

Career Magnet School

2023-2024

Course Offerings



www.casdonline.org

717-261-5656

PARENTS/GUARDIANS

The curricula offerings at Chambersburg Career Magnet School are reviewed and revised each year to meet the changing needs of students and society. Your interest and cooperation in preparing your child's schedule for 2023-2024 will, therefore, possibly be one of the most important activities you complete together this year. The choices you make will impact on your child's opportunity for further education and future work choices. The staff and administration at CMS are committed to providing each student with the best educational program and are available to provide you and your child assistance in reaching that goal. Please feel free to contact any of the staff and administrators listed if you have any questions. Best wishes for a great 2023-2024 school year.

CMS Administration

SCHEDULING

Each spring all students have an opportunity to select courses appropriate to their needs and future plans. A Program of Studies booklet is made available to students. The Program of Studies booklet can also be found on the Chambersburg Area School District's website at www.casdonline.org. Members of the counseling department will be meeting with students to discuss their course selections for next year. Students are constantly encouraged to involve their parents in the course selection process. In May, a master schedule is finalized for all high school students. After this time, schedule changes become extremely difficult because teachers, supplies, books and classroom spaces and class sizes have been arranged based on the courses students have selected. Thus, schedule changes will be limited and only made for valid academic reasons. All schedule change requests must be made before the first day of school. Please consider all decisions carefully.

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Administrator and Counseling Directory

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Mrs. Crystal Faytol, Counselor Last Names A-K.....crystal.faytol@casdonline.org

Mrs. Heidi Lebitz, Counselor Last Names L-Z.....heidi.lebitz@casdonline.org

A MESSAGE FROM THE CMS COUNSELORS

Please read the first section of this book carefully. It contains pertinent information regarding areas such as graduation requirements, reason for schedule changes, and NCAA requirements for athletes. Appropriate course selection by students is a primary concern to us and it involves a cooperative effort. We welcome your input and inquiries. Please contact your counselor if you need additional information on any of our courses or courses of study.

Chambersburg Area School District

Secondary Options

CASHS

- All students are provided 1:1 technology to utilize as an instructional tool.
- Over 100 elective courses are available for students for career exploration.
- Students interested in pursuing music are able participate in Choristers and Glee Club.
- Students learn entrepreneurship through the student enterprises: student store, student bank and student run coffee shop. We also strive to provide school-to-work opportunities for our students prior to graduation.
- On-site, dedicated College Advisor to guide students through the college selection process.
- Expansive list of Advanced Placement (AP) and International Baccalaureate (IB) courses are available.
- A variety of extra-curricular activities are also offered, such as, JROTC, 23 Varsity Sports and over 30 clubs and activities.

CAVE – District Cyber School

- Self-paced classes.
- Multi-media rich, interactive courses.
- Students receive a CASD diploma, unlike other online programs.
- Accessible anytime, anywhere.
- Free to CASD students.
- PA-Certified Teachers Only.
- Opportunity to participate online and in-school classes.
- Student activities available.

Career Magnet

- Technology rich instruction through the use of iPads for every student.
- Flexible scheduling that allows for possible early graduation.
- Online opportunities for electives and advanced placement options.
- Career focused with a career exploratory course for all 9th grade students.
- Individualized instruction.
- Collaborative environment that focuses on project-based learning with a STEM emphasis.
- College in the High School with HACC and University of Pittsburgh.
- Varsity sports with CASHS and a variety of clubs.

Franklin County Career and Technology Center (FCCTC)

- Hands-on, project-based learning experiences offered in a variety of career and technical fields.
- Opportunities for high-skilled, high wage occupations.
- Capstone Cooperative Education options for senior students that often lead to full-time employment after graduation.
- Opportunity to participate in student led organizations that support classroom learning.
- Potential to earn college credit in high school through articulation agreements and College in the High School.
- Industry based learning opportunities that can lead to certifications.
- Available through CASHS or CMS.



Chambersburg Area Career Magnet School

School Profile 2023-2024

2459 Loop Rd., Chambersburg, PA 17202
Office Phone: (717) 261 – 5656



ADMINISTRATION

Kurt Widman
Acting Superintendent of Schools

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COUNSELORS

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Kelton Chastulik, PCAC College Advisor
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GRADING SCALE

A = 100 – 90	P = Passing
B = 89 – 80	S = Satisfactory
C = 79 – 70	U = Unsatisfactory
D = 69 – 60	I = Incomplete (failed)
F = 59 – 50	

CLASS RANK

Cumulative class rank is computed for each student at the end of 9th, 10th, 11th, and at the end of the 3rd marking period for 12th grade. AP, Honors, and college courses are weighted higher for rank and GPA purposes.

APPLE DISTINGUISHED SCHOOL

CMS is an Apple Distinguished School, awarded for our focus on leadership and educational excellence while demonstrating a technical expertise in learning with technology.

MISSION

The Career Magnet School (CMS) will provide a non-traditional education experience to prepare students Science, Technology, Engineering, and Math careers utilizing 21st century learning methods

SCHOOL AND COMMUNITY

CMS is a magnet, comprehensive high school that serves students from grades 9 -12. The student population totals at approximately 700 students and is in its 12th school year of operation.

The Chambersburg Area School District (CASD) serves Chambersburg borough, Green, Guilford, Hamilton, Letterkenny, and Lurgan townships in south central Pennsylvania. The total CASD K-12 student population is approximately 9000 children.

Chambersburg is the seat of Franklin County, Pennsylvania and is often noted for its historical significance during the Civil War. The main industries in the Chambersburg community are manufacturing and agriculture.

ACADEMICS

Students are required to earn minimally 23 course credits to graduate. Below are our course requirements.

4 Credits	English
4 Credits*	Math (* 3 Credits if attending FCCTC)
3.5 Credits	Social Studies
3 Credits	Science
1 Credit	Physical Education
0.5 Credit	Health
0.5 Credit	Communication Seminar
6.5 Credits	Elective Classes

Students may take Advanced Placement, Honors or General courses to meet these requirements. Below is list of our weighting system, as well as our AP and Honors courses.

Level I (AP: Weighted 1.4)	Level II (Honors: Weighted 1.2)
College English (HACC)	Honors English 9, 10, 11
AP Calculus AB	Honors Geometry
AP US History	Honors Chemistry
AP World History	Honors Biology
AP Human Geography	Honors Physics
AP US Gov and Politics	Honors German I & II
AP Physics I & II	Honors Spanish I & II
AP Biology	Honors Algebra II
AP Computer Science	

TEST SCORES

SAT Averages	
2019 – 2020	2020 – 2021
91 Students	61 Students
Mean: 1021	Mean: 1060
ERW: 522	ERW: 526
Math: 499	Math: 534

POST-SECONDARY PATHWAYS

Out of 128 Class of 2020 seniors surveyed...
 55% went to 2- or 4-year colleges/universities
 34% entered the workforce
 12% were unsure/gap-year
 1.5% entered the military

Out of 114 Class of 2019 seniors surveyed...
 63% went to 2- or 4-year colleges/universities
 31% entered the workforce
 6% entered the military

COLLEGE & UNIVERSITY ACCEPTANCES

In the past three years, Career Magnet School graduates have been accepted at the following colleges and universities: Bloomsburg University of PA, California University of PA, Dickinson College, Edinboro University, Franklin & Marshall College, Gettysburg College, Gordon College, George Washington University, Hagerstown Community College, Harrisburg Area Community College, Hood College, Indiana University of PA, Juniata College, Kutztown University, Lancaster Bible College, Messiah College, Millersville University, Neuman University, Penn State Mont Alto, Pennsylvania College of Technology, Shepherd University, Shippensburg University, Thaddeus Stevens College of Technology, University of Pittsburgh, Utica College, Virginia Commonwealth University, Virginia Tech, Wilson College

FCCTC AND MENTOR PERIODS

CMS partners with the Franklin County Career and Technology Center to provide students career specific oriented education and training directly related to the career field of their interest. Program offerings at the FCCTC are ones that meet requirements of identified high priority occupations existing in south-central Pennsylvania.

