFA Manual as a guide to learning about the organization and all of the opportunities it has to offer. Students will gain knowledge of proper parliamentary procedure etiquette to efficiently and effectively conduct business meetings. Students will also attain valuable leadership, problem solving, and communication skills. Throughout this course, students will have the opportunity to participate in FFA competitions, events, and other various projects. It is highly recommended that all students in this course are members of the FFA, are FFA Officers, or are students interested in becoming an FFA Officer.

Food Science (HS513)

Grade Level: 10, 11, 12

Length of Course: 90 days

Credits: .5

Weight: 1.00 (Level I)

Prerequisite: Introduction to Agriculture Science or teacher approval

Students will complete hands-on activities, projects, and problems that simulate actual concepts and situations in the food science and safety industry. Students will build content knowledge and technical skills while investigating areas of food science, including food safety, food chemistry, food processing, sensory evaluation, food product development, and marketing. Students in this course will start by gaining an understanding of what food is by identifying the biological and chemical compounds that make foods look the way they do, taste the way they do, and react the ways they do when people prepare or process them in various ways.

Introduction to Agriculture Science (HS501)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of Course: 90 days
Weight: 1.00 (Level I)

This course is a prerequisite for all other classes in the Agriculture department and is intended to introduce students to the broad area of agriculture. Topics will include general United States and Pennsylvania agriculture, FFA, plant science, animal science, public speaking, Ag Business, and careers in agriculture. Students will be required to care for an animal in this course and to keep records on their care in order to learn how to keep Supervised Agriculture Experience records for future Agriculture courses. Students will also grow plants in this course. Food labs will also be included in the course. The facilities include a small animal lab, shop, greenhouse and classroom.

Plant Science (HS511)

Grade Level: 10, 11, 12
Credits: .5

Length of Course: 90 days
Weight: 1.00 (Level I)

Prerequisite: Any Agriculture course or teacher approval
Concurrent enrollment in SAE Independent Study is required.

This second semester course introduces students to the many areas of horticulture and plant science. Course topics include plant identification, greenhouse & nursery production, floral design, landscaping, pest management, and career opportunities in plant systems. Students will grow and propagate plants, maintain and manage a greenhouse, develop hydroponic growing systems, and design their own horticulture landscapes. There are plant identification walks in this course along with other outdoor activities.

This course is offered in alternating years and WILL be offered during the 2026-2027 school year.

Production Agriculture (HS506)

Grade Level: 10, 11, 12
Credits: .5

Length of Course: 90 days
Weight: 1.00 (Level I)

Prerequisite: Any Agriculture course or teacher approval
Concurrent enrollment in SAE Independent Study is required.

This course introduces students to the many areas of production agriculture with an emphasis on production of America's food supply. Students will complete units on soil science and crop production. Students will also learn the basics of swine, beef, dairy, poultry, goat, and sheep production. Students will also learn the basics of an agribusiness enterprise. There will be food labs, guest speakers and some out of classroom experiences.

This course is offered in alternating years and WILL be offered during the 2026-2027 school year.

Welding and Industrial Machining (HS562)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of Course: 90 days
Weight: 1.00 (Level I)

Students will learn the welding and industrial machining processes, while designing and fabricating various metal working projects.

Welding processes	Machining
<ul style="list-style-type: none">• Stick – shielded metal arc welding (SMAW)• MIG – gas metal arc welding (GMAW)• TIG – gas tungsten arc welding (GTAW)	<ul style="list-style-type: none">• Mill• Lathe• CNC plasma Cam programming

Students will be guided through SAFE machine operation and are required to demonstrate all safe operating procedures.

Wildlife & Forestry Management (HS508)

Grade Level: 10, 11, 12
Credits: .5

Length of Course: 90 days
Weight: 1.00 (Level I)

Prerequisite: Any Agriculture course or teacher approval
Concurrent enrollment in SAE Independent Study is required.

This course covers the topics of wildlife and forestry management, which includes the study of animals common to Pennsylvania. Students will learn the history of wildlife conservation in America, endangered species and the conservation methods used today including hunting. Students will also learn about wildlife habitats and careers. The course also addresses the basic principles of forestry including tree identification, forest ecology, forest management, wood identification, and forest pests. The aquatics portion of the course includes aquatic life identification, lake behavior, watersheds and water pollution. Students will learn about career opportunities in both areas. This course may include some outdoor instruction.

This course is offered in alternating years and will NOT be offered during the 2026-2027 school year.

Supervised Agriculture Experience Independent Study (SAE) (HS510)

Grade Level: 10, 11, 12
Credits: .5

Length of Course: 90 days
Weight: 1.00 (Level I)

Prerequisite: Any Agriculture course or teacher approval.

An SAE program is the hands-on application of concepts and principles learned in the agriculture classroom. Students are supervised by agriculture education teachers, parents, employers and/or other adults who assist in student development and achievement of their career goals. Students may complete any of the approved projects listed by the National FFA Proficiency areas and must keep an accurate Pennsylvania FFA Organization Record Book. The types of SAE programs are Exploratory/Foundational, Research, Placement (paid and unpaid) and Entrepreneurship. Students will need to schedule and meet with the instructor twice per month to review progress. The instructor will visit projects as needed. *All students enrolled in upper level Agriculture courses are required to enroll in this course.*

ART



Art I (HS601)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of Course: 90 days
Weight: 1.00 (Level I)

Art 1 introduces students to the fundamental concepts of visual art, including the elements and principles of design. Through a variety of media and techniques, students develop foundational skills in drawing, painting, and composition while exploring historical and contemporary art connections.

Art II (HS602)

Grade Level: 10, 11, 12
Credits: .5
Prerequisite: Art I (80% or higher)

Length of Course: 90 days
Weight: 1.00 (Level I)

Art 2 builds upon the foundational skills developed in Art 1, emphasizing creative problem-solving, technical refinement, and personal expression. Students explore advanced media techniques and art history connections while developing a more individual artistic style.

Art III (HS603)

Grade Level: 10, 11, 12
Credits: .5
Prerequisite: Art I and Art II (80% or higher)

Length of Course: 90 days
Weight: 1.03 (Level II)

Art 3 is an advanced studio course focused on further development of foundational skills developed in Art 1 and 2. Students engage in guided projects that encourage experimentation, advanced media techniques, and critical analysis of their own work and that of others.

Independent Art (HS610)

Grade Level: 11, 12
Credits: .5
Prerequisite: Art I, Art II, Art III (80% or higher), or Pottery I, Pottery II (80% or higher), and/or teacher approval

Length of Course: 90 days
Weight: 1.03 (Level II)

Independent Art is a senior-level course designed for advanced students who wish to pursue self-directed art projects. With guidance from the instructor, students develop an individualized portfolio that demonstrates personal vision, advanced technical skill, and conceptual maturity. Emphasis is placed on independent planning, creative research, and professional presentation of artwork.



AP Studio 2D Art and Design (HS612)

Grade Level: 11, 12

Credits: 1.0

Prerequisite: Art I, Art II, Art III (80% or higher) and teacher approval

Length of Course: 180 days

Weight: 1.12 (Level IV)

The AP Art and Design course framework presents an inquiry-based approach to learning about and making art and design. Students are expected to conduct an in-depth, sustained investigation of materials, processes, and ideas. The framework focuses on concepts and skills emphasized within college art and design foundations courses with the same intent: to help students become inquisitive, thoughtful artists and designers able to articulate information about their work. AP Art and Design students develop and apply skills of inquiry and investigation, practice, experimentation, revision, communication, and reflection.

Pottery I (HS620)

Grade Level: 9, 10, 11, 12

Credits: .5

Prerequisite: Art I (80% or higher)

Length of Course: 90 days

Weight: 1.00 (Level I)

Pottery 1 introduces students to the fundamental techniques of working with clay through both hand-building and wheel-throwing methods. Students will develop basic skills in forming, glazing, and firing ceramic pieces while learning about proper studio procedures and the elements of design. Emphasis is placed on craftsmanship, creativity, and understanding the complete ceramic process.

Pottery II (HS621)

Grade Level: 10, 11, 12

Credits: .5

Prerequisite: Pottery I (80% or higher)

Length of Course: 90 days

Weight: 1.00 (Level I)

Pottery 2 expands upon foundational skills through more advanced hand-building and wheel-throwing techniques. Students will refine their craftsmanship, explore a wider range of forms and surface treatments, and develop greater control and creativity in their ceramic work. Emphasis is placed on personal expression and continued understanding of glazing and firing processes.

Printmaking (HS606)

Grade Level: 9, 10, 11, 12

Credits: .5

Prerequisite: Art I (80% or higher)

Length of Course: 90 days

Weight: 1.00 (Level I)

This course introduces students to the fundamentals of printmaking, including monoprinting, linoleum block printing, and collagraph techniques. Students learn to design and create original prints while exploring texture, composition, and layering methods. Emphasis is placed on craftsmanship, experimentation, and developing a personal artistic voice, as well as understanding the technical processes of printing and editioning work.

BUSINESS, COMPUTER, AND INFORMATION TECHNOLOGY



Accounting IA (HS716)

Grade Level: 10, 11, 12

Credits: .5

Prerequisites: Introduction to Business recommended

Length of Course: 90 days

Weight: 1.00 (Level I)

Accounting IA prepares students to develop the ability to analyze and record financial transactions and interpret the results of personal and business operations from a financial standpoint. Students gain a wide background in personal and business organization, procedures, and related technology. *Any student interested in pursuing a degree in business should complete Accounting IA, IB, and II.*

Accounting IB (HS717)

Grade Level: 10, 11, 12

Credits: .5

Prerequisites: Accounting IA (70% or higher)

Length of Course: 90 days

Weight: 1.00 (Level I)

Accounting IB continues to introduce students to various business transactions focusing on more complex business structures. Students will focus on automated practices and accounting simulations. *Any student interested in pursuing a degree in business should complete Accounting IA, IB, and II.*

Accounting II (HS712)

Grade Level: 11, 12

Credits: .5

Prerequisites: Accounting IB (80% or higher)

Length of Course: 90 days

Weight: 1.03 (Level II)

Accounting II provides an opportunity for students to apply basic accounting principles to a variety of accounting systems and methods via independent study. Accounting problems of greater depth provide an excellent academic challenge to the advanced accounting student. Students interested in pursuing a degree in accounting or similar profession should complete the sequence of accounting courses. *Any student interested in pursuing a degree in business should take Accounting IA, IB, and II.*

Animation (HS723)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of Course: 90 days
Weight: 1.00 (Level I)

Students will explore techniques used in creating animation using standard software. This course will enhance skill development in storyboarding and animation. Students will work individually and cooperatively in a project-based environment.



AP Business with Personal Finance (HS736)

Grade Level: 10, 11, 12
Credits: 1.0

Length of Course: 180 days
Weight: 1.12 (Level IV)

Suggested Prerequisites: Teacher Recommendation

This course will teach workforce-ready skills that prepare students for careers in a range of businesses—from startups and large corporations to regional and local organizations. AP Business with Personal Finance is a yearlong high school business and personal finance course that aligns closely with a college-level introduction to business course. Students explore the business disciplines of entrepreneurship, marketing, finance, accounting, and management through real-world business applications, case studies, and project based learning.

AP Computer Science Principles (HS728)

Grade Level: 11, 12
Credits: 1.0

Length of Course: 180 days
Weight: 1.12 (Level IV)

Suggested Prerequisites: Computer Applications (80% or higher) and Web Design I (80% or higher)

The AP Computer Science Principles course focuses on the computer science skills that are in high demand and valued by colleges and employers. The course will cover a broad range of computer science topics, including programming, algorithms, the Internet, big data, digital privacy and security, and the societal impacts of computing. This course seeks to provide students with a “future proof” foundation in computing principles so they are adequately prepared with both the knowledge and skills to live and meaningfully participate in our increasingly digital society, economy, and culture.

This course will NOT be offered in the 2026-2027 school year.

Career Connections (HS714)

Grade Level: 11, 12
Credits: .5

Length of Course: 90 days
Weight: 1.00 (Level I)

This course is designed to assist students in planning for their future by cultivating the foundational skills necessary for personal and professional success. Emphasis is placed on the development of effective communication, time management, and interpersonal skills, as well as the exploration of individual aptitudes and interests to inform potential career pathways. Students will demonstrate leadership, organization, and collaboration through the design and implementation of a community service project that addresses an identified need. The course culminates with instruction and practice in job preparation skills, equipping students with the knowledge and competencies essential for success in both postsecondary education and the workforce.

Computer Applications (HS720)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of Course: 90 days
Weight: 1.00 (Level I)

This course will introduce students to a variety of computer programs and concepts including desktop publishing, spreadsheets, photo editing/drawing, and web graphics. The skills learned in this course can be easily applied to other programs, classes, and real-life situations. Students are not expected to have prior knowledge of the course's programs but will have more than a basic understanding of multiple programs at the conclusion of the course.

Computer Graphics (HS724)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of Course: 90 days
Weight: 1.00 (Level I)

Prerequisites: Computer Applications (80% or higher)

Students are expected to have prior Adobe Create Suite knowledge and the ability to execute basic functions. Students will utilize the Adobe Create Suite to complete individual design projects. Emphasis will be placed on advanced concepts to create personal and professional design. Students are expected to be able to create and work independently on projects that will last multiple days.

Digital Video (HS725)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of Course: 90 days
Weight: 1.00 (Level I)

Digital Video introduces students to the basics of post production non-linear digital video editing for multimedia, videos and web capabilities. Students will produce, edit, and optimize video using editing software. Upon completion of the course students will be able to create and produce digital videos.

Entrepreneurship (HS732)

Grade Level: 10, 11, 12

Credits: .5

Prerequisites: Accounting IA/IB recommended

Length of Course: 90 days

Weight: 1.00 (Level I)

Students enrolled in this course will explore a broad range of entrepreneurial concepts and practices. The course begins with an examination of the skills and characteristics essential for entrepreneurial success through the study of notable entrepreneurs and their experiences. Students will gain an understanding of key entrepreneurial principles and strategies while identifying how their individual strengths and talents can be applied to the development of a small business venture. Instruction will address critical components of business planning, including operations, financing, marketing, and human resources. The course culminates in the creation and presentation of a business plan.

Foundations of Coding (HS727)

Grade Level: 9, 10, 11, 12

Credits: .5

Length of Course: 90 days

Weight: 1.00 (Level I)

In this course students will think like a programmer by exploring loops, variables, and conditionals, and by breaking big problems into smaller, solvable pieces. Along the way, you'll collaborate with classmates, test your code, and improve your projects based on real feedback—just like professional developers do. Whether you're interested in apps, robotics, game design, or just want to understand how technology works, this course will give you a strong foundation for future computer science courses.

Freshmen Seminar (HS701)

Grade Level: 9

Credits: .25

Length of Course: 45 days

Weight: 1.00 (Level I)

This course is designed to help students develop the foundational knowledge and skills necessary for informed career planning and future success. Students will explore a variety of career pathways to assess how their natural talents, interests, and abilities align with potential occupations. Instruction emphasizes the development of essential employability skills, including reliability, time management, ethical behavior, self-motivation, and professionalism. This one-marking-period course is required for graduation.

Introduction to Business (HS710)

Grade Level: 9, 10, 11
Credits: .5

Length of Course: 90 days
Weight: 1.00 (Level I)

This course provides a hands-on introduction to the exciting world of business. In just one semester you'll learn about marketing, management, finance, and workplace skills through projects and real-world examples. Discover how businesses impact your daily life and gain knowledge that will prepare you for the future—both in school and beyond!

Leadership in Action (HS718)

Grade Level: 11, 12
Credits: .5

Length of Course: 90 days
Weight: 1.00 (Level I)

Leadership in Action is designed to empower high school students to make a positive change in their community through the development and implementation of a service project. Students will develop personal leadership skills and partake in team building strategies, while they research the needs of our local community. Project implementation will include developing a team vision, anticipating barriers, marketing the change, measuring outcomes, and then sharing their story. Students will enter the Lead4Change challenge and will be awarded honor cords to wear at graduation for completion of the course.

Marketing (HS733)

Grade Level: 10, 11, 12
Credits: .5

Length of Course: 90 days
Weight: 1.00 (Level I)

Prerequisites: Introduction to Business recommended

Students will study economic functions at work in the marketplace and marketing functions including purchasing, pricing, and distribution functions. Emphasis will be placed on communication skills, economics, financial analysis, and promotion. Exposure to career opportunities in the field of marketing and specific topics will be covered, including advertising, selling skills and promotion.

Personal Financial Literacy (HS702)

Grade Level: 11, 12
Credits: .5

Length of Course: 90 days
Weight: 1.00 (Level I)

This course is designed to help students understand the impact of individual choices on occupational goals and future earning potential. Real world topics covered will include income, money management, and spending and credit. Students will design personal and household budgets utilizing checking and savings accounts, gain knowledge in finance, debt and credit management, and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions leading to financial independence.

This course satisfies the .5 credit Personal Financial Literacy graduation requirement for the Class of 2028 and beyond.

Web Design I (HS721)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of Course: 90 days
Weight: 1.00 (Level I)

In this course students will discover how websites are built to bring your creative ideas to life. This course introduces students to the fundamentals of web design, including HTML coding, CSS (Cascading Style Sheets), and image optimization. The focus is hands-on production, building web pages and websites, while also exploring the design principles that make sites visually appealing and user-friendly.

Web Design II (HS722)

Grade Level: 10, 11, 12
Credits: .5

Length of Course: 90 days
Weight: 1.00 (Level I)

Prerequisites: Web Design I (80% or higher)

Students will have the opportunity to enhance their computer knowledge and skills by learning advanced design techniques with coding. The goal of this course is to provide students with the study of advanced topics in web design. Topics include the web development process, advanced layout and design features, advanced study of scripting languages, site development with HTML editors, and web servers and databases. This course is presented in an independent study format and supplemented with classroom instruction.

ENGLISH LANGUAGE ARTS



GRADE 9	GRADE 10	GRADE 11	GRADE 12
Literature, Analysis, and Composition I - Honors	Literature, Analysis, and Composition II - Honors	AP Language and Composition <i>OR</i> AP Seminar <i>OR</i> Literature, Analysis, and Composition III - Honors	AP Literature and Composition <i>OR</i> AP Language and Composition <i>OR</i> AP Seminar <i>OR</i> AP Research <i>OR</i> Literature, Analysis, and Composition IV - Hon
Literature, Analysis, and Composition I - CP	Literature, Analysis, and Composition II – CP	Literature, Analysis, and Composition III – CP	Literature, Analysis, and Composition IV - CP
Literature, Analysis, and Composition I - Applied	Literature, Analysis, and Composition II - Applied	Literature, Analysis, and Composition III – Applied	Literature, Analysis, and Composition IV - Applied
<p>ELECTIVES 9 – 12</p> <ul style="list-style-type: none"> • Yearbook / Journalism I • Yearbook / Journalism II • Yearbook Journalism Management • Television and Film Production I • Television and Film Production II • Television and Film Production Management 			

Literature, Analysis, and Composition I (LAC) – Honors (HS011)

Grade Level: 9

Length of Course: 180 days

Credits: 1

Weight: 1.06 (Level III)

Prerequisite: 8th Grade English (80% or higher), Proficient or Advanced score on the 8th-grade English Language Arts PSSA, and teacher recommendation

This fast-paced course is designed to meet the needs of highly motivated students who demonstrate exceptional abilities in the study of English. Students who select this course are expected to read longer passages of text, comprehend text independently, and analyze text accurately. Reading selections are comprised of both fiction and non-fiction pieces organized to analyze the themes of empathy, leadership, dreams and aspirations, and relationships. Emphasis is given to the skills of comprehension, vocabulary acquisition, making connections among ideas and between texts with a focus on textual evidence. Students will engage in multiple stages of the writing process and produce works in a variety of styles. Students are expected to write in response to literature as well as conduct research in order to compose work that clearly conveys a well-defined perspective and use of appropriate content. *Fulfillment of a summer reading requirement is required prior to commencement of the course. Information will be posted on the High School webpage.*

Literature, Analysis, and Composition I (LAC) – College Prep (HS012)

Grade Level: 9

Length of Course: 180 days

Credits: 1

Weight: 1.03 (Level II)

This course is designed to meet the needs of students who plan to pursue post-secondary studies. Reading selections are comprised of both fiction and non-fiction pieces organized to analyze the themes of empathy, leadership, dreams and aspirations, and relationships. Emphasis is given to the skills of comprehension, vocabulary acquisition, making connections among ideas and between texts with a focus on textual evidence. Students will engage in multiple stages of the writing process and produce works in a variety of styles. Students are expected to write in response to literature as well as conduct research in order to compose work that clearly conveys a well-defined perspective and use of appropriate content. *Fulfillment of a summer reading requirement is required prior to commencement of the course. Information will be posted on the High School webpage.*

Literature, Analysis, and Composition I (LAC) – Applied (HS013)

Grade Level: 9

Length of Course: 180 days

Credits: 1

Weight: 1.00 (Level I)

This course is designed to meet the needs of students who are interested in becoming career ready. Reading selections are comprised of both fiction and non-fiction pieces organized to analyze the themes of empathy, leadership, dreams and aspirations, and relationships. Emphasis is given to the skills of comprehension, vocabulary acquisition, making connections among ideas and between texts with a focus on textual evidence. Students will engage in multiple stages of the writing process and produce works in a variety of styles. Students are expected to write in response to literature as well as conduct research in order to compose work that clearly conveys a well-defined perspective and use of appropriate content. *Fulfillment of a summer reading requirement is required prior to commencement of the course. Information will be posted on the High School webpage.*

Literature, Analysis, and Composition II (LAC) – Honors (HS021)

Grade Level: 10

Length of Course: 180 days

Credits: 1

Weight: 1.06 (Level III)

Prerequisites: Honors Literature, Analysis, and Composition I (80% or higher); Proficient or Advanced score on the 8th-grade English Language Arts PSSA and teacher recommendation

This fast-paced course is designed to meet the needs of high achieving English students who follow the Advanced Placement track, meet the prerequisite, and receive recommendation from the previous year's English teacher. Students who select this course are expected to read longer passages of text, comprehend text independently, and analyze text accurately. Reading selections are comprised of both fiction and non-fiction pieces organized to analyze the themes of destiny, taking a stand, technology, and the human connection. Emphasis is given to the skills of comprehension, vocabulary acquisition, making connections among ideas and between texts with a focus on textual evidence. Students will engage in multiple stages of the writing process and produce works in a variety of styles. Students are expected to write in response to literature as well as conduct research in order to compose work that clearly conveys a well-defined perspective and use of appropriate content.

Literature, Analysis, and Composition II (LAC) – College Prep (HS022)

Grade Level: 10

Length of Course: 180 days

Credits: 1

Weight: 1.03 (Level II)

This course is designed to meet the needs of students who plan to pursue post-secondary studies. Reading selections are comprised of both fiction and non-fiction pieces organized to analyze the themes of destiny, taking a stand, technology, and the human connection. Emphasis is given to the skills of comprehension, vocabulary acquisition, making connections among ideas and between texts with a focus on textual evidence. Students will engage in multiple stages of the writing process and produce works in a variety of styles. Students are expected to write in response to literature as well as conduct research in order to compose work that clearly conveys a well-defined perspective and use of appropriate content.

Literature, Analysis, and Composition II (LAC) – Applied (HS023)

Grade Level: 10

Length of Course: 180 days

Credits: 1

Weight: 1.00 (Level I)

This course is designed to meet the needs of students who are interested in becoming career ready. Reading selections are comprised of both fiction and non-fiction pieces organized to analyze the themes of destiny, taking a stand, technology, and the human connection. Emphasis is given to the skills of comprehension, vocabulary acquisition, making connections among ideas and between texts with a focus on textual evidence. Students will engage in multiple stages of the writing process and produce works in a variety of styles. Students are expected to write in response to literature as well as conduct research in order to compose work that clearly conveys a well-defined perspective and use of appropriate content.

Literature, Analysis, and Composition III (LAC) – Honors (HS034)

Grade Level: 11

Length of Course: 180 days

Credits: 1

Weight: 1.06 (Level III)

Prerequisites: Literature, Analysis, and Composition II – Honors (80% or higher) and a Proficient or Advanced score on the Literature Keystone Exam or teacher recommendation

This fast-paced course is designed to meet the needs of high achieving English students who are following the Advanced Placement track, meet the prerequisite, and receive recommendation by the previous year's English teacher. Students who select this course are expected to read longer passages of text, comprehend text independently, and analyze text accurately. Reading selections are comprised of both fiction and non-fiction pieces from American Literature, specifically addressing the concepts of we the people, the individual, modern times, and relationships. Emphasis is given to the skills of comprehension, vocabulary acquisition, making connections among ideas and between texts with a focus on textual evidence. Students will engage in multiple stages of the writing process and produce works in a variety of styles. Students are expected to write in response to literature as well as conduct research in order to compose work that clearly conveys a well-defined perspective and use of appropriate content.

Literature, Analysis, and Composition III (LAC) – College Prep (HS035)

Grade Level: 11

Length of Course: 180 days

Credits: 1

Weight: 1.03 (Level II)

This course is designed to meet the needs of students who plan to pursue post-secondary studies. Reading selections are comprised of both fiction and non-fiction pieces from American Literature, specifically addressing the concepts of we the people, the individual, modern times, and relationships. Emphasis is given to the skills of comprehension, vocabulary acquisition, making connections among ideas and between texts with a focus on textual evidence. Students will engage in multiple stages of the writing process and produce works in a variety of styles. Students are expected to write in response to literature as well as conduct research in order to compose work that clearly conveys a well-defined perspective and use of appropriate content.

Literature, Analysis, and Composition III (LAC) – Applied (HS036)

Grade Level: 11

Length of Course: 180 days

Credits: 1

Weight: 1.00 (Level I)

This course is designed to meet the needs of students who are interested in becoming career ready. Reading selections are comprised of both fiction and non-fiction pieces from American Literature specifically addressing the concepts of we the people, the individual, modern times, and relationships. Emphasis is given to the skills of comprehension, vocabulary acquisition, making connections among ideas and between texts with a focus on textual evidence. Students will engage in multiple stages of the writing process and produce works in a variety of styles. Students are expected to write in response to literature as well as conduct research in order to compose work that clearly conveys a well-defined perspective and use of appropriate content.

Literature, Analysis, and Composition IV (LAC) – Honors (HS041)

Grade Level: 12
Credits: 1

Length of Course: 180 days
Weight: 1.06 (Level III)

This is a rigorous course designed for the college-bound senior. Students will engage deeply with various types of text, language, and ideas, reading a diverse range of classic and contemporary texts, examining how authors use craft and rhetoric to explore complex themes, perspectives, and societal issues. In addition to advanced analytical writing and research-based argumentation, the course emphasizes communication skills through discussions, presentations, and collaborative dialogue. Students practice articulating ideas clearly and thoughtfully for diverse audiences, strengthening both oral and written communication. The course prepares students for the expectations of college-level humanities coursework by fostering critical thinking, confident communication, and academic independence.

Literature, Analysis, and Composition IV (LAC) – College Prep (HS042)

Grade Level: 12
Credits: 1

Length of Course: 180 days
Weight: 1.03 (Level II)

This composition-focused course is designed to prepare students for the current and projected demands of a global, knowledge based 21st century society. Emphasis will be placed on developing the analytic and communication skills necessary for the college-bound and trade-bound student to be successful in the fast-paced world of post-secondary academia and the modern workplace. With a focus on developing both academic and practical composition and communication skills, students will engage with course content organized to analyze the themes of the epic hero, the human condition, an exchange of ideas, and/or emotional currents.

Literature, Analysis, and Composition IV (LAC) – Applied (HS043)

Grade Level: 12
Credits: 1

Length of Course: 180 days
Weight: 1.00 (Level I)

This composition-focused course is designed to prepare students for the current and projected demands of a global, knowledge based 21st century society. Emphasis will be placed on developing the analytic and communication skills necessary to be successful in the workforce. With a focus on developing practical composition skills, students will engage with course content organized to analyze the themes of the epic hero, the human condition, an exchange of ideas, and/or emotional currents.

Advanced Placement English Language and Composition (HS051)

Grade Level: 11, 12

Length of Course: 180 days

Credits: 1

Weight: 1.12 (Level IV)

Prerequisites: Literature, Analysis, and Composition II or III – Honors (90% or higher), a Proficient or Advanced score on the Literature Keystone Exam, and teacher recommendation

This rigorous course is designed for the highest achieving English students who desire to complete high school studies equivalent to a one-semester college introductory course in English.

AP English Language and Composition cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. This writing intensive course guides students in becoming curious, critical, and responsive readers of diverse texts, and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing done by students in this course will deepen and expand their understanding of how written language functions rhetorically. *Fulfillment of a summer reading requirement is required prior to commencement of the course.*

Advanced Placement English Literature and Composition (HS050)

Grade Level: 12

Length of Course: 180 days

Credits: 1

Weight: 1.12 (Level IV)

Prerequisites: Literature, Analysis, and Composition III – Honors (90% or higher), a Proficient or Advanced score on the Literature Keystone Exam, and teacher recommendation

This rigorous course is designed for the highest achieving English students who desire to complete high school studies equivalent to a one-semester college introductory course in English Literature.

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 ways 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 center on literary analysis, asking students to examine and interpret literary works while substantiating their insights with textual evidence. Students must be able to read and comprehend college-level texts and write grammatically correct, complete sentences. Fulfillment of a summer reading requirement is necessary prior to commencement of the course.

AP Capstone - Seminar (HS053)

Grade Level: 11,12

Length of Course: 180 days

Credits: 1

Weight: 1.12 (Level IV)

Prerequisites: Literature, Analysis, and Composition II or III – Honors (90% or higher), a Proficient or Advanced score on the Literature Keystone Exam, and teacher recommendation

AP Seminar is the foundational course for the AP Capstone program. AP Capstone is an innovative college-level program based on the completion of two courses, AP Seminar and AP Research. The program immerses students in the challenging practice of the critical skills students need today. The ability to think independently, write effectively, research, collaborate, and learn across disciplines is essential for success in college and beyond. The rigorous nature of AP Capstone will challenge students to explore different points of view and make connections across disciplines, leading to a rich appreciation for the complexity of important issues.

AP Seminar engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. AP Seminar is the prerequisite course for AP Research. *Fulfillment of a summer reading requirement is necessary prior to commencement of the course.*

In order to earn the AP Capstone Diploma through the College Board, students must earn scores of 3 or higher on both the AP Seminar and AP Research Exams, as well as on four additional AP Exams of their choosing.

Students who earn scores of 3 or higher on AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate through the College Board.

AP Capstone – Research (HS916)

Grade Level: 11, 12

Length of Course: 180 days

Credits: 1.00

Weight: 1.12 (Level IV)

Prerequisite: A score of 3 or higher on the AP Seminar Exam

AP Capstone is an innovative college-level program based on the completion of two courses, AP Seminar and AP Research. The program immerses students in the challenging practice of the critical skills students need today. The ability to think independently, write effectively, research, collaborate, and learn across disciplines is essential for success in college and beyond. The rigorous nature of AP Capstone will challenge students to explore different points of view and make connections across disciplines, leading to a rich appreciation for the complexity of important issues.

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issues, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000 to 5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

In order to earn the AP Capstone Diploma through the College Board, students must earn scores of 3 or higher on both the AP Seminar and AP Research Exams, as well as on four additional AP Exams of their choosing.

Students who earn scores of 3 or higher on AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate through the College Board.

Electives (Do not fulfill graduation requirements for English Language Arts.)

Television and Film Production I (HS078)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of Course: 90 days
Weight: 1.00 (Level I)

This course will introduce students to the television and film production process with an emphasis on studio production. Students will be introduced to the basic concepts of camera and video editing skills. Students will also gain practical experience in camera work, audio development, special effects design, and will learn how to operate all crew positions in a variety of studio lab projects. Students are expected to arrive each school day at 7:20 a.m. to prepare for the morning announcements.

Television and Film Production II (HS079)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of Course: 90 days
Weight: 1.00 (Level I)

Prerequisite: Television and Film Production I (80% or higher)

This course will include an in-depth study and application of television production techniques. Students will focus on the writing techniques behind the development behind multiple genres of television. Students will study the structural design behind the development of commercials, sitcom comedies, TV dramas, and miniseries. This knowledge will be utilized in the creation of television miniseries that will focus on long-term story arcs as well as episodic arcs. These scripts will then be produced applying visual techniques learned in TV and Film Production I. Students are expected to arrive each school day at 7:20 a.m. to prepare for the morning announcements.

Television and Film Production Management (HS080)

Grade Level: 11, 12
Credits: .5

Length of Course: 90 days
Weight: 1.03 (Level II)

Prerequisite: Television and Film Production II (80% or higher) and instructor approval

This course will give students the choice between an in-depth look at the structure of either an independent film or a documentary. This knowledge will be applied in the development of a final project that will focus on act structure, character development, and the development of a universal truth. These scripts will then be produced applying visual techniques learned in TV and Film Production I and II. Students are expected to arrive each school day at 7:20 a.m. to prepare for the morning announcements.

Yearbook Journalism I (HS070)

Grade Level: 9, 10, 11, 12

Length of Course: 90 days

Credits: .5

Weight: 1.00 (Level I)

Prerequisite: Concurrent enrollment in Honors or CP Literature, Analysis, and Composition

This course will cover several aspects of producing the high school yearbook and DVD supplement. Students will sell advertisements, take photographs, scan and crop pictures, write body copy, captions, headlines, and create yearbook pages digitally using InDesign, Photoshop, and other programs critical to the creation of the school yearbook. The students will also learn basic video skills and digital video editing. This class involves a great deal of dedication and time outside of class; making deadlines is absolutely necessary. Students in this class must complete an application form, attend orientation meetings, write a 500 word essay, and be approved by the yearbook advisor and current English teacher. Enrollment is limited.