- Construction
- Health Services
- STEM and Manufacturing
- Transportation
- Sales/Service

Students in these programs earn industry certification and required credentials in their preferred fields.

Mentor Period: At CMS, mentor period allows students to connect with teachers to learn about topics such as digital citizenship, college/career planning, goal-setting and extracurricular activities.

DUAL ENROLLMENT

CMS partners with four local universities Harrisburg Area Community College (HACC), Penn State Mont Alto, Shippensburg University, and Wilson College to offer dual enrollment opportunities.

In 2020, 39 students took dual enrollment courses

HACC	Shippensburg Univ.	PSU Mont Alto
13 Students	19 Students	7 Students
9 Final Grades of B or higher	23 Final Grades of B or higher	14 Final Grades of B or higher

SNAPSHOT OF CMS AND THE CLASS OF 2023

Class Size: 206
 Male: 57%, Female: 43%
 English Language Learners: 22 Students
 Unweighted GPA Percentage:
 4.0-3.75: 23%
 3.74-3.5: 18%
 3.49-3.0: 18%
 2.99-2.0: 29%
 1.99-0: 12%

CHAMBERSBURG AREA CAREER MAGNET SCHOOL COURSE GUIDE 2023-2024

EDUCATIONAL PATHWAYS AT CHAMBERSBURG AREA CAREER MAGNET SCHOOL

The Educational Pathways program is both a process and a structure providing comprehensive information and guidance so students can make informed decisions in career planning and educational course selections.

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

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

It is a win-win situation for all stakeholders: students, parents, funding sources, community, and faculty. Because parents and students are active participants in the process, constant communication is vital. Students may engage in work-based learning activities such as job shadowing, co-op, and work experiences.

COURSE SELECTION

You may take any course appropriate to your ability and interest. We suggest that you carefully follow the recommended prerequisites and program of studies for your educational pathway. Any student who would like to take any course, but does not meet the recommended prerequisites, must have parents sign a waiver form requesting enrollment in that course.

COURSE CHANGES

Changes to a selected course may be made through the student's counselor until one week prior to the first day of school. ***Before the first day of school, changes will be made only for the following scheduling issues: (1) scheduling error; (2) scheduling conflicts (3) academic misplacement. No other changes will be considered unless they are of an extreme circumstance. Final scheduling decisions are subject to the discretion of the counseling and administrative team.***

Following the first 10 days of the course, a student may not drop a course without administrative approval. Dropping a course after this time will result in an "Incomplete" grade on the student's transcript.

COURSE LOAD

It is recommended that all CMS students carry a minimum of 6 - 7 credits per year (3 - 4 per semester). In addition, any student that would like to participate in PIAA sports must carry 4 credits during the sports season.

For more information on PIAA rules and regulations go to www.piaa.org

Act 158 Pennsylvania Graduation Pathways

Overview: Students have the opportunity to follow one of five different pathways to meet the graduation requirements set forth by the state of Pennsylvania. The five options are outlined below.

Keystone Proficiency Pathway

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

Keystone Composite Score Pathway

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

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

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

Alternative Assessment Pathway

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

Evidence-Based Pathway

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

CTE Pathway

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

Career Readiness Opportunities

Tier One Opportunities

- *Include job exposure that provide an idea of the career*
- *No credit is awarded, but the experience will be documented for Career readiness artifacts*

Job Shadowing

Description: Observing an employer at a career that the student may like to have in the future

Requirements:

- At least 3 hours per experience
- Minimum of 3 separate experiences

Includes: Preparing for experience with the K-12 Career Readiness Coordinator, note taking during the shadowing experience and written reflection after each experience.

Tier Two Opportunities

- *Include experiences that provide service to the community, and/or exposure to a broad overview of a career*
- *Credit is awarded*

Service Learning

Description: gaining skills and knowledge to prepare for future career while performing a service for the community.

Requirements:

- Supervised by an agency representative and educator
- Minimum of a 6 weeks experience and/or 60 hours total

Includes: Enrollment in the Service Learning course including graded assignments and reflections

Internship

Description: Participating in or observing work that could relate to student's future career.

Requirements:

- Supervised by an agency representative and educator
- Minimum of a 6 weeks experience and/or 60 hours total

Includes: Enrollment in the corresponding partnership course including graded assignments and reflections

Work Study

Description: See principal for details as this is by their recommendation **ONLY**

Requirements:

- See your counselor for more information

Tier Three Opportunities

- *Include on-the-job training or experiences for a future career*
- *Credit is awarded*

CO-OP

Description: Planned partnership between a business and school to provide work-based learning opportunities

Requirements:

- On site visits
- Written training agreement/training plan
- Relationship between district and business

Includes: Enrollment in the Co-Op course including graded assignments, assessments, and presentations

Pre-Apprenticeship

Description: Career preparation for a skilled craft or trade

Requirements:

- Business must apply through the Pennsylvania Department of Labor and Industry

Includes: Business involvement, on-the-job training, related instruction, rewards (such as pay) for skill gains, and a nationally recognized credential

ACT 339 REQUIREMENTS

- At the end of 11th grade, students must show that they have interacted with Career Readiness discussions, activities, and projects by showing evidence of eight artifacts, with at least one from each band of the [Career Education and Work Standards](#).
- CASD utilizes the Xello platform to promote Career Readiness lessons throughout students' educational journeys.
- At the high school level, students participate in the following lessons:
 - **Grade 9:** Defining Success, Program Prospects, Getting Experience, Job Interviews
 - **Grade 10:** Career Demand, Careers and Lifestyle Costs
 - **Grade 11:** Career Backup Plans, Entrepreneurial Skills

GRADUATION REQUIREMENTS

A total of 23.0 credits in grades 9 – 12 are required for graduation. Of the 23.0 credits 16.5 of them must be in major subject areas exclusive of: Band and Elective Physical Education. Additional requirements are Communication Seminar (0.5), Wellness & Fitness (1.5), and proficiency on the Keystone Assessments (Algebra 1, Biology, and Literature).

Core Courses:

4.00	English Credits
4.00	Math Credits
3.00	Science Credits
3.50	Social Studies Credits
1.00	Wellness & Fitness Credits
0.50	Health Credits
0.50	Communication Seminar
6.50	Elective Credits

CMS ACADEMIES

- Business Academy
- Computer Science Academy
- Engineering Academy
- Humanities Academy
- Math Academy
- Medical Academy
- Science Academy

ADVANCED PLACEMENT & EARLY TO COLLEGE

It is imperative that we continue to provide multiple opportunities for students to gain college credentials while in high school, as post-secondary education costs continue to rise.