Yearbook Journalism II (HS071)

Grade Level: 9, 10, 11, 12

Length of Course: 90 days

Credits: .5

Weight: 1.03 (Level II)

Prerequisite: Yearbook Journalism I (80% or higher) and approval of yearbook advisor

This course will include in-depth practice and application of journalistic methods, interviewing practices, writing, and graphic design. There will be a heavy emphasis on developing the journalistic writing style. Projects will include reading and writing news, feature, sports, and editorial articles. Students will apply advanced photography and graphic design knowledge to create layouts that are visually appealing. Students will make extensive use of their working knowledge of In Design, Photoshop, Illustrator, and Microsoft Word, and other programs critical to the creation of the school yearbook. This is a co-curricular course, which means that outside-of-class time will be required as a part of the student's grade. Students will be expected to come in after school to complete assignments as necessary. Students must also come in on Saturdays and after school on Fridays as scheduled (approximately one each per month). Students will also attend various extra-curricular events to take photographs and obtain information for stories and captions. Enrollment is limited.

Yearbook Journalism Management (HS072)

Grade Level: 11, 12

Length of Course: 90 days

Credits: .5

Weight: 1.06 (Level III)

Prerequisite: Yearbook Journalism II (80% or higher) and approval of yearbook advisor

This course will continue in-depth practice and application of journalistic methods, interviewing practices, writing, and graphic design. Students will manage the production of the High School's yearbook and the business operations involved with producing the annual publication. Yearbook management students will supervise and assist other students in projects related to production of journalistic articles and layout. This is a co-curricular course, which means that outside-of-class time (including after school and Saturdays) will be required as a part of the student's grade. Students will also attend various extra-curricular events to take photographs and obtain information for stories and captions. Enrollment is limited.

FAMILY AND CONSUMER SCIENCES



Cooking Light and Easy (HS750)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of Course: 90 days
Weight: 1.00 (Level I)

Healthy food selection adapted as a life-long practice for promoting personal wellness is the focus of this course. Proper kitchen safety and sanitation methods will be covered, as well as topics in nutrition, menu planning, foodborne illness, food preparation techniques, and cooking for dietary restrictions. You will explore the six major nutrient groups and the five food groups through food preparation and an exploration of topics. Preparation techniques for cooking light will be practiced in the food lab. This course is a recommended prerequisite for Global Cuisine.

Culinary Café (HS751)

Grade Level: 10, 11, 12
Credits: .5

Length of Course: 90 days
Weight: 1.00 (Level I)

This course is a celebration of all things culinary. Its “menu” contains topic selections ranging from U.S. regional foods and cooking to choosing, reading, refining, and preparing recipes; to practicing kitchen math and conservation; to planning appealing but functional workspaces. The course also involves students learning the responsibilities of various food service roles. Students will gain valuable insights into industry standards through comprehensive instruction in the ServSafe Food Handler® program. The course includes preparation for the ServSafe Food Handler® exam, offering students the opportunity to earn their certification upon successful completion. Students will be expected to taste the various foods that are made throughout the course.

Global Cuisine (HS754)

Grade Level: 10, 11, 12
Credits: .5

Length of Course: 90 days
Weight: 1.00 (Level I)

Prerequisite: Cooking Light and Easy strongly recommended

The majority of this course involves exploring the culture and foods of various countries. Students will expand their horizons by studying the geography, history, populations, and food customs of the country as they relate to and influence current cuisine. Students will also consider the psychological, familial, and societal influences on their own personal food choices as well as nutrition across the lifespan. Students will be expected to taste the various foods that are made throughout the course.

Introduction to Education (HS770)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of Course: 90 days
Weight: 1.00 (Level I)

This course is designed for students interested in exploring a career in the field of education. Through engaging lessons and hands-on experiences, students will gain an overview of what it takes to be a successful educator. They will have the opportunity to explore various career paths in education while observing professionals in action.

Students will also delve into the history and evolution of American education, gaining valuable context for the challenges and opportunities in the field today. As a culminating project, students will create a personal mission statement reflecting their motivations and aspirations in pursuing a career in education. This mission will be informed by their research, classroom observations, and conversations with experienced educators.

This course provides a foundational understanding for those considering a future in education and inspires thoughtful reflection on the vital role educators play in shaping society.

Teacher Planning and Preparation (HS771)

Grade Level: 10, 11, 12
Credits: .5

Length of Course: 90 days
Weight: 1.00 (Level I)

Prerequisite: Introduction to Education

In this course, students will learn the foundational concepts and skills necessary for effective teacher planning and preparation. Students will have the opportunity to explore various pedagogical strategies across multiple disciplines to determine effective methods to educate groups of students, ranging in age from preschool to high school. Students will develop the tools needed to design and implement engaging and effective lesson plans through interviewing and observing teachers, hands-on activities, collaborative projects, and real-world simulations. Students will also learn to understand curriculum frameworks and how to use state standards to create learning objectives. Finally, students will learn to design and analyze assessments that align with curriculum frameworks and content area standards.

Creating a Classroom Environment (HS772)

Grade Level: 10, 11, 12
Credits: .5

Length of Course: 90 days
Weight: 1.00 (Level I)

Prerequisite: Introduction to Education

Students will discover the importance of creating and managing a classroom environment that is positive, inclusive, and engaging. Students will identify and practice the importance of establishing routines and implementing strategies to foster a supportive culture for learning. Students will be able to practice strategies for classroom management in real-world simulations, including establishing and communicating clear expectations for behavior and academic performance. Additionally, students will learn the importance of developing classroom procedures and routines that minimize disruptions, explore strategies for building positive relationships, and understand the impact of the physical classroom space. Students will also explore strategies for managing diverse learners and effectively responding to behavioral challenges.

Understanding Students as Learners (HS773)

Grade Level: 11, 12

Credits: .5

Prerequisite: Introduction to Education

Length of Course: 90 days

Weight: 1.00 (Level I)

In this course, students will explore the principles of human development, learning styles, and the various factors that influence student learning, including understanding the conditions that are necessary to support student success. Students will explore the theories of cognitive, social, and emotional development of students and how to identify the diverse learning styles, strengths, and challenges of students. Students will deepen their understanding of the support services available in schools and research the rights of students in the public education setting. Students will be able to have opportunities to observe in classrooms and begin to create and implement lessons for diverse groups of students.

Clinical Experience (HS774)

Grade Level: 12

Credits: 1

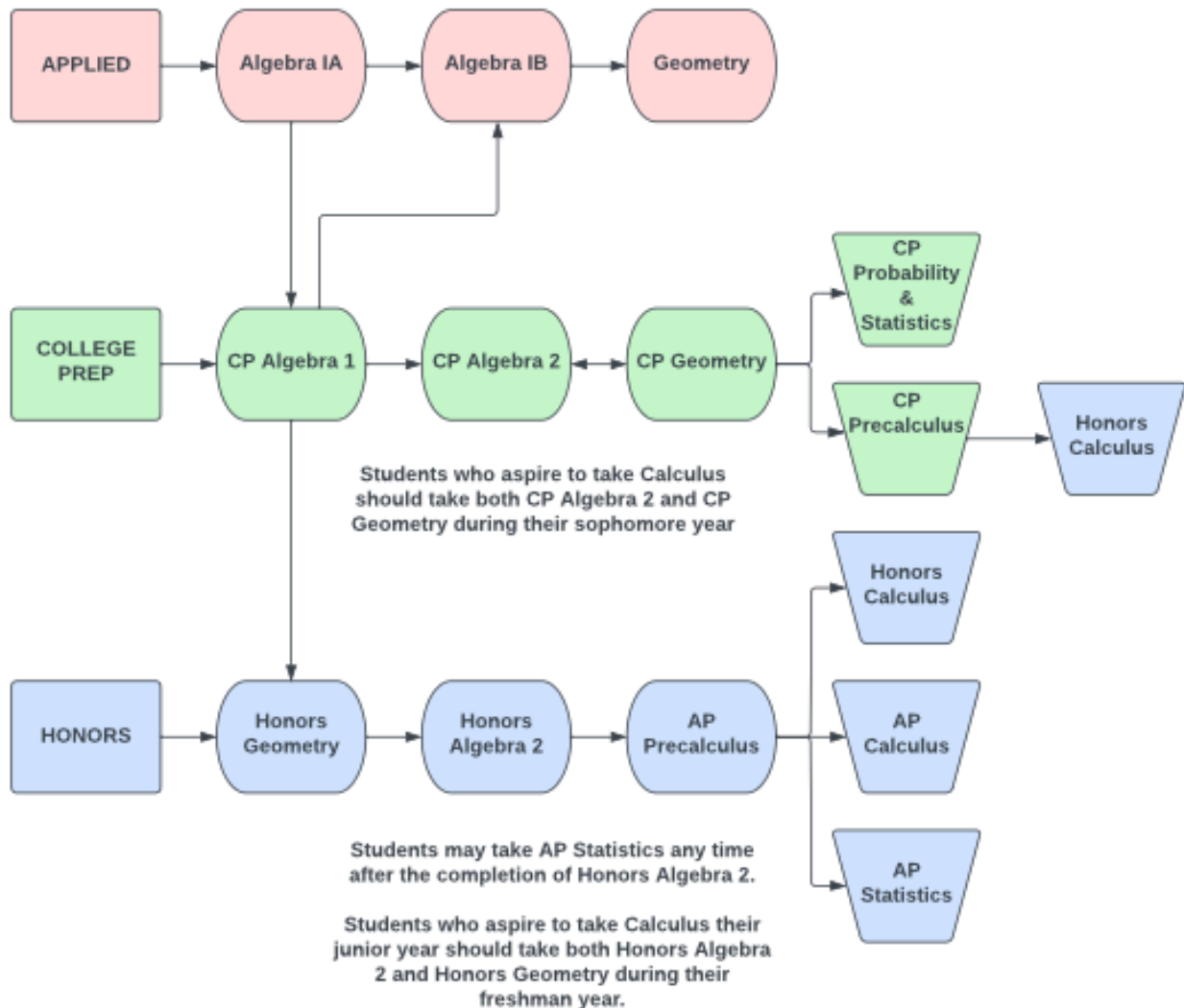
Length of Course: 180 days

Weight: 1.03 (Level II)

Students will use the knowledge gained in the introductory courses to participate in hands-on, interactive clinical experiences in their particular area of interest and/or grade level. They will have the opportunity to have weekly meetings with their cooperating teacher as well as meetings with their mentor teacher. Students will collaborate with their peers and reflect on their personal experience while seeking feedback from others. While in their assigned classrooms, students will design and implement lessons for learners, connecting directly to standards and the differentiation needed to meet the needs of all learners. Students will research to ensure they are following all rules and regulations of the district as well as following and adhering to professionalism required of an educator.

MATHEMATICS

ELCO HIGH SCHOOL DEPARTMENT OF MATHEMATICS RECOMMENDED COURSE FLOWCHART



Statement for Calculator Use

Calculators will be utilized in every course when appropriate. The graphing calculator will be introduced, taught, and used at the appropriate time. Scientific calculators will be used extensively, building to the graphing calculator. Student calculator use will be determined by the teacher of each individual course. Every mathematics teacher is able to provide a classroom set of scientific or graphing calculators.

The mathematics courses are designed to follow the Pennsylvania Core Standards. The main purpose of the PA Core Standards is to provide the math skills identified by the Commonwealth of Pennsylvania as being essential for a student to be successful after high school.

Algebra IA (HS111)

Grade Level: 9
Credits: 1

Length of Course: 180 days
Weight: 1.00 (Level I)

Algebra IA is designed for those students who need a thorough course in Algebra I, but at a slower pace. Topics include: Expressions and Linear Equations, Linear Inequalities, Linear Functions, and Equations of Linear Functions. Students completing this course must take the sequel, Algebra IB. This course is designed to meet the Algebra I PA Core Standards as assessed on the Algebra I Keystone Exam in an effort for all students to achieve proficiency. Students will have the opportunity to learn topics tested on the Algebra I Keystone assessment. Students will be expected to think critically while solving challenging problems and studying mathematical concepts.

Algebra IB (HS112)

Grade Level: 10
Credits: 1
Prerequisite: Algebra IA

Length of Course: 180 days
Weight: 1.00 (Level I)

This course is the sequel to Algebra IA. Topics include: Systems of Linear Equations and Inequalities, Exponents and Simplifying Polynomials, Factoring Polynomials and Solving Quadratic Equations, Analyzing Data, and other mathematical topics. This course is designed to meet the Algebra I PA Core Standards as assessed on the Algebra I Keystone Exam in an effort for all students to achieve proficiency. Students will have the opportunity to learn topics tested on the Algebra I Keystone assessment. Students will be expected to think critically while solving challenging problems and studying mathematical concepts. Students will take the Algebra I Keystone Exam near the conclusion of this course that will assess students on ALL concepts discussed in Algebra IA AND in Algebra IB.

Geometry (HS143)

Grade Level: 11, 12
Credits: 1
Prerequisite: Algebra IB or CP Algebra I

Length of Course: 180 days
Weight: 1.00 (Level I)

This course is designed to fulfill the Geometry PA Core Standards as determined by the PA Department of Education. This course studies two and three-dimensional geometry while integrating previously learned algebraic topics. Course topics will include lines, angles, triangles, polygons, circles, area of two-dimensional figures, surface area and volume of three-dimensional figures, and right triangle trigonometry.

College Prep Courses are more mastery driven than content driven. This is the significant difference between honors math courses and college prep courses. **It is recommended for students at the CP level who aspire to take Calculus to complete CP Algebra II and CP Geometry during their sophomore year.**

Algebra I – College Prep (HS122)

Grade Level: 9, 10

Length of Course: 180 days

Credits: 1

Weight: 1.03 (Level II)

Prerequisite: Algebra IA (90% or higher); Middle School Intro to Algebra (75% or higher); Middle School Math 8 (80% or higher) OR teacher recommendation

This course is designed for college-bound students in an effort to meet the Algebra I PA Core Standards as assessed on the Algebra I Keystone Exam. Students who successfully complete the course will be prepared to achieve proficiency on the Algebra I Keystone Exam and to continue their study in CP Algebra II. This course provides the foundation for the study of operations and properties of the real number system. Topics include the study of linear equations/functions, linear inequalities, absolute value equations, systems of equations/inequalities, properties of exponents, factoring, and topics from probability and statistics. Students will be expected to think critically while solving challenging problems and studying mathematical concepts.

Algebra II – College Prep (HS132)

Grade Level: 9, 10, 11

Length of Course: 180 days

Credits: 1

Weight: 1.03 (Level II)

Prerequisite: CP Algebra I (75% or higher) or Algebra IB (90% or higher) OR scoring Advanced or Proficient on the Algebra I Keystone Exam OR Honors Algebra I in 8th grade and Basic or Below Basic on the Algebra I Keystone Exam OR teacher recommendation

This is a course for college-bound students designed to meet the Algebra II PA Core Standards and prepare students for CP Precalculus. This course reviews and builds on Algebra I concepts. Students will learn to factor and graph quadratics, solve polynomial, rational, & radical equations, simplify rational expressions, study exponential and logarithmic functions, and a brief introduction into probability & statistics.

Geometry – College Prep (HS142)

Grade Level: 11, 12

Length of Course: 180 days

Credits: 1

Weight: 1.03 (Level II)

Prerequisite: CP Algebra II (75% or higher) or teacher recommendation

This course is designed to meet the Geometry PA Core Standards. This algebra-based course includes the study of two and three-dimensional geometry. Topics include properties of lines, angles, triangles, polygons, circles, area of two-dimensional figures, and the area and volume of three-dimensional figures. The course includes a study of proof writing and other mathematical arguments.

Precalculus – College Prep (HS152)

Grade Level: 11, 12

Length of Course: 180 days

Credits: 1

Weight: 1.03 (Level II)

Prerequisite: CP Algebra II (75% or higher) AND CP Geometry or teacher recommendation

This is an alternate course for students in the honors math track or for CP Algebra II students who wish to pursue a math or science major in college, but need a thorough explanation and additional practice with precalculus topics. The topics include various forms of algebraic functions and trigonometry.

Probability & Statistics – College Prep (HS172)

Grade Level: 11, 12

Length of Course: 180 days

Credits: 1

Weight: 1.03 (Level II)

Prerequisite: Successful completion of CP Algebra II and CP Geometry

This course is designed to give college bound students a firm background in probability and statistics. The topics include the various types of graphs of data, measures of central tendency, linear regressions, correlation, probability theory, binomial probability, and normal distributions. There is a large emphasis on technology, primarily the TI-84 Plus Silver Edition graphing calculator, which is provided for each student.

Honors Courses are AP Calculus-driven. This means that students electing this level will be prepared for the AP Calculus AB test. These courses are designed down from the AP test. Learning the entire curriculum is rigorously emphasized.