Chambersburg Career Magnet School currently has 2 ways for students to gain college credits while still in High School:

EARLY TO COLLEGE

1. Students can participate in the Early to College Program (part time early studies for 11th and 12th grade students; full time early studies for 12th grade students). Students/parents are responsible for all college costs however many local colleges and universities offer reduced rates for Early to College students. Interested students should discuss with their counselor, contact their principal for approval and contact the college/university they wish to attend to complete an Early to College Application.
2. The Early to College Program offers full-time studies to seniors and part-time studies to juniors and seniors. Students who want to experience college classes may apply to participating local colleges of their choice for admission. Students must meet the full-time or part-time requirements for early studies at the college/university they have selected. The student and/or guardian are responsible for tuition, fees, books, transportation, and all other costs.
3. Students shall be eligible for class rank and coinciding recognition and shall be eligible to participate in extra-curricular & co-curricular activities. The early studies student may also participate in the high school Baccalaureate and Commencement programs. Course(s) taken at approved college or university programs will appear on the student's transcripts, will receive high school credit, and will be weighted at the 1.4 level.
4. Students shall be eligible for class rank and coinciding recognition and shall be eligible to participate in extra-curricular & co-curricular activities. The early studies student may also participate in the high school Baccalaureate and Commencement programs. Course(s) taken at approved college or university programs will appear on the student's transcripts, will receive high school credit, and will be weighted at the 1.4 level.

ADVANCED PLACEMENT

1. Students may receive college credit for scoring 3 or higher on Advanced Placement (AP) tests depending upon the college/universities AP policy. The cost to take the AP test is approximately \$98.00.
2. Students taking AP courses are encouraged to participate in the AP exam for that course in May. The cost of the exam is approximately \$98.00, and payment will be due to the AP coordinator. The AP exam will be ordered upon receipt of payment. Chambersburg Area School District will aid with payment for students qualifying for free and reduced lunch

WELLSPAN/SUMMIT HEALTHCARE CAREERS INSTITUTE

WellSpan/Chambersburg Hospital has designed a state-award winning program, Healthcare Career Institute Program, HCI, to give juniors and seniors an opportunity to explore various health care careers. Selected students will engage in critical thinking, observation, inquiry, assessment, and reflection on possible career choices through education presentations, mentor relationships with multiple health care professionals and volunteer service experiences in a variety of health care settings. The Healthcare Career Institute Program, HCI is offered for one semester per year either during the summer or fall semester. The experience is free of charge and the student earns .50 credit for the summer or 1.0 credit for the fall. An application and interview are required. Students must first meet certain criteria to apply and there is a selection process. Additional information is available in the Business & Technology section under “Cooperative Education – Healthcare Careers Institute.”

CAPSTONE COOPERATIVE EDUCATION WORK EXPERIENCE

All students earn school credit and are paid for work related to their studies.

To qualify for the **Capstone Cooperative Education Work Experience** paid work experience program, students **must** have a recommendation from their guidance counselor, the Co-Op Coordinators, and their principal. They must carry two full-year courses (two credits) in their chosen major in both their junior and senior year. Employment **must** be directly related to their major, i.e., Business Major—job as an office assistant, in marketing, sales, banking, general office work, etc.

The Co-Op Coordinators will complete scheduled and unannounced supervisory on-site visits regularly. Employer evaluations are to be completed each marking period by the student’s employer.

The student must initiate the process of entering the Cooperative Education Program by completing a Resume, the Co-Op Program Student Recommendation, and the *Application for Cooperative Education*. See your school counselor for more information. **All deadlines must be followed.**

DIVERSIFIED OCCUPATIONS COOPERATIVE EDUCATION WORK EXPERIENCE

Students earn school credit for participating in paid and unpaid learning experiences that relate to the field of study or their career objective they plan to pursue after graduation.

To qualify for the **Diversified Occupations Cooperative Education Work Experience** paid and unpaid work experience program, students must have a recommendation from their guidance counselor, the Co-Op Coordinators, and their principal. Students are highly encouraged to take additional coursework related to their chosen career objective. Student Work Experience **must** be related to the career that the student wishes to pursue after graduation, i.e., speech therapy, religious ministry, drafting/engineering, etc.

The Co-Op Coordinator/s will complete scheduled and unannounced supervisory on-site visits regularly. Employer evaluations are to be completed each marking period by the student’s employer.

The student must initiate the process of entering the Cooperative Education Program by completing a Resume, the Co-Op Program Student Recommendation, and the Application for Cooperative Education. Both forms are included in this Scheduling Packet. **All deadlines must be followed.**

ELEMENTARY OR SECONDARY EDUCATION—INTERNSHIP

This is an unpaid work experience for students wishing to enter the field of elementary or secondary education after graduation. Students will be placed in classroom assignments. Students earn school credits for this assignment.

To qualify for the **Education – Internship** unpaid work experience program, students must have a recommendation from their guidance counselor, the Co-Op Coordinators, and their principal.

The Co-Op Coordinators will complete scheduled and unannounced supervisory on-site visits regularly. Employer Evaluations are to be completed each marking period by the cooperating teacher. The cooperating teacher will also complete attendance records once a week.

If your Career Objective is Elementary or Secondary Co-Op, the Education Co-Op Choices or Preferences form must also be completed along with a Resume, the Co-Op Program Student Recommendation, and the Application for Cooperative Education. **All deadlines must be followed.**

CHILD DEVELOPMENT—INTERNSHIP

Students in the high school child development program can earn high school credits through this unique unpaid learning experience. All assignments are in a nursery school environment. Upon completion of the classes and work experience, students can earn a Level I childcare certificate. CASHS child development program is recognized by the state to award this certificate.

FRANKLIN COUNTY CAREER AND TECHNOLOGY CENTER (CareerTech)

Students at **CASD** may enroll in courses at CareerTech by applying online at franklinctc.com by January of their 9th grade year. Each year, students spend one semester at CareerTech studying their chosen program and one semester at **CMS** taking academic subjects to fulfill graduation requirements. Students will receive technical training, employability skills, and academic proficiency. This will build a firm foundation for a career or pursuing post-secondary education. The following programs are available for students entering grades 10, 11, and 12:

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

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

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

1. Dual Enrollment/College in the High School Programs – This program allows qualified students to earn credits from the college and the high school at the same time. These college level classes are offered during the school day and are taught by the Career Tech program instructors. College credits count towards a degree program at the college earned or transferred to other colleges. The following programs offer 1 – 18 credits:
2. Statewide Articulation Agreements SOAR - Students Occupationally and Academically Ready. SOAR articulates skills and tasks gained at the high school level to course credit earned in a post-secondary college degree, diploma, or certificate program. Qualifying students receive FREE credit from the college upon admission. Most Career Tech programs offer this program with 44 Pennsylvania, New York, and Maryland colleges.
3. Direct Articulation Agreements – Career Tech has 15 programs with agreements with the following: Academy for Media Productions, California University of PA, Culinary Institute of America, Hagerstown Community College, Harcum College, Pittsburgh Technical College, and University of Northwestern Ohio. Students articulate skills and tasks gained at Career Tech to course credit earned in a postsecondary college degree, diploma, or certificate program. Qualifying students receive FREE credit from the college upon admission.

4. NOCTI College Credit Recommendation – By meeting the 70% benchmark on the NOCTI assessment, senior students will receive a college credit recommendation report for FREE college credit waiver consideration. Most Career Tech programs are involved with 34 colleges participating in PA and over 1500 nationwide.

Learn More - To view the Career Tech course catalog, watch program videos, learn about certifications, and find out more about college credit opportunities, visit www.franklinctc.com.

NCAA ELIGIBILITY RULES

What is the NCAA Eligibility Center? Why is it Important?

The NCAA Eligibility Center took over operations for the NCAA Initial-Eligibility Clearinghouse in November 2007. The Eligibility Center certifies the academic and amateur credentials of all students who want to play sports at an NCAA Division I or II institution as freshmen. In order to practice, play and receive an athletics scholarship, students need to meet certain academic benchmarks. An additional certification process exists to make sure the student is still an amateur, which is necessary in order for the student to compete.

Academic Credentials + Amateurism Status = College Eligible

What are the Academic Initial-Eligibility Requirements?

The following requirements must be met in order for a student to be able to practice, play and receive a scholarship at an NCAA Division I or II college or university.

Division I:

1. Graduate from high school.
2. Complete a minimum of 16 core courses.
3. Present the required grade-point average (GPA) (see the sliding scale in the Guide for the College-Bound Student-Athlete for Division I).
4. Present a qualifying test score on either the ACT or SAT (see the sliding scale in the Guide for the College-Bound Student-Athlete); and
5. Complete the amateurism questionnaire and request final amateurism certification. Division I Core-Course Breakdown (Courses Must Appear on your List of Approved Core Courses)
 - 4 years of English
 - 3 years of math (Algebra I or higher)
 - 2 years of natural or physical science (including one year of lab science if offered by your high school)
 - 1 extra year of English, math, or natural or physical science
 - 2 years of social science
 - 4 years of extra core courses from any category above, or foreign language, nondoctrinal/comparative religion/philosophy

Division II

1. Graduate from high school.
2. Complete a minimum of 16 core courses.
3. Present a minimum 2.2 core-course grade-point average (GPA).
4. Earn an SAT combined score or ACT sum score that matches core course GPA in Division II Competition sliding scale.
5. Complete the amateurism questionnaire and request final amateurism certification.

Division II Core-Course Breakdown: (Courses Must Appear on your List of Approved Core Courses)

- 3 years of English
- 2 years of math (Algebra 1 or higher)
- 2 years of natural or physical science (including one year of lab science if offered by your high school); • 3 additional years of English, math, or natural or physical science
- 2 years of social science
- 4 years of extra core courses from any category above, or foreign language, non-doctrinal/comparative religion/philosophy

****For additional information:** ncaa.org/playcollegesports or www.eligibilitycenter.org

DIVISION I ACADEMIC REQUIREMENTS

College-bound student-athletes enrolling at an NCAA Division I school need to meet the following academic requirements to practice, compete and receive an athletics scholarship in their first year of full-time enrollment.

Core-Course Requirement

Complete 16 core courses in the following areas:



FULL QUALIFIER

- Complete 16 core courses.
 - Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
 - Seven of the 10 core courses must be in English, math or natural/physical science.
- Earn a core-course GPA of at least 2.300.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

ACADEMIC REDSHIRT

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

Full Qualifier

College-bound student-athletes may practice, compete and receive an athletics scholarship during their first year of full-time enrollment at an NCAA Division I school.

Academic Redshirt

College-bound student-athletes may receive an athletics scholarship during their first year of full-time enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

Nonqualifier

College-bound student-athletes will not be able to practice, compete or receive an athletics scholarship during their first year of full-time enrollment at an NCAA Division I school.

International Students

Please review the [international initial-eligibility flyer](#) for information and academic requirements specific to international student-athletes.

Click [here](#) for Division II academic requirements.



Test Scores

If a student plans to attend an NCAA Division I college or university in the 2019-20 or 2020-21 academic years, use the following charts to understand the core-course GPA he or she will need to meet NCAA Division I requirements.

A combined SAT score is calculated by adding critical reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. A student may take the SAT or ACT an unlimited number of times before he or she enrolls full time in college. If a student takes either test more than once, the best subscores from each test are used for the academic certification process.

When a student registers for the SAT or ACT, he or she can use the NCAA Eligibility Center code of **9999** to send their scores directly to the NCAA Eligibility Center from the testing agency. Test scores on transcripts **CANNOT** be used in an academic certification.

DIVISION I FULL QUALIFIER SLIDING SCALE			DIVISION I FULL QUALIFIER SLIDING SCALE		
Core GPA	SAT*	ACT Sum*	Core GPA	SAT*	ACT Sum*
3.550	400	37	2.750	810	59
3.525	410	38	2.725	820	60
3.500	430	39	2.700	830	61
3.475	440	40	2.675	840	61
3.450	460	41	2.650	850	62
3.425	470	41	2.625	860	63
3.400	490	42	2.600	860	64
3.375	500	42	2.575	870	65
3.350	520	43	2.550	880	66
3.325	530	44	2.525	890	67
3.300	550	44	2.500	900	68
3.275	560	45	2.475	910	69
3.250	580	46	2.450	920	70
3.225	590	46	2.425	930	70
3.200	600	47	2.400	940	71
3.175	620	47	2.375	950	72
3.150	630	48	2.350	960	73
3.125	650	49	2.325	970	74
3.100	660	49	2.300	980	75
3.075	680	50	2.299	990	76
3.050	690	50	2.275	990	76
3.025	710	51	2.250	1000	77
3.000	720	52	2.225	1010	78
2.975	730	52	2.200	1020	79
2.950	740	53	2.175	1030	80
2.925	750	53	2.150	1040	81
2.900	750	54	2.125	1050	82
2.875	760	55	2.100	1060	83
2.850	770	56	2.075	1070	84
2.825	780	56	2.050	1080	85
2.800	790	57	2.025	1090	86
2.775	800	58	2.000	1100	86

ACADEMIC REDSHIRT

*Final concordance research between the new SAT and ACT is ongoing.

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DIVISION II ACADEMIC REQUIREMENTS

College-bound student-athletes enrolling at an NCAA Division II school need to meet the following academic requirements to practice, compete and receive an athletics scholarship in their first year of full-time enrollment.

Core-Course Requirement

Complete 16 core courses in the following areas:

ENGLISH	MATH (Algebra I or higher)	NATURAL/ PHYSICAL SCIENCE (Including one year of lab, if offered)	ADDITIONAL (English, math or natural/physical science)	SOCIAL SCIENCE	ADDITIONAL COURSES (Any area listed to the left, foreign language or comparative religion/philosophy)
3 years	2 years	2 years	3 year	2 years	4 years

FULL QUALIFIER

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.200.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division II full qualifier sliding scale (see back page).
- Graduate high school.

PARTIAL QUALIFIER

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division II partial qualifier sliding scale (see back page).
- Graduate high school.

Full Qualifier

College-bound student-athletes may practice, compete and receive an athletics scholarship during their first year of full-time enrollment at an NCAA Division II school.

Partial Qualifier

College-bound student-athletes may receive an athletics scholarship during their first year of enrollment and may practice during their first year of full-time enrollment at a Division II school, but may NOT compete.

Nonqualifier

College-bound student-athletes will not be able to practice, compete or receive an athletics scholarship during their first year of full-time enrollment at an NCAA Division II school.

International Students

Please review the [international initial-eligibility flyer](#) for information and academic requirements specific to international student-athletes.