Geometry – Honors (HS141)

Grade Level: 9, 10

Length of Course: 180 days

Credits: 1

Weight: 1.06 (Level III)

Prerequisite: Scoring Advanced or Proficient on the Algebra I Keystone Exam, Honors Algebra I (80% or higher), CP Algebra I (90% or higher & teacher recommendation) or teacher recommendation

This is a course for college-bound students to meet the Geometry PA Core Standards. This course is designed down from the AP Calculus exam and learning the content of the entire curriculum is rigorously emphasized. This course studies both plane and solid geometric figures along with their constructions and relationships to algebra. The course includes a formal study of proof writing and other mathematical arguments. A strong background in algebra is required.

Algebra II – Honors (HS131)

Grade Level: 10

Length of Course: 180 days

Credits: 1

Weight: 1.06 (Level III)

Prerequisite: Honors Geometry (80% or higher) or teacher recommendation

This is a course for college-bound students to meet the Algebra II PA Core Standards and prepare students for Honors Precalculus. This course is designed down from the AP Calculus exam and learning the content of the entire curriculum is rigorously emphasized. This course begins with a rapidly paced review of Algebra I concepts. A strong background in algebra is required as students will learn to factor and graph quadratics, solve polynomial, rational, & radical equations, simplify rational expressions, study exponential and logarithmic functions, and a brief introduction into probability & statistics with an emphasis on the application of these topics.

AP Precalculus (HS150)

Grade Level: 11

Length of Course: 180 days

Credits: 1

Weight: 1.12 (Level IV)

Prerequisite: Honors Algebra II (80% or higher) and CP or Honors Geometry and teacher recommendation

AP Precalculus develops students' ability to understand and model dynamic situations using functions. It prepares them for college-level calculus and STEM studies or serves as a culminating high school math experience. The course emphasizes conceptual understanding of functions as relationships between inputs and outputs, explored through multiple representations—graphical, numerical, analytical, and verbal. Students create and refine function models based on data, evaluate their assumptions and limitations, and strengthen their quantitative reasoning to apply functional thinking in varied real-world contexts.

Calculus – Honors (HS161)

Grade Level: 12

Length of Course: 180 days

Credits: 1

Weight: 1.06 (Level III)

Prerequisite: Precalculus - Honors (75% or higher) or Precalculus – CP (80% or higher) or teacher recommendation

This course is applicable for students who plan to take calculus in college. It is designed as an introductory calculus course dealing with the study of limits, differentiation of elementary functions and an introduction of the Fundamental Theorem of Calculus.

AP Calculus (HS160)

Grade Level: 12

Length of Course: 180 days

Credits: 1

Weight: 1.12 (Level IV)

Prerequisite: Precalculus - Honors (80% or higher) or teacher recommendation

This is the Advanced Placement Calculus AB course, and it is geared toward students who plan to major in math or science in college. There will be many application problems from physics, and it is recommended that students also take Honors Physics. The curriculum consists of the study of limits and differentiation and integration of elementary functions. Upon completion of the course, the students will be prepared to take the AP Calculus AB exam offered through the College Board.

AP Statistics (HS170)

Grade Level: 11, 12

Length of Course: 180 days

Credits: 1

Weight: 1.12 (Level IV)

Prerequisite: Algebra II – Honors (80% or higher) or teacher recommendation; Students who desire to take this course as a 10th-grade student MUST receive a teacher recommendation from their 9th-grade Math instructor.

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes:

- **Selecting Statistical Methods:** Select methods for collecting and/or analyzing data for statistical inference.
- **Data Analysis:** Describe patterns, trends, associations, and relationships in data.
- **Using Probability and Simulation:** Explore random phenomena.
- **Statistical Argumentation:** Develop an explanation or justify a conclusion using evidence from data, definitions, or statistical inference.

Curriculum for this course follows the AP Statistics curriculum set by the College Board and is designed to prepare students for the AP Statistics exam.

MUSIC



Band (HS650 OR HS651)

Grade Level: 9, 10, 11, 12
Credits: .25 (with Chorus) or .5

Length of Course: 180 days
Weight: 1.00 (Level I)

Open to all students who wish to participate in a challenging instrumental music setting. The band performs at numerous school and community events throughout the school year. All members are required to perform at football games, parades and concerts. Extensions of band include the jazz band, pit orchestra, and drumline. Students must be enrolled in band in order to be eligible for any of the other ensembles. This course will be offered during flex and does not conflict with students' course choices.

Chorus (HS660 OR HS661)

Grade Level: 9, 10, 11, 12
Credits: .25 (with Band) or .5

Length of Course: 180 days
Weight: 1.00 (Level I)

Membership is open to anyone interested in singing. Voice parts available are soprano, alto, tenor and bass. Advanced pianists are encouraged to accompany this ensemble. Extensions of the chorus include show choirs. Students must be enrolled in chorus in order to be eligible for any of the other vocal ensembles. This course will be offered during flex and does not conflict with students' course choices.

Advanced Music Stage Production (HS675)

Grade Level: 10, 11, 12
Credits: .5
Prerequisite: Music Stage Production (80% or higher)

Length of Course: 90 days
Weight: 1.00 (Level I)

This course is designed to further students' knowledge and skills in understanding, utilizing, and developing scenic designs, stage lighting, performance set-up and rigging, and sound production and set-up. Students will be instructed in lighting concepts for professional theater. Students in this class will help to supervise the construction of the fall and spring theatrical productions.

Advanced Sound Recording and Production (HS680)

Grade Level: 9, 10, 11, 12
Credits: .5
Prerequisite: Sound Recording and Production (80% or higher)

Length of Course: 90 days
Weight: 1.00 (Level I)

This course is devoted to expanding on the intricacies of sound and music recording and production learned in the level I course. Students will focus on producing professional quality music albums. Areas of study will include recording, mixing, and mastering songs within the Logic Pro Digital Audio Workstation.

American Musical Theater (HS670)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of Course: 90 days
Weight: 1.00 (Level I)

This course is an overview of the American Musical Theater from the early 1900's to the present. Students will be studying, researching, viewing and discussing numerous American Musicals. The class will also be exposed to staging, schools of directing styles, impromptu acting and writing. The final project will be writing, producing and performing a short one-act musical as a class.

AP Music Theory (HS676)

Grade Level: 10, 11, 12
Credits: 1

Length of Course: 180 days
Weight: 1.12 (Level IV)

Prerequisite: Successful completion of Music Theory.

This course develops a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The course strives to develop a student's aural, sight-singing, written, compositional, and analytical skills through listening, performance, written, creative, and analytical exercises. This course will prepare students to take the AP Music Theory Exam, which tests students' understanding of musical structure and compositional procedures through recorded and notated examples.

History of Pop Music (HS678)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of Course: 90 days
Weight: 1.00 (Level I)

The aim of this course is to explore a number of different approaches to the relationship between music and its cultural and social contexts in modern times. Students will "sample" a broad spectrum of issues, methods, and musical forms including: Jazz & Swing Styles, Pop & Rock Styles, Dance & Electronica Styles, Entertainment & Musical Humor, Musical Theatre, Film Scoring, Commercial Music, and Contemporary Music.

Music Stage Production (HS674)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of Course: 90 days
Weight: 1.00 (Level I)

This course is designed to provide students with the basic skills in understanding, utilizing, and developing stage work, performance set-up and rigging, as well as live sound production and set-up. Students will be instructed in stage and production safety procedures, the technological aspects of sound equipment, and stage performance design and set-up, as well as preparation for concerts and performances.

Music Theory (HS677)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of Course: 90 days
Weight: 1.00 (Level I)

This course will guide students in developing their own written musical work. Students will study the techniques of music theory, through writing, analyzing and notating music. This course includes: the study of the building blocks of notated music, listening analysis of music material; careers and backgrounds of composers, writers, and performers; discussion of styles, techniques, and arrangements; music problem solving; the use of music writing and performance software. If you are looking for a course which utilizes Garageband and other forms of creating music digitally, choose music recording and production. This class serves as the prerequisite for AP Music Theory.

Piano (HS653)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of Course: 90 days
Weight: 1.00 (Level I)

This course is designed for students who wish to develop basic piano playing skills, or expand on their existing skills. Time in class will be spent both on and off the keyboards. While playing, students will be working individually and in small groups to master the techniques of playing and to learn pieces. There will also be time spent in group instruction on musical notation and theory.

Rock Band (HS654)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of Course: 90 days
Weight: 1.00 (Level I)

Rock band is a one-semester course designed for students who want to develop music-making skills and music literacy using primarily rock and pop music. It is an introductory level course, so no previous experience is needed.

Some key takeaways from the class are that students:

- Learn new musical instruments such as guitar, electric bass, drums, and keyboards
- Explore an interest in singing with a group
- Deepen understandings of the fundamental elements of music
- Study the history and evolution of rock music
- Explore live sound reinforcement techniques
- Use popular and rock music as the springboard to group music making.

Sound Recording and Production (HS679)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of Course: 90 days
Weight: 1.00 (Level I)

This course is devoted to the intricacies of sound and music recording and production. Students will focus on proper recording equipment and techniques for producing professional quality music albums. Areas of study will include microphones, mixers, recording software, sound engineering, and sequencers. This course will also explore specific effects and plug-ins within Garageband.

SCIENCE



<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>
Biology - Honors	Chemistry I - Honors	AP Biology; AP Environmental Science; AP Physics I: Algebra-Based; Anatomy and Physiology; Chemistry II – Honors; Physics I – Honors; Physics II - Honors	
Biology - CP	Chemistry I – CP Physics I - CP Environmental Ecology	Environmental Ecology; Forensic Science; Physics I - CP; Physics II - CP	
Principles of Scientific Inquiry	Biology – Applied	Physical Science – Applied	Science Choice

Biology – Honors (HS211)

Grade Level: 9

Length of Course: 180 days

Credits: 1

Weight: 1.06 (Level III)

Prerequisite: Honors Algebra I (Grade 8) with math teacher recommendation, Proficient or Advanced score on the 8th-grade PSSA Science, and teacher recommendation

Honors Biology is designed for the college-bound student who anticipates a future in the sciences. It acquaints students with biological principles through the discovery method. Extensive lab work and a dissection are included. Topics will include the scientific method, measurement, characteristics of life, basic biochemistry, basic ecology, the cell, cellular energy, nucleic acids and protein synthesis, genetics, and change through time. Students will take the Biology Keystone exam upon completion of this course.

Biology - College Prep (HS212)

Grade Level: 9

Length of Course: 180 days

Credits: 1

Weight: 1.03 (Level II)

Prerequisite: Pre-Algebra (Grade 8), teacher recommendation, and 8th-grade PSSA Science score

College Prep Biology is designed for the college-bound student. It acquaints students with biological principles through the discovery method. Extensive lab work is involved and a dissection is included. Topics will include the scientific method, measurement, characteristics of life, basic chemistry, basic ecology, the cell, nucleic acids and protein synthesis, genetics, and change through time. Students will take the Biology Keystone exam upon completion of this course.

Biology – Applied (HS213)

Grade Level: 10
Credits: 1

Length of Course: 180 days
Weight: 1.00 (Level I)

This course is designed to meet the needs of students preparing for a technical/trade school or the working world. It will introduce the student to the world of living organisms and provide information useful in daily life. Topics will include the scientific method, measurement, characteristics of life, basic chemistry, basic ecology, the cell, nucleic acids and protein synthesis, genetics, and change through time. Students will take the Biology Keystone exam upon completion of this course.

Principles of Scientific Inquiry (HS214)

Grade Level: 9
Credits: 1

Length of Course: 180 days
Weight: 1.00 (Level I)

Prerequisite: Teacher recommendation and 8th-grade Science PSSA score

Utilizing the principles of basic scientific inquiry as an overarching theme, students will develop the scientific reasoning skills necessary to provide the foundation for success in high school science courses. The class will utilize hands-on activities in the life sciences and the physical sciences. The skills developed through this course will strengthen students' reasoning, analytical, and problem-solving abilities.

Chemistry I - Honors (HS221)

Grade Level: 10
Credits: 1

Length of Course: 180 days
Weight: 1.06 (Level III)

Prerequisite: Honors Algebra I (80% or higher) OR CP Algebra I (90% or higher) OR Honors Geometry (75% or higher)

Honors Chemistry I is designed for the college-bound student with a strong background in mathematics. This course consists of the following topics: matter, measurements, atoms, electrons, periodic table, chemical bonding, chemical formulas, chemical reactions and stoichiometry. Each topic covered will include extensive mathematical calculations. Laboratory exercises and activities will reinforce classroom learning. Students will be required to write lab reports. Calculators are required (Recommended calculator: TI-30X IIS). *This course is currently designated as a "College in the High School" course through Harrisburg University.*

Chemistry I - College Prep (HS222)

Grade Level: 10

Length of Course: 180 days

Credits: 1

Weight: 1.03 (Level II)

Prerequisite: CP Algebra I (70% or higher) OR Algebra IB (80% or higher)

College Prep Chemistry I is designed for the college-bound student. This course consists of the following topics: matter, measurements, atoms, electrons, periodic table, chemical bonding, chemical formulas, chemical reactions and stoichiometry. Required math skills will be taught as needed. Laboratory exercises and activities will reinforce classroom learning. Calculators are required. (Recommended calculator: TI-30X IIS).

AP Biology (HS250)

Grade Level: 11, 12

Length of Course: 180 days

Credits: 1

Weight: 1.12 (Level IV)

Prerequisite: Honors Biology (80% or higher)
Honors Chemistry I (80% or higher) and/or teacher recommendation

AP Biology is designed to be the equivalent of a college introductory biology course usually taken by Biology or related science majors, during their first year in college. The topics covered include molecules and cells, genetics and evolution, and organisms and populations with extensive laboratory activities. AP Biology strives to provide the student with the conceptual framework, factual knowledge, and analytical skills to deal critically with the rapidly changing science of biology. *This course alternates with AP Environmental Science and will NOT be offered during the 2026-2027 school year.*

AP Environmental Science (HS251)

Grade Level: 11, 12

Length of Course: 180 days

Credits: 1

Weight: 1.12 (Level IV)

Prerequisite: Honors Biology (70% or higher) or CP Biology (80% or higher)
Chemistry I (80% or higher) and/or teacher recommendation

AP Environmental Science is designed to be the equivalent of a one semester, introductory college course in Environmental Science. It is intended to enable students to undertake, as first year college students, a more advanced study of topics in environmental science or to fulfill a basic requirement for a laboratory science and thus free time for taking other courses. The goal of the course is to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and manmade, to evaluate the risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. *This course alternates with AP Biology and WILL be offered during the 2026-2027 school year.*

AP Physics I: Algebra-Based (HS260)

Grade Level: 11, 12

Length of Course: 180 days

Credits: 1

Weight: 1.12 (Level IV)

Prerequisite: Algebra II – Honors (80% or higher); Geometry – Honors (80% or higher); Physics I: Mechanics- Honors (80% or higher); and/or teacher recommendation

AP Physics I: Algebra-Based is designed to be the equivalent of a one semester, introductory college-level course in Physics. Through the course, which focused on inquiry-based investigations, students will explore principles of Newtonian mechanics; work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course is based on six big ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world. Students will use representations and models to communicate scientific phenomena and solve scientific problems, use mathematics appropriately, and engage in scientific questioning to extend thinking or to guide investigations within the context of the course.

Anatomy and Physiology – Honors (HS241)

Grade Level: 11, 12

Length of Course: 180 days

Credits: 1

Weight: 1.06 (Level III)

Prerequisite: CP Algebra I (80% or higher) and CP Chemistry I (80% or higher)
Honors Biology (80% or higher) OR CP Biology (90% or higher)
and/or teacher recommendation

HAP is designed for students intending to pursue a medical, science, or health-related career in college. It will introduce the student to college-level anatomy and physiology. Extensive medical terminology is also included. Laboratory work is included and a dissection of the fetal pig is the culminating activity. Topics include an introduction to anatomy and physiology, chemical organization, cellular organization, tissues, the skeleton, muscles, and an overview of the brain.

Chemistry II – Honors (HS231)

Grade Level: 11, 12

Length of Course: 180 days

Credits: 1

Weight: 1.06 (Level III)

Prerequisite: Honors Chemistry I (80% or higher)
Honors Algebra II (80% or higher)

Honors Chemistry II is specifically designed to prepare students for college-level chemistry courses and is recommended for students planning to pursue a career in science. The class focus is on continuing to teach advanced inorganic chemistry topics but will also introduce basic organic chemistry concepts to complete the course. Inorganic topics will include a review of Chemistry I, gas laws, solutions, reaction rates and equilibrium, acids/bases and oxidation-reduction. Organic chemistry topics will give students a basic knowledge of the nomenclature of organic compounds, a foundation to draw structural formulas and an understanding of the properties of various classes of organic compounds. Students will use a variety of laboratory instruments and glassware that build upon their Chemistry I foundation and lab work will supplement all classroom topics. Calculators are required. (Recommended calculator: TI-30X IIS).

Environmental Ecology (HS242)

Grade Level: 10, 11, 12
Credits: 1

Length of Course: 180 days
Weight: 1.03 (Level II)

This course is designed to provide an overview of ecological studies for students with an interest in the environment or who are planning a career in an environmentally related field. Topics covered will include basic ecology, forestry, wildlife, invasive and endangered species, soils, aquatic environments, water quality, pesticides, animal behavior, and migration. Simulation activities and project-based assessments are an integral part of this course.

Forensic Science (HS245)

Grade Level: 11, 12
Credits: 1

Length of Course: 180 days
Weight: 1.03 (Level II)

Prerequisite: Successful completion of Biology and Chemistry I.

This course introduces students to the field of forensic science and is designed for students to explore real world applications of chemistry, biology, and associated math skills. The general public's interest in forensic science has increased because of TV shows, such as CSI: Crime Scene Investigation. These shows have made the area of forensic science popular, but they have also misled the public to believe unrealistic expectations of forensic evidence and analysis. This course will correct misconceptions brought on by the "CSI effect" and will explore research techniques implemented on a crime scene and in a forensics lab. The course will focus on all areas associated with crime scene investigation and will discuss how evidence is analyzed. Topics will include analyzing evidence such as blood spatter, glass, soil, drugs, DNA, hairs, fibers, paint, explosives, and fingerprints.

Physics I – Honors (HS261)

Grade Level: 11, 12
Credits: 1

Length of Course: 180 days
Weight: 1.06 (Level III)

Prerequisite: Honors Algebra II and Geometry (may be concurrent)

This course is designed for the college-bound student and emphasizes concepts related to mechanics, including multiple dimensional motion, Newton's Laws, Kepler's Laws, projectile motion and energy momentum. This course will introduce students to everyday physics concepts. The students will learn applications of physics principles involved in sports, race cars, auto accidents, war, animals, lifting weights, as well as many other areas of life around us.

Physics I – College Prep (HS262)

Grade Level: 10, 11, 12

Credits: 1

Prerequisite: CP Algebra I

Length of Course: 180 days

Weight: 1.03 (Level II)

This course is designed for the student who plans to further his/her education but who does not plan to major in mathematics, engineering, or physical sciences.. This course will introduce students to everyday physics concepts. The students will learn about the physics involved in sports, race cars, war, animals, lifting weights, as well as many other areas of life around us.

Physics II – Honors (HS267)

Grade Level: 12

Credits: 1

Prerequisite: Physics I - Honors

Length of Course: 180 days

Weight: 1.06 (Level III)

This course is designed for the college-bound student. The course will cover optics, waves, electricity, and magnetism.

Physics II – College Prep (HS268)

Grade Level: 12

Credits: 1

Prerequisite: Physics I – CP

Length of Course: 180 days

Weight: 1.03 (Level II)

This course is designed for the college-bound student who plans to further his/her education but who does not plan to major in mathematics, engineering, or physical sciences. The course will cover optics, waves, electricity, and magnetism.

Physical Science - Applied (HS244)

Grade Level: 10, 11, 12

Credits: 1

Length of Course: 180 days

Weight: 1.00 (Level I)

Utilizing the principles of physical sciences as an overarching theme, students will develop the reasoning, mathematical, and problem solving skills necessary to provide a broad-based knowledge of basic chemistry and physics. The class will utilize hands-on activities to strengthen students' analytical abilities.

SOCIAL STUDIES



<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>
AP United States History	AP Human Geography OR AP World History: Modern	AP US Government	AP Macroeconomics and AP Microeconomics
U.S. History III - Honors	Eastern Civilization and Western Civilization - Honors	Modern American Studies and Government - Honors	Any AP Social Studies course or Social Studies course(s) of choice
U.S. History III - CP	Eastern Civilization and Western Civilization - CP	Modern American Studies and Government - CP	Any Social Studies course(s) of choice
U.S. History III - Applied	Eastern Civilization and Western Civilization - Applied	Modern American Studies and Government - Applied	Any Social Studies course(s) of choice

U.S. History III is a survey course of the period from the turn of the 20th century to modern times. Emphasis is placed upon the expansion of the nation’s boundaries, cultural conflict and struggle, industrialization, development of technology, immigrant contributions, reforming American society, participation in global conflicts, and America’s rise as a global power. Success in this course is not purely based on memorization; rather, students will need to develop an appreciation for our history and utilize the material studied to develop a personal perspective on history.

U.S. History III - Honors (HS311)

Grade Level: 9

Credits: 1

Prerequisite: 8th-grade U.S. History II course (80% or higher)

Length of Course: 180 days

Weight: 1.06 (Level III)

Students will be expected to complete essay tests, read supplemental materials, and complete extensive writing assignments and research projects, as well as the aforementioned requirements. The course is reserved for high achieving and gifted students who plan to follow an honors track of course offerings within the Social Studies department. Self-motivation and a strong work ethic are needed to be successful in this course.

U.S. History III - College Prep (HS312)

Grade Level: 9

Credits: 1

Length of Course: 180 days

Weight: 1.03 (Level II)

This course is open to college preparatory students. Students will be expected to complete well-developed formal essay responses and written reports. They will also be expected to utilize supplemental readings and cross-curricular knowledge. Historical analysis responses will be required throughout the course in addition to the aforementioned requirements.


U.S. History III - Applied (HS313)

Grade Level: 9
Credits: 1

Length of Course: 180 days
Weight: 1.00 (Level I)

Students are expected to consistently complete class work, homework, activities, supplemental readings, well-developed written responses, and projects.

Modern Eastern Civilizations (1200 CE - Present)



This high school survey course provides a comprehensive overview of the history, geography, and rich cultural traditions of major Eastern civilizations. Students will journey from the ancient river valleys of India and China to the feudal society of Japan and the diverse cultures of Southeast Asia. The course emphasizes the major belief systems (such as Hinduism, Buddhism, Confucianism, and Taoism), political structures (from empires to modern states), and artistic achievements that have shaped this vital region of the world. Students will analyze the historical roots of these societies and examine how their legacies influence global dynamics today. Both Modern Eastern Civilizations and Modern Western Civilizations are to be taken in the same school year.

Modern Eastern Civilizations (1200 CE - Present) - Honors (HS390)

Grade Level: 10, 11
Credits: 0.5
Prerequisite: U.S. History III - Honors (80% or higher) or teacher recommendation

Length of Course: 90 days
Weight: 1.06 (Level III)

Students will be expected to complete essay tests and complete research projects. Supplemental readings are required during the course. The course is reserved for high achieving and gifted students who plan to follow an honors track of course offerings within the Social Studies department. Self-motivation and a strong work ethic are needed to be successful in this course.

Modern Eastern Civilizations (1200 CE - Present) - CP (HS391)

Grade Level: 10, 11
Credits: 0.5

Length of Course: 90 days
Weight: 1.03 (Level II)

Students will be expected to complete essay tests and a research project. This course is designed for college-bound juniors.

Modern Eastern Civilizations (1200 CE - Present) - Applied (HS392)

Grade Level: 10, 11
Credits: 0.5

Length of Course: 90 days
Weight: 1.00 (Level I)

Students will be expected to complete essay tests and a research project. Technology research projects are included in the students' evaluation. This course is geared to the level of those students planning to enter a trade or technical school after graduation.



Modern Western Civilizations (1200 CE - Present)

This course explores the development of Western civilization from the ancient world to the modern era, focusing on the political, economic, cultural, and social forces that have shaped Europe and the wider Western world. Students will examine major civilizations such as Ancient Greece and Rome, the Middle Ages, the Renaissance, the Enlightenment, the Industrial Revolution, and the World Wars. Both Modern Eastern Civilizations and Modern Western Civilizations are to be taken in the same school year.

Modern Western Civilizations (1200 CE - Present) - Honors (HS393)

Grade Level: 10, 11

Length of Course: 90 days

Credits: 0.5

Weight: 1.06 (Level III)

Prerequisite: U.S. History III - Honors (80% or higher) or teacher recommendation

Students will be expected to complete essay tests and complete research projects. Supplemental readings are required during the course. The course is reserved for high achieving and gifted students who plan to follow an honors track of course offerings within the Social Studies department. Self-motivation and a strong work ethic are needed to be successful in this course.

Modern Western Civilizations (1200 CE - Present) - CP (HS394)

Grade Level: 10, 11

Length of Course: 90 days

Credits: 0.5

Weight: 1.03 (Level II)

Students will be expected to complete essay tests and a research project. This course is designed for college-bound juniors.

Modern Western Civilizations (1200 CE - Present) - Applied (HS395)

Grade Level: 10, 11

Length of Course: 90 days

Credits: 0.5

Weight: 1.00 (Level I)

Students will be expected to complete essay tests and a research project. Technology research projects are included in the students' evaluation. This course is geared to the level of those students planning to enter a trade or technical school after graduation.

Modern American Studies and Government is a survey of the key concepts, governmental institutions and current issues in American politics. Topics covered in the class include the foundations of the United States government, branches of government, the operation of political parties and interest groups, domestic and foreign policy, electoral politics and state and local government. We will also cover American history between 1970-present.

Modern American Studies and Government – Honors (HS327)

Grade Level: 11

Length of Course: 180 days

Credits: 1

Weight: 1.06 (Level III)

Prerequisite: U.S. History III (80% or higher) or teacher recommendation

Students will be expected to complete essay tests, read supplemental materials, and complete extensive writing assignments and research projects, as well as the aforementioned requirements. The course is reserved for high achieving and gifted students who plan to follow an honors track of course offerings within the Social Studies department. Self-motivation and a strong work ethic are needed to be successful in this course.

Modern American Studies and Government - College Prep (HS328)

Grade Level: 11

Length of Course: 180 days

Credits: 1

Weight: 1.03 (Level II)

This course is open to college preparatory students. Students will be expected to complete well-developed formal essay responses and written reports. They will also be expected to utilize supplemental readings and cross-curricular knowledge. Historical analysis responses will be required throughout the course in addition to the aforementioned requirements.

Modern American Studies and Government - Applied (HS329)

Grade Level: 11

Length of Course: 180 days

Credits: 1

Weight: 1.00 (Level I)

Students are expected to consistently complete class work, homework, activities, supplemental readings, well-developed written responses, and projects.

AP United States History (HS351)

Grade Level: 9, 10, 11, 12

Length of Course: 180 days

Credits: 1

Weight: 1.12 (Level IV)

Prerequisite: Honors U.S. History II - 8th grade (80% or higher) and teacher recommendation

This course is designed for students who want an Advanced Placement course of study in United States History. Ninth-graders may take this course as part of an Advanced Placement sequence of courses that includes AP U.S. Government and AP World History: Modern/AP Human Geography in addition to AP Macroeconomics and AP Microeconomics. This course is based on the guidelines of the College Board and their syllabus for the AP United States History course. Students are encouraged to take the AP exam at the end of the year. Students are expected to do pre-course work. Extensive writing and critical reading are crucial for this course.

*** This course fulfills the 9th-grade U.S. History III requirement for graduation.*

AP Human Geography (HS353)

Grade Level: 10, 11, 12

Length of Course: 180 days

Credits: 1

Weight: 1.12 (Level IV)

Prerequisite: Teacher recommendation

AP Human Geography will follow the College Board's curriculum and will support students in learning about how geography impacts economic, social, political, and environmental issues. By exploring human influences, one will be able to understand, make predictions, and propose solutions to current issues facing the world around us. AP Human Geography is equivalent to an introductory college-level course. Students are encouraged to take the AP exam at the end of the year. Students are expected to do pre-course work. Extensive writing and critical reading are crucial for this course.

*** This course fulfills the 10th-grade Modern Eastern Civilization and Modern Western Civilization requirement for graduation for students who previously completed the course and will NOT be offered in the 2026-2027 school year.*

AP World History: Modern (HS352)

Grade Level: 10, 11, 12

Credits: 1

Prerequisite: Teacher recommendation

Length of Course: 180 days

Weight: 1.12 (Level IV)

This course is designed for those students who want an Advanced Placement course of study in World History. Students are encouraged to take this course as part of an Advanced Placement sequence of courses that includes AP United States History and AP United States Government in addition to AP Macroeconomics and AP Microeconomics. This course is based on the guidelines of the College Board and the syllabus for the AP World History course. Students are encouraged to take the AP exam at the end of the year. Students are expected to do pre-course work. Extensive writing and critical reading are crucial for this course.

*** This course fulfills the 10th-grade Modern Eastern Civilization and Modern Western Civilization requirement for graduation and WILL be offered in the 2026-2027 school year.*

AP United States Government and Politics (HS350)

Grade Level: 10, 11, 12

Credits: 1

Prerequisite: Teacher recommendation

Length of Course: 180 days

Weight: 1.12 (Level IV)

This course is designed for those students who want an Advanced Placement course of study in United States Government. Students are encouraged to take this course as part of an Advanced Placement sequence of courses that includes AP United States History and AP World History: Modern in addition to AP Macroeconomics and AP Microeconomics. This course is based on the guidelines of the College Board and their syllabus for the Advanced Placement United States Government course. Students are encouraged to take the AP exam at the end of the year. Students are expected to do pre-course work. Extensive writing and critical reading are crucial for this course.

*** This course fulfills the 11th-grade Modern American Studies and Government requirement for graduation and will NOT be offered in the 2026-2027 school year.*

AP Macroeconomics (HS355)

Grade Level: 10, 11, 12

Credits: .5

Prerequisite: Teacher recommendation

Length of Course: 90 days

Weight: 1.12 (Level IV)

AP Macroeconomics is a college-level course that introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

*** This course is a course of choice and does NOT fulfill a core credit in Social Studies for graduation.
This course WILL be offered in the 2026-2027 school year.*



AP Microeconomics (HS356)

Grade Level: 10, 11, 12

Credits: .5

Prerequisite: Teacher recommendation

Length of Course: 90 days

Weight: 1.12 (Level IV)

Have you ever wondered why prices fluctuate for online retailers depending on the time and day? Or why people say, "time is money"? In AP Microeconomics, you'll explore the answers to these questions as you learn the principles of economics that govern the actions of individuals and businesses. You'll also explore concepts such as supply and demand, elasticity, and market structures to gain a deeper understanding of how economic decisions shape our world.

*** This course is a course of choice and does NOT fulfill a core credit in Social Studies for graduation.
This course WILL be offered in the 2026-2027 school year.*

Social Studies Electives (Do not fulfill graduation requirements for Social Studies.)

Economics (HS371)

Grade Level: 11, 12
Credits: .5

Length of Course: 90 days
Weight: 1.03 (Level II)

Economics is a social science concerned with the choices individuals make in life to satisfy their wants and needs. The elective course in Economics introduces students to a new way of thinking about the world. The primary units of study will include: (1) Fundamentals of Economic Decision-Making, (2) Economic Theory, (3) Money and Debt Management, (4) Business and Labor, (5) Macroeconomic Policies and Globalization, (6) Becoming Financially Secure. As a college prep level course, assignments are intended to prepare students for the level of expectations they may face in higher education. This course will include a balance of both theoretical and practical elements and will examine many economic principles that will assist students in developing the knowledge and skills required to make sound economic and financial decisions.

*This course is a course of choice and does not fulfill a core credit in Social Studies for graduation.
This course will NOT be offered in the 2026-2027 school year.*

Holocaust and Genocide Studies (HS372)

Grade Level: 11, 12
Credits: .5

Length of Course: 90 days
Weight: 1.03 (Level II)

This elective course will examine the meaning of genocide and the history behind the concept. Students will learn of the various examples of genocide in the 20th Century and will examine and analyze the impact of genocide on people, politics, economics, society, history, and culture. The course will focus on the Holocaust in Europe in order to develop key concepts and knowledge before moving into other examples of genocide around the world. Students will gain an understanding of the importance of Holocaust and genocide studies/education.

*This course is a course of choice and does not fulfill a core credit in Social Studies for graduation.
This course will NOT be offered in the 2026-2027 school year.*

Psychology (HS361)

Grade Level: 11, 12
Credits: .5

Length of Course: 90 days
Weight: 1.03 (Level II)

This course focuses on the study of leading psychologists and their theories and how psychological theories relate to contemporary life. The formation of human personality is analyzed and examined with regard to the role of the individual in human society.

*This course is a course of choice and does not fulfill a core credit in Social Studies for graduation.
This course alternates with Sociology and will NOT be offered in the 2026-2027 school year.*

Sociology (HS360)

Grade Level: 11, 12

Credits: .5

Length of Course: 90 days

Weight: 1.03 (Level II)

Sociology is intended for college-bound juniors and seniors. The foundations of society, social inequality, social institutions and social change provide areas for study in the course. The course emphasizes understanding human relationships and the importance of citizens in shaping social environments.

*This course is a course of choice and does not fulfill a core credit in Social Studies for graduation.
This course WILL be offered in the 2026-2027 school year.*

TECHNOLOGY & ENGINEERING



Foundations of Engineering Design (HS570)

Grade Level: 9, 10
Credits: .5

Length of Course: 90 days
Weight: 1.00 (Level I)

Foundations of Engineering Design is an activity-based course where students build upon previous experiences to study mechanical drawing and CADD concepts, production technology and power technology with a heavy emphasis on the Engineering Design Process. Students will be required to participate in work experiences in each area, through which they will learn to design, problem solve and complete projects using various materials and processes. This course is designed to prepare students for the Engineering Design pathway, culminating in the Engineering Design Capstone course.