Click [here](#) for Division I academic requirements.



DIVISION II FULL QUALIFIER SLIDING SCALE		
Core GPA	SAT*	ACT Sum*
3.300 & above	400	37
3.275	410	38
3.250	430	39
3.225	440	40
3.200	460	41
3.175	470	41
3.150	490	42
3.125	500	42
3.100	520	43
3.075	530	44
3.050	550	44
3.025	560	45
3.000	580	46
2.975	590	46
2.950	600	47
2.925	620	47
2.900	630	48
2.875	650	49
2.850	660	49
2.825	680	50
2.800	690	50
2.775	710	51
2.750	720	52
2.725	730	52
2.700	740	53
2.675	750	53
2.650	750	54
2.625	760	55
2.600	770	56
2.575	780	56
2.550	790	57
2.525	800	58
2.500	810	59
2.475	820	60
2.450	830	61
2.425	840	61
2.400	850	62
2.375	860	63
2.350	860	64
2.325	870	65
2.300	880	66
2.275	890	67
2.250	900	68
2.225	910	69
2.200	920	70 & above

DIVISION II PARTIAL QUALIFIER SLIDING SCALE		
Core GPA	SAT*	ACT Sum*
3.050 & above	400	37
3.025	410	38
3.000	430	39
2.975	440	40
2.950	460	41
2.925	470	41
2.900	490	42
2.875	500	42
2.850	520	43
2.825	530	44
2.800	550	44
2.775	560	45
2.750	580	46
2.725	590	46
2.700	600	47
2.675	620	47
2.650	630	48
2.625	650	49
2.600	660	49
2.575	680	50
2.550	690	50
2.525	710	51
2.500	720	52
2.475	730	52
2.450	740	53
2.425	750	53
2.400	750	54
2.375	760	55
2.350	770	56
2.325	780	56
2.300	790	57
2.275	800	58
2.250	810	59
2.225	820	60
2.200	830	61
2.175	840	61
2.150	850	62
2.125	860	63
2.100	860	64
2.075	870	65
2.050	880	66
2.025	890	67
2.000	900	68 & above

Test Scores

If a student plans to attend an NCAA Division II college or university in the 2019-20 or 2020-21 academic years, use the following charts to understand the core-course GPA he or she will need to meet NCAA Division II requirements.

A combined SAT score is calculated by adding critical reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. A student may take the SAT or ACT an unlimited number of times before he or she enrolls full time in college. If a student takes either test more than once, the best subscores from each test are used for the academic certification process.

*Final concordance research between the new SAT and ACT is ongoing.

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ONE OPPORTUNITY. LIMITLESS POSSIBILITIES.

If you want to play sports at an NCAA Division I or II school, start by registering for a Certification Account with the NCAA Eligibility Center at eligibilitycenter.org. If you want to play Division III sports or you aren't sure where you want to compete, start by creating a Profile Page at eligibilitycenter.org.

ACADEMIC REQUIREMENTS

To play sports at a Division I or II school, you must graduate from high school, complete 16 NCAA-approved core courses, earn a minimum GPA and earn an ACT or SAT score that matches your core-course GPA.

CORE COURSES

Only courses that appear on your high school's list of NCAA core courses will count toward the 16 core-course requirement; visit eligibilitycenter.org/courselist for a full list of your high school's approved core courses. Complete 16 core courses in the following areas:

DIVISION I

Complete 10 NCAA core courses, including seven in English, math or natural/physical science, before your seventh semester.

ENGLISH	MATH (Algebra I or higher)	NATURAL/ PHYSICAL SCIENCE (Including one year of lab, if offered)	ADDITIONAL (English, math or natural/physical science)	SOCIAL SCIENCE	ADDITIONAL COURSES (Any area listed to the left, foreign language or comparative religion/philosophy)
4 years	3 years	2 years	1 year	2 years	4 years

DIVISION II

ENGLISH	MATH (Algebra I or higher)	NATURAL/ PHYSICAL SCIENCE (Including one year of lab, if offered)	ADDITIONAL (English, math or natural/physical science)	SOCIAL SCIENCE	ADDITIONAL COURSES (Any area listed to the left, foreign language or comparative religion/philosophy)
3 years	2 years	2 years	3 years	2 years	4 years

GRADE-POINT AVERAGE

The NCAA Eligibility Center calculates your grade-point average based only on the grades you earn in NCAA-approved core courses.

- DI requires a minimum 2.3 GPA.
- DII requires a minimum 2.2 GPA.

SLIDING SCALE

Divisions I and II use sliding scales to match test scores and GPAs to determine eligibility. The sliding scale balances your test score with your GPA. If you have a low test score, you need a higher GPA to be eligible. Find more information about test scores at ncaa.org/test-scores.

TEST SCORES

You may take the SAT or ACT an unlimited number of times before you enroll full time in college. Every time you register for the SAT or ACT, use the NCAA Eligibility Center code 9999 to send your scores directly to us from the testing agency. We accept official scores only from the ACT or SAT, and won't use scores shown on your high school transcript. If you take either test more than once, the best subscore from different tests are used to give you the best possible score.



HIGH SCHOOL TIMELINE

9TH GRADE



- *Start planning now!* Take the right courses and earn the best grades possible.

- Find your high school's list of NCAA-approved core courses at eligibilitycenter.org/courselist.
- Sign up for a free Profile Page at eligibilitycenter.org for information on NCAA requirements.

10TH GRADE

REGISTER



- If you fall behind academically, ask your counselor for help finding approved courses you can take.

- Register for a Profile Page or Certification Account with the NCAA Eligibility Center at eligibilitycenter.org.
- Monitor your Eligibility Center account for next steps.
- At the end of the year, ask your counselor at each high school or program you attended to upload your official transcript to your NCAA Eligibility Center account.

11TH GRADE



- Check with your counselor to make sure you are on track to complete the required number of NCAA-approved courses and graduate on time with your class.

- Take the ACT or SAT and submit your scores to the NCAA Eligibility Center using code 9999.
- Ensure your sports participation information is correct in your Eligibility Center account.
- At the end of the year, ask your counselor at each high school or program you attended to upload your official transcript to your NCAA Eligibility Center account.

12TH GRADE



- Complete your final NCAA-approved core courses as you prepare for graduation.

- Take the ACT or SAT again, if necessary, and submit

- your scores to the NCAA Eligibility Center using code 9999.
- Request your final amateurism certification beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your NCAA Eligibility Center account at eligibilitycenter.org.
- After you graduate, ask your counselor to upload your final official transcript with proof of graduation to your NCAA Eligibility Center account.
- *Reminder:* Only students on an NCAA Division I or II school's institutional request list will receive a certification.

How to plan your high school courses to meet the 16 core-course requirement:

9TH GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional

4 CORE COURSES

10TH GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional

4 CORE COURSES

11TH GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional

4 CORE COURSES

12TH GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional

4 CORE COURSES

For more information: ncaa.org/playcollegesports | eligibilitycenter.org

Search Frequently Asked Questions: ncaa.org/studentfaq

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CMS COURSE OFFERINGS

BUSINESS EDUCATION

ACCOUNTING I: 1 credit

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

ACCOUNTING II: 1 Credit

PREREQUISITE: Accounting I

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

BUSINESS LAW: 0.5 Credit

RECOMMENDATION: Recommended for 11th and 12th Grade

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

PERSONAL FINANCIAL MANAGEMENT: 0.5 Credit

RECOMMENDATION: 10th, 11th, and 12th graders

Students will learn practical money skills. Students will design their own personal financial plan, select between various saving and investment options, find and use investment information, and recognize and victim-proof against investment fraud. Topics of study include budgeting, credit, investing (stocks, bonds, annuities, mutual funds, pensions), employment benefits, and labor laws. This course will teach students how financial markets work. Students will learn how to successfully manage their money now and in their future.