CADD (Computer Aided Drafting and Design) (HS571)

Grade Level: 10, 11, 12
Credits: .5

Length of Course: 90 days
Weight: 1.00 (Level I)

This course will concentrate on the development of skills in mechanical and architectural design. The concepts of mechanical drawing will be introduced through activities using sketching, manual drafting, and CADD software. Course content will include engineering geometry, multi-view drawings, pictorial presentation, and working drawings. The concepts of architectural drawing will focus on the principles associated with residential design and construction. Upon completion of this course, students will have experience drawing both mechanical parts and objects and architectural house plans. The use of both board drafting and CADD programs will be utilized throughout the course. Students will also have the opportunity to 3D print an object that they have designed using CADD software.

Engineering Design Capstone (HS592)

Grade Level: 11, 12
Credits: .5

Length of Course: 90 days
Weight: 1.06 (Level III)

Prerequisite: Foundations of Engineering Design; CADD; Power Technology I; Woodworking I; Welding and Machining OR Metalworking I

The Engineering Design Capstone course is a project-based course weighted at an honors-level. This course will require knowledge gained in each of the prerequisite courses to be used in completing a real-world technical problem solving challenge. Students will be required to do extensive research on the selected problem in order to develop a viable solution. Students will produce a model using CADD software prior to developing a prototype using metalworking, woodworking and 3D printing technologies prior to creating a final product.

Home Repair and Construction (HS552)

Grade Level: 10, 11, 12

Credits: .5

Length of Course: 90 days

Weight: 1.00 (Level I)

This course is designed to instruct students on simple home repairs and basic construction, while also teaching them to read a drawing on planned construction. The course will concentrate on the basic layout of walls, windows, trim and stairs in residential construction and touch upon simple home repairs such as replacing worn parts on faucets, toilets, lighting fixtures etc. Students will also be instructed on the proper safety and use of power tools.

** This course will NOT be offered during the 2026-2027 school year.*

Metal Manufacturing I (HS554)

Grade Level: 9, 10, 11, 12

Credits: .5

Length of Course: 90 days

Weight: 1.00 (Level I)

Students will design and engineer a simple product, which will be produced in a metal manufacturing environment. Items will be marketed and sold with a simulated business venture, including a cost analysis. Students will also have the opportunity to design and complete individual projects. Students will be challenged with problem solving activities, which will include hands-on metal manufacturing processes including ASPIRE CADD/CAM design, welding, oxy acetylene torch cutting, lathe/mill machining, forging and casting. Students will be guided through SAFE machine operation and are required to demonstrate all safe operating procedures.

Metal Manufacturing II (HS555)

Grade Level: 10, 11, 12

Credits: .5

Length of Course: 90 days

Weight: 1.00 (Level I)

Prerequisite: Metal Manufacturing I or Power Technology II

This course is designed to expand upon the knowledge learned in metal manufacturing I. Design and fabricate a complex product, which will be produced in a metal manufacturing environment. Items will be marketed and sold with a simulated business venture, including a cost analysis. Students will also have the opportunity to design and complete individual projects. Students will be challenged with problem solving activities, which will include hands-on metal manufacturing processes including: ASPIRE CADD/CAM design, welding, oxy acetylene torch cutting, lathe/mill machining, forging and casting. Students will be guided through SAFE machine operation and are required to demonstrate all safe operating procedures.

Power Technology I (HS557)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of Course: 90 days
Weight: 1.00 (Level I)

This course is designed to provide students with skills in power technology. Students will cover technical aspects in the major areas of mechanical, electrical, and fluid power. Students will be challenged with problem solving design activities, which will include hands-on fabrication of projects applying one or more areas of power technology, including:

Mechanical	Electrical	Fluid
Small gas engines	Basic electricity principles	Pneumatics
Simple machine principles	House wiring	Hydraulic

Students will be guided through SAFE machine operation and are required to demonstrate all safe operating procedures.

Power Technology II (HS558)

Grade Level: 10, 11, 12
Credits: .5

Length of Course: 90 days
Weight: 1.00 (Level I)

Prerequisite: Power Technology I

This course is designed to expand upon the knowledge learned in Power Technology I. Students will review and focus on advanced areas of mechanical, electrical, and fluid power. Students will be challenged with more advanced problem solving activities, which will include hands-on fabrication of projects applying one or more areas of power technology. Students will be guided through SAFE machine operation and are required to demonstrate all safe operating procedures.

Woodworking I (HS563)

Grade Level: 9, 10, 11, 12
Credits: .5

Length of Course: 90 days
Weight: 1.00 (Level I)

This course is designed to allow students to work in a simulated production facility. Students will work in a woodworking environment to design products, machine fixtures, shop layout and other aspects of production technology. Students will be guided through SAFE machine operation and are required to pass safety exams. The course will also involve students in a guided production run that builds upon their student-designed production plans. Individual project work will be incorporated throughout the course.

Woodworking II (HS564)

Grade Level: 10, 11, 12

Credits: .5

Prerequisite: Woodworking I

Length of Course: 90 days

Weight: 1.00 (Level I)

This course is designed to reinforce what is taught and learned in Woodworking I. Students will be guided through SAFE machine operation and are required to pass safety exams. This production class will form a business-like atmosphere to research, design, produce, package, and market a product.

- Product research and design, marketing - Machine safety	- Facility, machine fixture, and package design - Career research	- Final production of product - Individual project work
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The course will include a section on job opportunities and is intended to reflect the growing, expanding interest in production technology.

Woodworking III (HS565)

Grade Level: 11, 12

Credits: .5

Prerequisite: Woodworking I; Woodworking II

Length of Course: 90 days

Weight: 1.03 (Level II)

Woodworking III is an advanced level woodworking course for those who want to build their woodworking skills and knowledge or are interested in pursuing a career in fine woodworking. Woodworking III will build on the skills developed in levels I and II. Instruction will include constructing cabinetry-style casework, advanced joinery and advanced project design and layout.

WELLNESS

Physical Education – Grade 9 (HS801)

Grade Level: 9

Length of Course: 45 days

Credits: .25

Weight: 1.00 (Level I)

Completion of 9th-grade Physical Education is required for graduation.

This course MUST be successfully completed before a student can take any other elective physical education course and must be taken during the freshman year. The course emphasizes physical fitness and modified small-sided team games. This course is designed to help students consider opportunities to participate in interscholastic activities within the community, as well as, develop the student's physical fitness. *This course is required for all ninth-graders and alternates every other day with Freshmen Seminar for one semester.*

Health (HS810)

Grade Level: 10

Length of Course: 45 days

Credits: .25

Weight: 1.00 (Level I)

Completion of Health is required for graduation.

An examination of mental, emotional, physiological and social health issues of young adults occurs in this course. Emphasis on healthful decision-making, long- and short-term goal setting, and looking into the future of one's quality of life will be discussed, debated and researched. Students will be engaged in learning aspects of human anatomy and physiology related to problems associated with disease prevention and how to determine and access good healthful information based on reliable media and other associated sources of information.

Driver Education and Safety (HS811)

Grade Level: 10

Length of Course: 45 days

Credits: .25

Weight: 1.00 (Level I)

Completion of Driver Education and Safety is required for graduation.

The Safety and Driver Education class prepares students to become responsible drivers. Classroom work involves areas such as drivers' attitude and responsibility. A comprehensive study of the Pennsylvania Driver's Manual will be an integral part of the course.

Physical Education Options for Grades 10, 11, & 12

Students must successfully complete two of the following course options in order to fulfill graduation requirements.

Adventure Activity (HS820)

Grade Level: 10, 11, 12

Length of Course: 90 days

Credits: .5

Weight: 1.00 (Level I)

Prerequisites: A minimum grade of 80% or higher in the most recent Physical Education class and teacher recommendation

This co-educational course is designed for students in grades 10-12 interested in Adventure and Lifetime activities. Course activities include orienteering, team building, trust activities, walking, frisbee golf, and shuffleboard. Students will participate in intense activities to produce strength gains and improve their overall health and well-being.

Creative Movement (HS821)

Grade Level: 10, 11, 12

Length of Course: 90 days

Credits: .5

Weight: 1.00 (Level I)

This coeducational course is designed for students to experience alternative forms of fitness activities. Course activities include fitness training, pilates, kick boxing, step aerobics, "core" exercises, yoga, circuit training and dance choreography experiences.

Creative Movement II (HS825)

Grade Level: 11, 12

Length of Course: 90 days

Credits: .5

Weight: 1.00 (Level I)

Prerequisite: Successful completion of Creative Movement I

This coeducational course is designed for students to continue their experience of alternative forms of fitness activities through interpretive dance. Course activities include historical dance forms, ethnic dance forms, interpretive dance forms plus a more in-depth dance choreography experience.

Net Results - Racquet Attack (HS822)

Grade Level: 10, 11, 12

Length of Course: 90 days

Credits: .5

Weight: 1.00 (Level I)

This coeducational course is designed for students to experience a variety of lifetime sports. The class will enable students to identify activities that can be pursued later in life as a means of maintaining or increasing physical fitness. Portions of the course include fitness training and various activities such as tennis, softball, ultimate frisbee, pickle ball, ping pong, volleyball, team handball, and badminton.

Optimal Performance (HS826)

Grade Level: 11, 12

Length of Course: 90 days

Credits: .5

Weight: 1.00 (Level I)

Prerequisite: A minimum grade of 90% or higher in Strength Training or instructor approval

This course is designed for the student who enjoyed and excelled in Strength Training. The course will review and build on the principles taught in Strength Training and will guide students in more intensive training than Strength Training. Students will take part in Olympic lifting, Endurance Training, SAQ (Speed, Agility, and Quickness) Training, and Metabolic Conditioning. This course is perfect for any athlete looking to improve sport performance or any students interested in improving their strength and cardiovascular endurance.

PIAA Sports Officiating (HS827)

Grade Level: 11, 12

Length of Course: 90 days

Credits: .5

Weight: 1.00 (Level I)

Prerequisite: An 80% or higher in all prior required PE courses.

The PIAA Sports Officiating course is for those junior or senior students who are interested in learning the rules of various PIAA sports. Students who complete the course will have the option of becoming certified as a PIAA official in one or more of the studied activities. This course will also cover the basic requirements, knowledge, skills and mechanics necessary to be an official for each sport studied. This class will split between traditional classroom-based learning as well as live gameplay and officiating. Sports focused on include basketball, soccer, and softball, with opportunities for students to independently study other preferred sport options. This course provides students with an outstanding way to get involved with and give back to the community as a youth sports official.

Strength Training (HS823)

Grade Level: 10, 11, 12

Length of Course: 90 days

Credits: .5

Weight: 1.00 (Level I)

Prerequisite: A minimum grade of 90% or higher in the most recent Physical Education class or recommendation of instructor

This coeducational course is designed for students interested in Strength Training and Conditioning. This course focuses solely on Strength Training and Conditioning and does not include games or recreational activities. Students will participate in an intense strength and aerobic training program designed to produce strength gains and improve their overall health and well-being.

Team Aerobic Games (TAG) (HS824)

Grade Level: 10, 11, 12

Credits: .5

Length of Course: 90 days

Weight: 1.00 (Level I)

This course is designed for students to experience an intense game environment. Course activities include fitness training, football, soccer, softball, floor hockey, basketball, stx ball, volleyball, handball, gatorball and speedball. This course is for the student seeking rigorous activities in a highly competitive environment.

WORLD LANGUAGES



Spanish I (HS401)

Grade Level: 9, 10, 11, 12

Length of Course: 180 days

Credits: 1

Weight: 1.03 (Level II)

Prerequisite: Concurrent enrollment in Honors or CP Literature, Analysis, and Composition and a 70% or higher in the previous year's English Language Arts course is strongly recommended. Students should also have a strong understanding of English grammar, syntax and vocabulary.

This course is an introductory course that emphasizes the three modes of communication within the target language: interpersonal, interpretive, and presentational. The course begins the study of basic and fundamental grammar skills including present communication and mastery of high frequency vocabulary and structures from a variety of topics related to students' lives. Knowledge of the Spanish language and cultural awareness are valuable assets in our global community.

Spanish II (HS402)

Grade Level: 9, 10, 11, 12

Length of Course: 180 days

Credits: 1

Weight: 1.03 (Level II)

Prerequisite: Spanish I (70% or higher)

This course maintains and increases proficiency with language control, vocabulary, and communication strategies within interpersonal, interpretive, and presentational modes of communication. Narration in both present and past tense is emphasized. This information is covered within the context of the contemporary Spanish-speaking world and its culture.

Spanish III (HS403)

Grade Level: 10, 11, 12

Length of Course: 180 days

Credits: 1

Weight: 1.06 (Level III)

Prerequisite: Spanish II (75% or higher) or teacher recommendation

This honors-level course continues building cultural awareness, language control, vocabulary and communication strategies across the three modes of language learning: interpersonal, interpretive, and presentational. Work on reading skills is intensified using works by noted Spanish authors. Advanced grammar skills are introduced and the students become more acquainted with information on situations in everyday life.

Spanish IV (HS404)

Grade Level: 11, 12

Credits: 1

Prerequisite: Spanish III (75% or higher) or teacher recommendation

Length of Course: 180 days

Weight: 1.06 (Level III)

This honors-level course continues the development of language acquisition across the three modes of communication in the target language. Works of noted Spanish and Latin American artists and authors are included. Students further develop skills in describing and narrating in all major time frames, using connected discourse of paragraph length.

AP Spanish Language and Culture (HS407)

Grade Level: 12

Credits: 1

Prerequisite: Spanish IV (80% or higher) and teacher recommendation

Length of Course: 180 days

Weight: 1.12 (Level IV)

This Advanced Placement course is conducted in Spanish and culminates with the AP Spanish Language and Culture exam, which students complete in May. This course is rooted in communication through the three modes (Interpretive, Interpersonal, and Presentational) and develops students' communication skills through the exploration of cultural products, practices, and perspectives of the Spanish-speaking world, in both modern and historical contexts. Students will build communication skills through the context of six cultural themes to prepare them for the culminating AP exam at the end of the year.

French I (HS411)

Grade Level: 9, 10, 11, 12

Length of Course: 180 days

Credits: 1

Weight: 1.03 (Level II)

Prerequisite: Concurrent enrollment in Honors or CP Literature, Analysis, and Composition and a 70% or higher in the previous year's English Language Arts course is strongly recommended. Students should also have a strong understanding of English grammar, syntax and vocabulary.

In this course, students will begin their studies by focusing on situations that are common in daily life. They will build an important foundation starting with fundamental grammatical topics that will establish success for future levels. As the course progresses, students will create fun and interesting projects in the target language to showcase their learning. They will also start to develop cultural awareness by increasing their understanding of the traditional and geographical aspects of French speaking countries.

French II (HS412)

Grade Level: 9, 10, 11, 12

Length of Course: 180 days

Credits: 1

Weight: 1.03 (Level II)

Prerequisite: French I (70% or higher)

French II continues the development of conversational and grammatical skills focusing on the 3 modes of communication by integrating listening, speaking, reading and writing activities. Several new verb tenses will be presented as well as useful vocabulary that will allow students to communicate more effectively in a variety of situational activities. Students will continue to highlight their abilities with creative opportunities and projects.

French III (HS413)

Grade Level: 10, 11, 12

Length of Course: 180 days

Credits: 1

Weight: 1.06 (Level III)

Prerequisite: French II (75% or higher) or teacher recommendation

Through the units in French III, students will develop stronger reading, writing, speaking, and cultural competences along with new vocabulary groups and verb tenses. The three modes of communication—Interpersonal, Interpretive and Presentational—will continue to be stressed in order to increase fluency and self-confidence in the target language. Students will continue to use a wide array of technologies to complete fun and interesting projects that demonstrate their learning.

French IV (HS418)

Grade Level: 11, 12

Length of Course: 180 days

Credits: 1

Weight: 1.06 (Level III)

Prerequisite: French III (75% or higher) or teacher recommendation

French 4 is an honors level course, which builds upon grammatical concepts from previous classes. It is designed to provide the advanced learner of French an opportunity to strengthen oral fluency; improve presentational and interpersonal writing; expand upon knowledge of other content areas finding many connections to French history, geography, art, music and literature; and analyze contemporary issues. The class will be conducted in French and students will need to express themselves in French. Students will also read more sophisticated French passages as they progress through the course.

AP French Language and Culture (HS417)

Grade Level: 12

Length of Course: 180 days

Credits: 1

Weight: 1.12 (Level IV)

Prerequisite: French IV (80% or higher) and teacher recommendation

The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. It engages students in an exploration of culture in both contemporary and historical contexts, while developing awareness and appreciation of cultural products, practices and perspectives. To best facilitate the study of language and culture, the course is taught in French with a strong focus on vocabulary usage and language control. The course culminates with the AP French Language and Culture exam in May.