ENTREPRENEURSHIP: 0.5 Credit

RECOMMENDATION: Recommended for 10th, 11th and 12th Grade

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

EMPLOYABILITY SKILLS FOR THE 21ST CENTURY: 0.5 Credit

RECOMMENDATION: None

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

ENGLISH DEPARTMENT

ENGLISH 9: 1 Credit

RECOMMENDATION: Grade 9

This course covers the study, analysis, and comparison of Classic and Contemporary Literature from pre-colonization to World War I. Writing skills are emphasized with a focus on rigorous compositions including critical essays and multi-media projects. Students will gain the necessary strategies to prepare them for success on the Keystone Composition Exam. Overall, students will gain experience in reading, writing, speaking, listening, and critical thinking while studying a range of literary works representative of America's rich history.

HONORS ENGLISH 9: 1 Credit (1.2 Weight)

RECOMMENDATION: Grade 9; "A or B" in CP English 8 or teacher recommendation in English 8.

In addition to the expectations of American Literature and Composition I, students enrolled in the honors curriculum are expected to apply higher order thinking skills to supplemental selections of literary works. Along with rigorous composition, in-depth knowledge of grammar is also expected. Student independence and self-motivation are key components to success in this course.

ENGLISH 10: 1 Credit

RECOMMENDATION: Grade 10, it is recommended that you take this at the same time as World History.

This course covers the study, analysis, and comparison of literature from around the world representing the history of human civilization from ancient cultures through present day. Reading strategies are emphasized with a focus on nonfiction narratives, as well as fictional plays, poems, novels, and short stories. A variety of writing assignments will stem directly from the readings to seek improvement of students' creative, analytical, critical, and persuasive skills. In addition, students will compose a research essay to fulfill the graduation requirement, as well as review strategies for high stakes standardized tests such as the SAT and ACT, with an emphasis on vocabulary development.

HONORS ENGLISH 10: 1 Credit (1.2 Weight)

RECOMMENDATION: Grade 10, it is recommended that you take this at the same time as World History.

In addition to the expectations of World Literature and Composition, students enrolled in the honors curriculum are expected to read supplemental selections of literary works. Rigorous composition is also expected. Student independence and self-motivation are key components to success in this course.

ENGLISH 11: 1 Credit

RECOMMENDATION: Grade 11

This course covers the study, analysis, and comparison of Modern and Contemporary American Literature from World War I to present day. Reading strategies are emphasized with a focus on reading for meaning, interpreting plays, short stories, novels, and poems, as well as analyzing author's purpose. Students will gain the necessary skills to prepare them for success on the Keystone Literature Exam. Overall, students will gain experience in reading, writing, speaking, listening, and critical thinking while studying a range of literary works representative of America's modern diverse society.

HONORS ENGLISH 11: 1 Credit (1.2 Weight)

RECOMMENDATION: Grade 11; "A or B" in Honors American Literature and Composition I or teacher recommendation.

In addition to the expectations of American Literature and Composition II, students enrolled in the honors curriculum are expected to read supplemental selections of literary works. Rigorous composition is also expected. Student independence and self-motivation are key components to success in this course.

ENGLISH 12: 1 Credit

RECOMMENDATION: NONE

In this course, students will analyze the presentation of universal themes in literature and music. Students will read poems, short stories, novels, and plays that are representative of history and the human condition from ancient times to the present. In addition to works studied in class, students will self-select outside reading to help them develop an understanding of enduring human values. The students' progress toward their understanding will be chronicled in a portfolio that will contain personal reflections, critical essays, researched analyses, and original poems and stories. The course will challenge students to hone their reading, thinking, writing, speaking, and listening skills in order to develop, clearly communicate, and defend an original conclusion.

COLLEGE ENGLISH: 1 Credit (1.4 Weight HACC Credit) (1.2 Weight if not electing to apply for HACC credit)

PREREQUISITE: A student needs to have completed Junior Level English course for CASD. There will also be a project due in the first week of class that will need to be started over the summer. Lastly, to be enrolled in the HACC course for college credit, one must pass a placement test.

This course is designed to prepare a student for college-level scholarly writing. HACC describes it as follows: ENGL101 -- English Composition I The development of fluency in writing clear, forceful, effective prose. Learning Outcomes: upon completion of the course, a student will be able to:

- Organize compositions using the writing process as a systematic and on-going strategy
- Organize essays effectively by using focused paragraphing to support ideas appropriately with specific and credible evidence
- Locate, read, and evaluate college-level resources and present citations in an academically accepted format and documentation style
- Demonstrate critical reading and critical thinking skills by integrating the ideas of others through the analysis and synthesis of information
- Adapt writing to various audiences by refining sentences for clarity, variety, and appropriate diction
- Employ grammatical conventions suitable to audience and purpose

AP ENGLISH – LITERATURE & COMPOSITION: 1 Credit (1.4 Weight)

RECOMMENDATION: Grade 11.

Advanced Placement English is offered to seniors with exceptional competence in reading comprehension, grammar, and composition skills. Students who do well in the course often opt to take the AP English Literature and composition Exam offered by the College Board in May. The course work

is intense and designed for students who can work independently and are highly motivated. Extensive reading assignments, frequent writing assignments emphasizing critical analysis, lecture, small-group activities, and seminar discussion provide the basis for exploring drama, selected novels and short stories, poetry, and nonfiction. Several independent projects are required. Works by American, and world authors are studied for structure, stylistic devices, and significant themes.

Note: This course may not be offered every calendar year, please talk to your counselor for more information.

COMMUNICATION SEMINAR: 0.5 Credit

RECOMMENDATION: none

This class is designed to address 21st century learning. In this semester-long course, students will learn the skills and disposition necessary to navigate and contribute to today's information-rich society. Students will learn to access and research high-quality information from diverse perspectives and to make sense of it to draw their own conclusions or create new knowledge. Students will share their new knowledge through oral presentations, multi-media presentations, and written formats.

ENGLISH AS A SECOND LANGUAGE

Advanced Read and Writing 1-3: 1 Credit

RECOMMENDATION: designed for students whose first language is not English and who has been in the U.S. for 2 or more years.

Designed for those students whose home language is not English and whose English language skills are beginning to develop. This course will use current events to focus on the four domains of reading, writing, speaking, and listening. Students will also work on their grammatical usage, vocabulary acquisition, paragraph development, and short oral presentations. This class does not fulfill an English credit/ requirement; students will also need to be enrolled in an English class. It is considered an elective course.

Advanced Reading and Writing 4-5: 1 Credit

RECOMMENDATION: designed for students whose first language is not English and who has been in the U.S. for 2 or more years.

Designed for those students whose home language is not English and whose English language skills are more developed. This course will use current events to focus on the four domains of reading, writing, speaking, and listening. Students will also work on their grammatical usage, vocabulary acquisition, paragraph development, and short oral presentations. It will be more in depth than the Advanced Reading and Writing A course. This class does not fulfill an English credit/ requirement; students will also need to be enrolled in an English class. It is considered an elective course.

COMPUTER SCIENCE

APP DEVELOPMENT I: 0.5 Credit

RECOMMENDATION: Grades 9, 10, 11 and 12

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

APP DEVELOPMENTS II: 1 Credit

PREREQUISITE: APP Dev I

The course will broaden the coding concepts and allow students to develop an APP for a business or other organization. Using the Apple Corporation developer tools and investigating the APP Store and how it works for developers to post their work.

APP DEVELOPMENT III: 1 Credit

PREREQUISITE:: APP Dev I & APP Dev II

The course will finalize the steps to publish an APP to the store. Local business and organizations will be used to develop APPs and to foster partnerships among the school and community.

2D GAME DESIGN: 0.5 Credit

RECOMMENDATION: App Dev 1

The course will introduce coding in gaming. Students will work with two-dimensional game designs and begin to develop the coding necessary to continue working on game design.

AUGMENTED REALITY GAME DESIGN: 0.5 Credit

RECOMMENDATION: APP Dev I or 2D Game Design

The course will enhance the student's ability to design games via coding. Augmented reality is a different method to looking at things through pictures but making them work in a virtual reality.

AP COMPUTER SCIENCE: 1 Credit (1.4 Weight)

PREREQUISITE: Successful completion of Algebra I AP Computer Science A is equivalent to a first-semester, college-level course in computer science. A goal of the course is to provide an opportunity to successfully complete the AP exam, and possibly receive advanced placement and/or credit in college. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object oriented and imperative problem solving and design using Java language. The course is project intensive throughout the curriculum.

MATHEMATICS DEPARTMENT

It is strongly recommended that students not take more than one math class per semester.

ALGEBRA I: 2 Credits

PREREQUISITE: Completion of Pre-Algebra

This course will provide students the opportunity to develop an in-depth understanding of Algebra I as well as prepare students to be proficient on the Keystone Algebra I exam (graduation requirement). Algebra I students will be required to apply these concepts to real world situations. Topics include: expressions and exponents, linear equations & inequalities, systems of equations & inequalities, polynomials, data analysis, and probability.

GEOMETRY: 1 Credit

PREREQUISITE: Successful completion of Algebra I

SUGGESTION: It is recommended that this course is taken before Algebra II.

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

HONORS GEOMETRY: 1 Credit (1.2 Weight)

PREREQUISITE: Grade of "A" or "B" in prior math course and Proficient or Advanced on Keystone Algebra I exam

SUGGESTION: It is recommended that this course is taken before Algebra II or Honors Algebra II. Geometry provides students with experiences that deepen the understanding of two- and three-dimensional objects, their properties, and develops logical reasoning skills. Topics analyzed in this Proof-based course will include the following: basic foundations of Geometry; polygons, with a special focus on quadrilaterals, triangles, and right triangles; relationships to triangles and trigonometric functions, and logical reasoning through the use of inductive and deductive reasoning. Students will apply their understanding to real world and career situations. This course is intended for the higher-level student who plans to pursue college and STEM related fields. Topics in this class will be discussed at an accelerated pace, with higher academic student expectations, and a focus on students using their knowledge to prove geometric relationships as well as apply them to life situations.

ALGEBRA II: 1 Credit

PREREQUISITE: Successful completion of Algebra I

SUGGESTION: It is recommended that this course is taken after Geometry.

Algebra II builds on the foundation of Algebra I. Interdisciplinary connections show how math is related to other areas of study. Students will relate algebraic models to the real world, analyze nonlinear equations/inequalities, relate exponential and logarithmic functions, perform operations with radicals and complex numbers and study relations, functions, rational expressions, quadratic functions and equations, complex numbers, conic sections, sequences and series.

HONORS ALGEBRA II: 1 Credit (1.2 Weight)

PREREQUISITE: Grade of “A” or “B” in Algebra I and Proficient or Advanced on Keystone Algebra I exam.

SUGGESTION: It is recommended that this course is taken after Geometry or Honors Geometry. Algebra II builds on the foundation of Algebra I. Interdisciplinary connections show how math is related to other areas of study. Students will relate algebraic models to real world problems, analyze nonlinear equations/ inequalities, relate exponential and logarithmic functions, rational expressions, quadratic functions and equations, complex numbers, independent, dependent, and compounded probability, and sequences and series. This course is for higher level students who have established an in-depth understanding of Algebra I. The course will consist of minimal review of Algebra I skills. Topics in this course will be discussed at an accelerated pace with higher expectations of the students. Students will apply their understanding to real world situations as well as explore a more in-depth theoretical understanding. Students who intend to go to college and pursue a STEM related career should select this course.

MATHEMATICAL APPROACH TO PROBLEM SOLVING (MAPS): 1 Credit

PREREQUISITE: Successful completion of Algebra 1

This course emphasizes mathematical reasoning and problem-solving skills needed for students to become informed citizens and productive members of the workforce. Authentic, project-based learning activities embedded into real world situations and current events incorporate algebraic, geometric, and statistical concepts as well as academic standards for career and work readiness.

Note: this course is only offered in the Fall semester.

CONCEPTUAL STATISTICS: 1 Credit (1.2 Weight)

PREREQUISITE: Successful completion of Algebra I

Conceptual Statistics is devoted to students learning about four key areas of study: experimental design, descriptive statistics, probability, and inferential statistics. Students will learn the principles of experimental design, how to draw a valid sample, and how to create a survey. Students will learn about and practice processes involving descriptive statistics, that is, the gathering, summarizing, and visualization of one-variable and two-variable data. Students will also use the rules of probability to find the likelihood that certain events or combinations of events occur. Students will gain knowledge of different types of distributions, such as the binomial distribution and the normal distribution, and use these distributions to find probabilities in real-world scenarios. Students will use both formula and technology processes to find confidence intervals and run various hypothesis tests. They will also learn how to interpret the results of their findings.

Note: This course may not be offered every calendar year, please talk to your counselor for more information.

COLLEGE ALGEBRA: 1 Credit (1.2 Weight)

PREREQUISITE: Successful completion of Algebra I, Geometry, and Algebra II.

This course serves as a college level course that covers but is not limited to: fundamental algebraic operations, exponents and radicals, systems of equations, higher degree equations, logarithms, matrices, inequalities. Since this is a “college level” course, students will be expected to complete tasks beyond the classroom.

TRIGONOMETRY: 0.5 Credit

PREREQUISITE: Successful completion of Algebra I, Geometry, and Algebra II.

The primary objective is to help you fully understand the fundamental concepts of trigonometry and to show how trigonometry can be used to solve real life problems. This course covers trig functions, their basic properties and graphs, identities, inverse trigonometric functions, solving trig equations, and solutions of triangles.

Note: this course is only offered in the Fall semester. It is recommended that students who are interested in taking this course then take Pre-Calculus in the Spring semester if they are interested in taking AP Calculus AB.

PRE-CALCULUS: 1 Credit (1.2 Weight)

PREREQUISITE: Successful completion of Algebra I, Geometry, and Algebra II. Grade of “A” or “B” in prior math courses.