MISCELLANEOUS

Emergency Medical Technician (EMT) (HS915)

Grade Level: 10, 11, 12

Length of Course: 180 days

Credits: 1

Weight: 1.12 (Level IV)

Prerequisite: Students must be 16 years of age prior to the certification exam that is administered at the end of March.

The EMT course is open to students of all academic abilities who have a strong desire to achieve National and State EMT Certification. Students with this desire should have the confidence in knowing that students of all levels have successfully completed this program and have become certified Emergency Medical Technicians.

This rigorous course prepares students to become a PA Certified Emergency Medical Technician (EMT). Students who are 18 years of age at the time of the exam will also be eligible to become a Nationally Certified EMT.

EMT certification is a prerequisite to the Paramedic Program. Harrisburg Area Community College may provide students who successfully attain EMT Certification through ELCO with college credits (3 credits for the class & 3 credits for one year of EMS experience). These credits could be transferable to the school the student attends after graduation.

This course will set the student apart from other applicants pursuing any career, but particularly in the arena of medicine, and will be invaluable in their preparation to enter the medical field. It will enable the student to obtain a full time, part time or volunteer job as an EMT. One of the objectives of this course is to provide the students with opportunities to explore allied health programs offered by other educational institutions. Additionally, the student will be provided with the necessary skills enabling him/her to successfully deal with emergency situations occurring at school or in their personal life as well as to perform a service to the community. *Students will be required to attend evening classes and to purchase supplies and books needed for this course.*

Students who are enrolled in the EMT course may have the opportunity to:

- Respond to REAL emergency calls with a local EMS agency both during the school day and outside of school.
- Staff our in-house Emergency Response Team
- Participate in a vehicle rescue class where the student will learn to dismantle cars to gain quick access to victims including breaking glass, removing the roof and doors.
- Perform a heart and lung dissection lab

Independent Study (HS912)

Grade Level: 12

Length of Course: 90 days

Credits: .5

Weight: 1.03 (Level II)

Prerequisite: Students must receive the approval of the faculty advisor for their Independent Study project.

The Independent Study course is a semester-long option that enables the student to pursue a project of their own design related to a content area of interest or further study related to future plans and aspirations. A faculty mentor must approve and supervise the student's Independent Study and will provide guidance to the student through the semester.

WORK-BASED LEARNING



Students will indicate interest in these opportunities through the course request process but will select a full course schedule during the request process. Once the required paperwork is completed and the student's work-based learning experience is approved, the student's schedule will be modified as necessary.

Internship (HS911)

Grade Level: 12

Credits: .5

Prerequisite: Counselor approval

Length of Course: 90 days

Weight: 1.00 (Level I)

Internships are career preparation work-based learning experiences focused in a particular occupational area in which the student has interest. In order to qualify for an internship experience, the student must be current with all credits needed to fulfill graduation requirements, have a strong attendance record, and no major discipline issues. No costs for students to complete an internship experience will be incurred by the District. Transportation will be the responsibility of the student. Approved students must maintain a weekly journal of their experiences that will document their activities, reflections, and progress toward meeting established learning objectives. An adult-professional at the site of the student's internship must agree to serve as a mentor/supervisor for the student and are required to obtain school volunteer background clearances as required by the Pennsylvania Department of Education. An application will be required for admission to the Internship program. *This course will be graded on a pass/fail basis.*

Work-Based Learning Experience (HS735)

Grade Level: 12

Credits: .5

Prerequisites: Career Connections strongly recommended

Length of Course: 90 days

Weight: 1.00 (Level I)

Students may apply to complete a work-based experience in the local business community. This experience will involve the student working a minimum number of hours per week in a local business that is located no more than 20 minutes from the high school building and will provide the student with an opportunity to earn elective credit. (The required hours are determined by the number of credits being awarded for the experience.)

To qualify for a work-based learning experience, the student must be on track to complete all credits needed to fulfill graduation requirements, have no significant attendance issues, and no major disciplinary infractions. Students will be required to complete periodic assignments and submit weekly reflective journal entries along with weekly work schedules. Periodic evaluations and meetings will be organized by the work-based learning coordinator to ensure student learning and progress towards the learning objectives. An adult-professional at the site of the student's work experience must serve as the student's mentor/supervisor and must obtain school volunteer background clearances as required by the Pennsylvania Department of Education. Students may complete two semesters of a work-based learning experience during their senior year.

LEBANON COUNTY CAREER AND TECHNOLOGY CENTER



CAREER AND TECHNOLOGY CENTER PROGRAMS (2026-2027)

Selecting a career is one of the most important decisions a student can make. We encourage all students to consider programs offered at the Career and Technology Center (CTC).

For further information, check our website at www.lcctc.edu

Did you know . . .

<ul style="list-style-type: none">❖ CTC students excel in a “learning by doing” environment which combines academics and lab work.❖ CTC students earn college credits from colleges and technical schools by successfully completing CTC courses.❖ CTC students receive scholarships from area businesses who recognize excellent craftsmanship and academic achievement.❖ CTC students continue to participate in sports and extracurricular activities at their high schools.	<ul style="list-style-type: none">❖ Cooperative Education, Clinical Experience and Job Shadowing services expand the CTC curriculum by providing students with additional skills through supervised work experience at local businesses. In addition to the cooperative education program, job placement services are available to all graduates.❖ The CTC provides counseling services to assist students with personal and social issues, decisions related to career choice, and decisions related to postsecondary opportunities and college credits.❖ The CTC provides support to students who are disabled or disadvantaged. The support is designed to help each student successfully complete the program and secure employment or postsecondary education.❖ The CTC takes every opportunity to recognize and reward students who strive for excellence. This recognition includes: National Technical Honor Society, scholarships, student-of-the-month and year awards, outstanding achievement, perfect attendance, honor roll, certificates and extensive recognition for student organization achievements.❖ Student participation in program related organizations is strongly encouraged. They provide each student with opportunities to develop leadership skills, excel in technical skills, receive recognition for state and national competitions, and travel throughout the state and nation. The organizations include: LCBA – Lebanon County Builders Association – Student Chapter HOSA – Health Occupations Students of America SkillsUSA – Vocational Industrial Clubs of America National FFA Organization
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HALF-DAY TWO-YEAR PROGRAMS

Nineteen CTC programs are offered for a half-day for two years. These programs are open to students beginning in the junior year.

<p>Auto Body Technology</p> <p>Automotive Technology</p> <p>Carpentry/Residential Construction</p> <p>Commercial Art and Design</p> <p>Dental Assistant</p> <p>Diesel Truck Technology</p> <p>Electrical Technology</p> <p>Electromechanical Technology</p> <p>Health Careers Technology</p> <p>Landscape and Horticulture</p>	<p>Law Enforcement & Security</p> <p>Masonry</p> <p>Media Communications Technology</p> <p>Medical Assistant</p> <p>Computer Network Technology and Cybersecurity</p> <p>Plumbing/Heating/Air Conditioning</p> <p>Precision Machining Technology</p> <p>Sports Therapy Sciences</p> <p>Welding Technology</p>
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Auto Body Technology

(HALF-DAY, 8:00 A.M. – 10:25 A.M. – YEAR ONE) ----- (36 WEEKS, 3 CREDITS)
(HALF-DAY, 11:25 A.M. – 2:00 P.M. – YEAR TWO)----- (36 WEEKS, 3 CREDITS)

Auto Body Technology students learn entry level processes to repair damaged vehicles to pre-accident/damaged conditions. These repair processes are taught in units over two years. The two years of training combined consists of learning knowledge and skills for Safety, Vehicle Design and Construction, Estimating, Structural Damage Analysis, Structural Straightening intro, Cutting Processes, Welding, Corrosion Protection, Metal Finishing, Body Fillers, Panel Replacement and Alignment, Glass and hardware, Trim and Hardware, Plastic Repair, Refinishing Equipment Safety, Refinishing Equipment Paint Area, Automotive Finishes, Surface Preparation, Refinishing Operations, Blending Operations, Detailing, Restraint Systems and Advanced Technologies (ADAS). Career opportunities: Refinishing/Painting/Prep apprentice (Paint Tech assistant), Damage Repair (Body Tech assistant), Insurance estimator/appraiser, Detailer, Estimator assistant, Parts manager, Office Manager, Floor Manager, Paint and Body sales representative. Students also may earn ICAR, OSHA 10, and PPG Envirobase Certifications before graduating high school. Students who meet the requirements may participate in our Co-op program in their second year, working at an Auto Body employer, gaining more experience in a live setting while a student at CTC. The Auto

Body program is ASE Accredited and gives the students an opportunity to take ASE Certification test and receive credits upon enrollment with post-secondary schools who are also ASE accredited.

Automotive Technology

(HALF-DAY, 8:00 A.M. – 10:25 A.M. – YEAR ONE) ----- (36 WEEKS, 3 CREDITS)

(HALF-DAY, 11:25 A.M. – 2:00 P.M. – YEAR TWO)----- (36 WEEKS, 3 CREDITS)

Automotive Technology students diagnose, service, and repair late model vehicles following the Automotive Service Excellence (ASE) national technician standards. Motivated students may obtain the PA Auto Safety Inspection Certification, PA Emission Inspection Certification and qualify to take the ASE tests after successfully completing the program. Utilizing state-of-the-art repair equipment students learn brake systems, suspension and steering, engine performance, automotive electronics, and HVAC. The Automotive Technology program is ASE Accredited. Technical career opportunities range from maintenance mechanic to automotive technician and may begin in high school with our Co-Op program providing job experience and a salary. Students who successfully complete the program may receive 16 college credits from HACC. In addition, students may also earn credits from University of Northwestern Ohio, Automotive Training Center, and Northampton Community College.

Carpentry/Residential Construction

(HALF-DAY, 8:00 A.M. – 10:25 A.M. – YEAR ONE) ----- (36 WEEKS, 3 CREDITS)

(HALF-DAY, 11:25 A.M. – 2:00 P.M. – YEAR TWO)----- (36 WEEKS, 3 CREDITS)

Carpentry students will learn advanced hand tool and power tool skills through a variety of construction related assessments. Students will be challenged to frame a floor, wall and roof becoming comfortable in all framing aspects as well as interior and exterior finish applications. Students will gain knowledge in blueprint reading, concrete forming and placement, and jobsite safety. They will obtain their OSHA 10 certification, along with multiple ladder certifications. Lastly students will become proficient in estimation skills as well as understand the basic energy efficiencies used in the industry today. They will be presented with multiple career opportunities and given the chance to compete for scholarships. They can continue their development as carpenters through a trade school, apprenticeship program or our co-op program learning on the job training.

Commercial Art and Design

(HALF-DAY, 8:00 A.M. – 10:25 A.M. – YEAR ONE) ----- (36 WEEKS, 3 CREDITS)

(HALF-DAY, 11:25 A.M. – 2:00 P.M. – YEAR TWO)----- (36 WEEKS, 3 CREDITS)

Commercial Art students work with a variety of media to create logos, brochures, posters, advertisements, greeting cards and a variety of artwork for the school and the community. They participate in a end-of-the-year Art Show and Competitions to develop a portfolio emphasizing their creative talents and technical skills including becoming proficient in Adobe Design software: Photoshop, Illustrator, and InDesign. This “learning while doing” strategy brings reality to the course topics, which includes: typography, media techniques, color theory, graphic design, perspective drawing, elements and principles of design and computer applications. This half-day, two-year course promotes creativity and expression through fine art, graphic design and photography. Career opportunities range from a production artist to a creative director. Adobe Certifications can be achieved through the Certiport Company. Graduates have been successful at four-year colleges and art schools and two-year associate degree programs. A number of students have won scholarships to these programs. Students who successfully complete this program will have proficient knowledge and ability to further their graphic design career path in a post-secondary setting. - Graphic Designer - Art Director - Photographer - Web Designer - Illustrator - Freelance Artist - Production Artist.

Computer Networking Technology and Cybersecurity

(HALF-DAY, 8:00 A.M. – 10:25 A.M. – YEAR ONE) ----- (36 WEEKS, 3 Credits)

(HALF-DAY, 11:25 A.M. – 2:00 P.M. – YEAR TWO) ----- (36 WEEKS, 3 Credits)

In today’s high-tech environment, everything is networked! This two-year program, aligned with the CompTIA and Cisco Certification models, prepares students for entry-level careers in computer networking and cybersecurity or further education in related fields. Students gain hands-on experience in the design, implementation, and management of computer networks, as well as the installation, configuration, and troubleshooting of networking hardware, protocols, and services.

The curriculum includes comprehensive instruction in:

- **Computer Hardware:** Students learn to identify, install, and maintain components such as CPUs, memory, storage devices, adapter cards, and peripherals.
- **Software and Operating Systems:** Instruction covers various operating systems (Windows, Linux, macOS), user interfaces (GUI and CLI), system utilities, and troubleshooting techniques.
- **Networking Fundamentals:** Topics include the OSI and TCP/IP models, network design, cabling, wireless communication, WAN technologies, and network management.
- **Cybersecurity:** Students explore security devices, firewalls, access controls, authentication principles, threat mitigation, forensic concepts, and disaster recovery best practices.

Dental Assistant

(HALF-DAY, 8:00 A.M. – 10:25 A.M. – YEAR ONE) ----- (36 WEEKS, 3 CREDITS)

(HALF-DAY, 11:25 A.M. – 2:00 P.M. – YEAR TWO)----- (36 WEEKS, 3 CREDITS)

The Dental Assistant program integrates lectures, demonstrations, and hands-on experiences to teach students a variety of dental-related subjects. The major areas of study include anatomy and physiology, chair-side dental assisting, radiology, dental materials, and microbiology/sterilization. During the program, students participate in clinical rotations in private dental offices, clinics, and hospitals. Experiences gained in the Dental Assistant Program prepares students to take the Radiation Health and Safety Certification Exam, the Infection Control Exam, have a steppingstone to college, and are prepared for a job after they graduate.

Diesel Truck Technology

(HALF-DAY, 8:00 A.M. – 10:25 A.M. – YEAR ONE) ----- (36 WEEKS, 3 CREDITS)

(HALF-DAY, 11:25 A.M. – 2:00 P.M. – YEAR TWO)----- (36 WEEKS, 3 CREDITS)

Diesel Truck Technology students repair, maintain and diagnose late model over-the-road diesel truck-tractors to gain real life experience with working in the field. With three trucks and growing in the program repairing vehicles providing “hands-on” experience in diagnosing, servicing and repairing all major heavy truck systems. Students learn the importance of teamwork and qualify for the PA State Safety Inspection program. The major course topics and certifications include: Preventive Maintenance, Engine Systems Theory & Repair, Electrical Systems, and Brakes (air & hydraulic), Measuring, A/C, clutches, Steering, Suspension and Drivelines. Career opportunities range from maintenance mechanic to fleet manager and may begin in high school with a Co-Op position providing job experience and a salary. Employers in the Lebanon County area and beyond sponsor this program, providing new tools and equipment, student scholarships, and employ graduates. Students who successfully complete the program may receive college credits from the University of Northwestern Ohio (UNOH) and Thaddeus Stevens, and UTI.

Electrical Technology

(HALF-DAY, 8:00 A.M. – 10:25 A.M. – YEAR ONE)----- (36 WEEKS, 3 CREDITS)
(HALF-DAY, 11:25 A.M. –2:00 P.M. – YEAR TWO)----- (36 WEEKS, 3 CREDITS)

This is an instructional program that focuses on the exciting world of electricity and prepares individuals with the technical skills required to become an apprentice in a variety of electrical occupations. This program includes instruction in safety, basic hand and power tools, applied mathematics, AC/DC electrical theory, National Electric Code, residential electrical installations, circuit development, print reading, conduit bending, meters, troubleshooting, services, transformer theory, specialty systems, green technology, and basic motor control.

Electromechanical Technology

(HALF-DAY, 8:00 A.M. – 10:25 A.M. – YEAR ONE)----- (36 WEEKS, 3 CREDITS)
(HALF-DAY, 11:25 A.M. –2:00 P.M. – YEAR TWO)----- (36 WEEKS, 3 CREDITS)

The Electromechanical Technology program is designed to provide students with the knowledge and skills necessary to apply current methods and technology to the development, design, operation, and management of electromechanical systems. Electromechanical covers multiple disciplines including Electrical, Electronics, Fluid Power (Hydraulics and Pneumatics), Mechanical Drives, Programmable Logic Controllers (PLC's), and Robotics. Students are trained in both the electrical and mechanical disciplines, and then exposed to a wide spectrum of instrumentation and industrial controls concepts. Students can use what they learn in Electromechanical Technology to pursue a career directly out of high school or continue their education into a degree program. The course is designed to give an introduction to engineering principles of electromechanical systems and disciplines. Some of the potential jobs include Electronics Technicians/Engineer, Electrician, Biomedical Technician/Engineer, Industrial Maintenance Technician, Mechanical Technician/Engineer, and many more!

Health Careers Technology

(HALF-DAY, 8:00 A.M. – 10:25 A.M. – YEAR ONE) ----- (36 WEEKS, 3 CREDITS)

(HALF-DAY, 11:25 A.M. – 2:00 P.M. – YEAR TWO)----- (36 WEEKS, 3 CREDITS)

Health Careers Technology is designed for students seeking a career in the healthcare field specifically as a patient care technician certification/Nurse Aide. Students will learn to care for patients in varying healthcare settings, which is a requirement to take the patient care technician certification exam offered at the end of the senior year. Students will also obtain certification in Basic Life Support Provider certification through American Heart Association. Curriculum includes patient safety, professionalism of the health care provider, legal and ethical issues, communication skills, infection control practices, emergency care and disaster preparedness, human needs and development, health care provider skills, nutrition, caring for the patient at death, medical terminology, anatomy and physiology and exploring medical language. Students have an opportunity to obtain 3 college credits through participation in the college in the high school program offered through HACC.

Landscape and Horticulture

(HALF-DAY, 8:00 A.M. – 10:25 A.M. – YEAR ONE) ----- (36 WEEKS, 3 Credits)

(HALF-DAY, 11:25 A.M. – 2:00 P.M. – YEAR TWO) ----- (36 WEEKS, 3 Credits)

In the Landscape and Horticulture program, students learn how to use horticultural tools and operate landscaping equipment such as push mowers and zero turns. Students will identify ornamental, medicinal, and crop producing plants, work with plants outdoors and participate in the greenhouse plant sale. Experience many career pathways in horticulture through field trips, hands on experiences, and academics. Students will be involved with the National FFA Organization and will have a chance to compete in horticultural competitions against local FFA chapters. Qualified students in Landscape and Horticulture may also be chosen for the co-op program, an opportunity to work for area landscape contractors and earn while you learn. If you enjoy working outdoors with plants, learning about horticultural skills and maintaining landscapes, then the Landscape and Horticulture program will be a great fit and learning experience for you.



Law Enforcement and Security

(HALF-DAY, 8:00 A.M. – 10:25 A.M. – YEAR ONE) ----- (36 WEEKS, 3 Credits)

(HALF-DAY, 11:25 A.M. – 2:00 P.M. – YEAR TWO) ----- (36 WEEKS, 3 Credits)

In the Law Enforcement program, students embark on a rigorous and engaging journey to prepare for careers in policing, public safety, and criminal justice. This two-year program is designed to build the essential skills, knowledge, and ethical foundation needed for success in today’s law enforcement field. Aligned with the Pennsylvania Department of Education’s Criminal Justice/Police Science task list, the curriculum covers a comprehensive range of topics including crime scene management, evidence collection, use of force protocols, criminal law and procedures, health and wellness, police concepts and skills, corrections, court systems, communications, and security operations. Students participate in interactive classwork, physical training, practical exercises, technology-based training, and collaborative projects that foster critical thinking and real-world problem solving. They develop expertise in fingerprinting, report writing, traffic enforcement, emergency response, and ethical decision-making, while learning to apply constitutional law and understand the complexities of criminal procedure. Graduates of the Law Enforcement program are well-prepared to pursue entry-level positions in law enforcement, continue their education, or serve their communities with integrity, professionalism, and confidence.

Masonry

(HALF-DAY, 8:00 A.M. – 10:25 A.M. – YEAR ONE)----- (36 WEEKS, 3 CREDITS)

(HALF-DAY, 11:25 A.M. –2:00 P.M. – YEAR TWO) ----- (36 WEEKS, 3 CREDITS)

Students in the Masonry program will learn the foundational skills needed to succeed on a typical job site in the masonry field. They will learn how to work with the materials used in the trade, such as brick, concrete block (CMU’s), and concrete. Though in a school shop atmosphere, they will be expected to learn and understand the industry and jobsite expectations and treat the shop as such. Students will also learn the responsibilities of a foreman, and be expected to lead peers in daily, weekly, and job specific duties. Lastly, there will be an expectation of EXCELLENCE and PROFESSIONALISM, each young man or woman will come ready to work hard and do the best they can in the theory room as well as the shop.

Media Communications Technology

(HALF-DAY, 8:00 A.M. – 10:25 A.M. – YEAR ONE) ----- (36 WEEKS, 3 CREDITS)
(HALF-DAY, 11:25 A.M. – 2:00 P.M. – YEAR TWO) ----- (36 WEEKS, 3 CREDITS)

Media Communications Technology program introduces students to the art and science of developing effective presentations using technology. Through a mix of classroom instruction and hands-on experience, students will be well prepared for success in today’s rapidly growing communication fields.

Students gain a working knowledge of hardware, software, and equipment necessary for delivering effective communication for business, education, and entertainment. Rigorous instruction motivates students to develop competency in the production process, photography, graphic design, television production, streaming video, and audio production, as well as electronic computer imaging, motion graphics, and animation using computer technology.

In addition, curriculum is implemented through individual and group collaborative processes along with real-world experiences. A variety of software applications are taught. Using this advanced digital technology, students apply their knowledge and skills to create professional media for broadcast, virtual instruction, corporate communications, web-based distribution, and entertainment.

This course provides comprehensive hands-on experience through instruction in presentation development, project management, budgeting, and social networking. This program will enhance computer literacy, build communication skills, and yield work samples for an impressive portfolio in preparation for college and employment.

Medical Assistant

(HALF-DAY, 8:00 A.M. – 10:25 A.M. – YEAR ONE) ----- (36 WEEKS, 3 CREDITS)
(HALF-DAY, 11:25 A.M. – 2:00 P.M. – YEAR TWO) ----- (36 WEEKS, 3 CREDITS)

A program that prepares individuals, under the supervision of physicians, to provide medical office administrative services and perform clinical duties including patient intake and care, routine diagnostic and recording procedures, pre-examination and examination assistance, and the administration of medications and first aid. Includes instruction in basic anatomy and physiology; medical terminology; medical law and ethics; patient psychology and

communications; medical office procedures; and clinical diagnostic, examination, testing, and treatment procedures. Clinical education is an integral part of the program.

***Plumbing, Heating, Air
Conditioning***

(HALF-DAY, 8:00 A.M. – 10:25 A.M. – YEAR ONE) ----- (36 WEEKS, 3 CREDITS)
(HALF-DAY, 11:25 A.M. – 2:00 P.M. – YEAR TWO) ----- (36 WEEKS, 3 CREDITS)

Students interested in the plumbing profession can begin their training at the CTC in the Plumbing and Heating program which is a Pennsylvania Builders Association accredited program. They will begin their technical training by learning safe work practices, materials and tools used in the trade and applied mathematical and scientific concepts needed to build a strong foundation for more advanced topics. Our students “learn by doing” by working on a variety of skills trainers and equipment designed to simulate actual field installations. Students also have the opportunity to earn industry recognized certifications such as the OSHA 10 construction safety certification and the EPA Section 608 Refrigerant Transition and Handling certification. Post-secondary opportunities exist for those completing the CTC Plumbing and Heating, and program such as craft apprenticeships where students “earn while they learn” graduating debt-free from industry recognized programs. Associate and Bachelor’s degree programs are available for those choosing careers as sales engineers, designers, and similar professions requiring advanced degrees.

Precision Machining Technology

(HALF-DAY, 8:00 A.M. – 10:25 A.M. – YEAR ONE) ----- (36 WEEKS, 3 CREDITS)
(HALF-DAY, 11:25 A.M. – 2:00 P.M. – YEAR TWO) ----- (36 WEEKS, 3 CREDITS)

This is an instructional program that focuses on the exciting world of manufacturing and prepares individuals with the technical skills required to become a successful machinist. This program includes instruction in basic hand tools, manual machining equipment such as mills, lathes, drill presses, CNC machining equipment, and CAD/CAM systems.

Sports Therapy Sciences

(HALF-DAY, 8:00 A.M. – 10:25 A.M. – YEAR ONE) ----- (36 WEEKS, 3 CREDITS)

(HALF-DAY, 11:25 A.M. – 2:00 P.M. – YEAR TWO)----- (36 WEEKS, 3 CREDITS)

Students in the Sports Therapy Sciences program engage in both theoretical instruction and hands-on experiential learning to develop advanced knowledge of human body systems, sports medicine techniques, and health and wellness principles. Through interactive activities, students learn to identify, manage, and treat sports-related conditions and injuries. They also conduct pre-participation health and fitness assessments to design individualized exercise programs tailored to specific needs. These experiences prepare students for continued studies in fields such as athletic training, physical therapy, occupational therapy, exercise physiology, personal training, and other health, fitness, and medical professions. Upon completion of the program, students may sit for a national certification examination in personal training. Students can also earn 3 college credits through College in the High School in partnership with HACC. Graduates who achieve satisfactory NOCTI scores will receive 10 articulated credits toward exercise science programs at Commonwealth University schools.

Welding Technology

(HALF-DAY, 8:00 A.M. –10:25 A.M. – YEAR ONE)----- (36 WEEKS, 3 CREDITS)

(HALF-DAY, 11:25 A.M. –2:00 P.M. – YEAR TWO)----- (36 WEEKS, 3 CREDITS)

Welding Technology students design, fabricate and repair metal products in the school’s shop facilities. They develop skills in testing procedures necessary to meet standards for welding certification and practice welding techniques according to the requirements of the American Welding Society. Utilizing state-of-the-art equipment, students learn shielded metal, gas metal, gas tungsten and flux core arc welding, blueprint reading, oxy-fuel cutting, metal layout and fabrication, computerized numerical control cutting, plasma cutting of sheet and plate metals, and structural and robotic welding. Technical careers range from a metal fabricator to an underwater welder. These opportunities may begin in high school with a Co-Op position providing job experience and a salary. Students who successfully complete the program may receive six college credits from HACC or entry level welder certification. The program is nationally recognized by the AWS (American Welding Society).

FULL-DAY, ONE-YEAR PROGRAMS

Two CTC programs are offered for a full day. The programs are open to seniors.

Culinary Arts

Pastry Arts

<i>Culinary Arts</i>

(FULL-DAY, 8:00 A.M. – 2:00 P.M.) ----- (36 WEEKS, 7.5 CREDITS)

Culinary Arts students operate a contemporary sixty-seat full-service restaurant located within the school. Student's plan, prepare, and serve a variety of traditional, ethnic, and contemporary menus as well as cater banquets, dinner meetings, and special events. Students develop artistic skills through ice carvings and special exhibits of pastillage, pumpkin carving, gingerbread, and tallow. Local, state, and national competitions enrich the curriculum which includes appetizers, soups and sauces, vegetables and salads, meat/poultry/seafood/shellfish, desserts, garnishing, catering, service, sanitation, and management. Career opportunities range from a prep cook to eventually an executive chef. and may begin in high school with a Co-Op or clinical positions providing job experience and a salary. Students who successfully complete the program may receive college credits from PA College of Technology, HACC, Johnson & Wales University, Pennsylvania Culinary Institute, WCCC, and The Restaurant School. The program is nationally recognized and accredited by the American Culinary Federation (ACF) and holds Exemplary Status from the ACF.

<i>Pastry Arts</i>

(FULL-DAY, 8:00 A.M. – 2:00 P.M.) ----- (36 WEEKS, 7.5 CREDITS)

The Lebanon County Career & Technology Center Pastry Arts program was the first nationally accredited secondary baking and pastry art program by the American Culinary Federation Education Foundation (ACF) in the country. Recently they also received Exemplary Status for never having a non-compliance on the accreditation process.

Pastry Arts students produce and market high quality baked products for a contemporary sixty-seat restaurant within the school. They also market their products through their own pastry shop as well as supplying items for school banquets, dinner meetings, community service projects, and specialty events. Students develop artistic skills through the preparation of pastries, confections, and other specialty desserts. Students will create and present a professional portfolio and restaurant programs as an end of the year assessment. Local, state and national competitions enrich the curriculum which includes: pastry bag skills, cornet skills, cake decorating and assembly, decorative pieces including a Gingerbread House and Pumpkin Carving competition, merchandising, record keeping, and sanitation. Career

opportunities range from a baker's helper to a pastry chef and may begin in high school with a Co-Op position providing job experience and a salary. Students who successfully complete the program may receive college credits from Johnson & Wales, West Moreland Community College, PA College of Technology, Harrisburg Area Community College, and The Restaurant School at Walnut Hill College.

TWO-YEAR, HALF-DAY/ FULL-DAY PROGRAM

This program is offered for a half-day in year one and a full-day in year two. The program is open to students in the junior year.

Cosmetology

<i>Cosmetology</i>

(HALF-DAY, 8:00 A.M. – 10:25 A.M. - YEAR ONE)----- (36 WEEKS, 3 CREDITS)

(FULL-DAY, 8:00 A.M. – 2:00 P.M. - YEAR TWO)----- (36 WEEKS, 7.5 CREDITS)

Cosmetology students learn skills necessary to become a licensed professional in a salon. Major topics include hairstyling, haircutting, perming, chemical relaxing, haircoloring, manicuring, facials and makeup. Students learn the theory and procedures about these topics. When finished with the program and state mandated hours, students must take and pass a state board exam to receive a cosmetology license.

NON-DISCRIMINATION STATEMENT

The Lebanon County Career and Technology Center does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies: Principal, 833 Metro Drive, Lebanon, PA 17042, (717) 273-8551 ext. 2139.



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03/2024

For further information visit:
Bureau of Career and Technical Education
www.education.pa.gov



LEBANON CTC Academic English Course Description

All Lebanon CTC English courses are block scheduled (80 minute periods for 2 marking periods).

An academic college preparatory class covering the following topics:

Public Speaking Skills

- Deliver an informative speech
- Deliver a demonstration speech

Writing Skills

- Write a five-paragraph (traditional) essay
- Write a summary
- Write/create a survey

Employability Skills

- Complete a job application
- Write a résumé
- Write a letter of application
- Write a thank-you letter
- Write a letter of resignation
- Apply successful employment interview skills

Technical Writing Skills

- Write a set of instructions
- Write workplace memos
- Write a letter of request
- Write a progress report
- Create a PowerPoint presentation
 1. Survey Results
 2. Famous Entrepreneur Report
- Write a business proposal
- Write a business plan
- Write/create an outline
- Incorporate technical writing techniques
 1. Active vs. Passive Voice
 2. Parallel Structure
 3. Courtesy
 4. “You attitude”
 5. Pronoun agreement
 6. Misplaced Modifiers
 7. Wordiness and Redundancies

Technical Reading

- Read and interpret information on charts and graphs
- Identify Personal Learning Style
- Identify Myers Briggs Personality Style
- Read and analyze information related to becoming an entrepreneur and creating a business plan

LEBANON CTC Math Course Descriptions

Technical Mathematics

A comprehensive applied math course. Topics in basic math, pre – algebra, algebra, geometry, simple trigonometry, and basic statistics are covered.

Algebra 1 (Keystone curriculum)

College preparatory course. No prerequisite course needed. Course topics include : real number expressions, monomials and binomials, polynomials, factoring, linear equations, graphing, linear systems, functions, and data analysis.

Geometry & Intermediate Algebra

College preparatory course that has $\frac{1}{2}$ year of Geometry and a $\frac{1}{2}$ year of Intermediate Algebra. A pre-requisite of Algebra 1 is highly recommended. Topics include: postulates and theorems of Geometry, triangles, polygons, circles, area and volume, graphing, linear systems, rational expressions, factoring, and algebraic expressions.

Algebra 2

A college preparatory course designed for students planning post - secondary work. A pre-requisite of Algebra 1 and Geometry is recommended. Course topics include : graphing, linear systems, factoring, rational expressions, absolute value equations, intervals, slope and distance, conic sections, and functions.

CP Probability and Statistics

A college preparatory course designed for students planning post - secondary work. A pre-requisite of Algebra 2 is recommended. The course will introduce students with the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Course topics include organizing data, elementary and binomial probability, hypothesis testing, correlation and linear regression, and chi – square. Application problems are emphasized from business, engineering, social and biological sciences.

Pre-Calculus

A college preparatory course designed for students planning post secondary work. A pre-requisite of Algebra 2 is recommended. Course includes both an advanced algebra component along with a comprehensive trigonometry component. Course topics include : algebraic expressions, rational expressions, absolute value equations, conic sections, graphing higher order polynomials, functions, exponential functions, trigonometric functions and their graphs, trigonometric identities and equations, and polar coordinates.

Trigonometry and Introductory to Calculus

A college preparatory class recommended for students who are planning post – secondary work. A pre-requisite of Pre-Calculus is highly recommended. Trigonometry component topics include: radian measure and conversion, the six trigonometric functions, graphing, phase shift, identities, solving equations, and polar coordinates. Calculus component topics include : limits, 1st and 2nd derivatives, tangent line approximation, and applications of 1st and 2nd derivatives.

Calculus 1

A college preparatory course recommended for students who are planning post - secondary work. (especially engineering) A pre-requisite of Pre-Calculus or Algebra 2 and Trigonometry is recommended. Course topics include: review of algebraic and trigonometric functions, limits, 1st and 2nd derivatives, differentiation, chain rule, tangent line approximations, applications of 1st and 2nd derivatives, integrals and their applications, and introduction to integrals.