This course is intended to prepare the student for Calculus and covers advanced mathematical concepts. Topics in the curriculum include: systems of equations and inequalities, rational functions, continuity of functions, polynomial functions, trigonometry, polar coordinates and complex numbers, exponential and logarithmic functions, vectors, parametric equations, conic sections and derivatives. A graphing calculator is required for this course.

AP PRE-CALCULUS: 1 Credit (1.4 Weight)

PREREQUISITE: Successful completion of Algebra I, Geometry, and Algebra II.

In AP Precalculus, students explore everyday situations and phenomena using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world. AP Precalculus prepares students for other college-level mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Each unit includes the following:

- Exploration, analysis, and application of new function types.
- Deep development of a key function concept applicable across function types such as transformations, compositions, and inverses.
- Examination of how variables change relative to each other for each of the function types.
- Use of each function type to model contexts and data sets.
- Rigorous application of the algebraic skills needed to engage with each function type.

Note: This course may not be offered every calendar year, please talk to your counselor for more information.

AP STATISTICS: 1 Credit (1.4 Weight)

PREREQUISITE: Successful completion of Algebra II.

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 will be exposed to four broad conceptual themes: observing patterns and departures from patterns, deciding what and how to measure, producing models using probability theory and simulation and confirming models. Taking an AP course does not automatically guarantee that a student will score high enough to receive AP credit on the college level. Check with individual colleges for their policy on AP exam scores.

Note: This course may not be offered every calendar year, please talk to your counselor for more information.

AP CALCULUS AB: 1 Credit (1.4 Weight)

PREREQUISITE: Successful completion of Precalculus. Grade of “A” or “B” in Precalculus.

The major concepts in differential and integral calculus will be illustrated and interrelated; the many types of problems evolving from these concepts will be presented and practiced. A goal of the course is to provide an opportunity to successfully complete the AP exam, and possibly receive advanced placement and/or credit in college. Taking an AP course does not automatically guarantee that a student will score high enough to receive AP credit on the college level. Check with individual colleges for their policy on AP exam scores.

Note: This course may not be offered every calendar year, please talk to your counselor for more information.

MUSIC DEPARTMENT

BAND A: 1 Credit

PREREQUISITE: Instrumental Ability and Audition Members of the band are selected by audition with the band director. Band rehearses each morning from 7:25 to 8:04. Participation in other instrumental ensembles requires being in band. Participation includes band camp, football games, parades, formal concerts, and exhibitions. Some extra rehearsals are required. Students in grades 9, 10, 11 and 12 are eligible. Career Tech and Career Magnet students may be scheduled in the band.

BAND B: 0.75 Credit

PREREQUISITE: Instrumental Ability and Audition Members of the band are selected by audition with the band director. Band rehearses each morning from 7:25 to 8:04. Participation in other instrumental ensembles requires being in band. This band course is designed solely for Fall athletes. Given the demands and rigor of athletic participation, the extra-curricular component of regular marching band is complicated and difficult to fulfill. Students electing this course may attend and participate in travel, games, and parades as their schedules permit, pending approval of the director. Participation includes 2nd, 3rd, and 4th marking periods along with respective parades, formal concerts, and exhibitions. Some extra rehearsals are required. Students in grades 9, 10, 11 and 12 are eligible. Career Tech and Career Magnet students may be scheduled in the band.

Band C: 0.5 Credit

PREREQUISITE: Audition into Guard of Auxiliary Units

Members of the band are selected by audition with the band director and guard advisors. Band rehearses each morning from 7:25 to 8:04. Participation in other instrumental ensembles requires being in band. This band course is designed solely for Guard and Auxiliary Units that participate in Fall and Spring Marching but not the indoor season. Career Tech and Career Magnet student may be scheduled in the band.

SYMPHONY: 1 Credit

PREREQUISITE:: Instrumental Ability and Audition Members of the orchestra are selected by audition with the orchestra director. Symphony Orchestra rehearses on Thursdays after school from 3:30 – 5:10 p.m. and string players attend a group lesson for one full period each week. Students in grades 9, 10, 11 and 12 are eligible. Career Tech and Career Magnet students may be scheduled for orchestra.

PHYSICAL EDUCATION

PIAA SPORTS: 0.5 Credit

PREREQUISITE: Application Required

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

HEALTH: 0.5 Credit

RECOMMENDATION: None

This is a comprehensive health course that covers a variety of health topics including components of health, nutrition, drug and alcohol use/abuse, preventive violence and abuse, reproductive health, diseases and disorders, and community environment and its effects on health. The course is aimed to promote healthy lifestyles and lifestyle choices by providing students with thorough information on each topic.

TEAM SPORTS, SKILLS, AND CONCEPTS: 0.5 Credit

RECOMMENDATION: None

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

CARDIO ENDURANCE: 0. 5 Credit

RECOMMENDATION: None

(currently on hold and not offered)

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

SCIENCE DEPARTMENT

HONORS BIOLOGY: 1 Credit (1.2 Weight)

PREREQUISITE: Satisfactory completion of Algebra I

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

HONORS PHYSICS: 1 Credit (1.2 Weight)

PREREQUISITE: Satisfactory completion of Algebra II; concurrent Geometry

The intent of this course is to prepare the accelerated math/science student for advanced science courses and provide a complete coverage of all topics normally a part of a college level introductory physics course. Abstract and critical thinking and problem-solving abilities along with effective organizational skills will be needed. Due to the pace of the course, the student must be mathematically strong and able to solve symbolic algebraic equations and “word” problems with ease. Major topics include: methods of physics, mechanics, behavior of matter, wave behavior, light & sound properties, forces, work & energy, electrical properties of matter, and momentum. The use of a calculator and/or computer will be required. Students must complete formal lab reports.

CHEMISTRY: 1 Credit

PREREQUISITE: Successful completion of Algebra 1 with a C or above

The Chemistry course is designed to give students an understanding of the basic principles of chemistry. It does so with emphasis upon the most enjoyable aspect of chemistry-the laboratory experience. Chemical principles and descriptive chemistry are carefully balanced and illustrated by demonstrations and laboratory activities.

HONORS CHEMISTRY: 1 Credit (1.2 Weight)

PREREQUISITE: Successful completion of Algebra 1; can be concurrent with Algebra II

The Honors Chemistry course is designed to give students an understanding of the principles of chemistry. It does so with emphasis upon the most enjoyable aspect of chemistry-the laboratory experience. Chemical principles and descriptive chemistry are carefully balanced and illustrated by demonstrations and laboratory activities. A meaningful and coherent course includes kinetic theory, bonding, acid-base chemistry, redox chemistry, chemical equations, atomic & electronic structure, thermochemistry, intermolecular forces, and the behavior of gases. Additional topics may be introduced at appropriate times.

ORGANIC CHEMISTRY: 0.5 Credit

PREREQUISITE: Juniors or Seniors that completed Honors Chemistry with a C or higher or Chemistry with a B or higher.

Organic Chemistry is designed to provide students with concepts and fundamentals taught in the first-year organic chemistry course at the college level. This course is designed for students intending to

pursue a career in medicine, chemistry or biology, engineering, pharmacology, or research. Topics may include: nomenclature, reaction mechanism, synthesis, chirality, functional groups, Lewis model, hybridization, structural formulas, bonding, nucleophiles and electrophiles.

ENVIRONMENTAL SCIENCE: 1 Credit

RECOMMENDATION: none

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

HONORS HUMAN ANATOMY AND PHYSIOLOGY: 1 Credit (1.2 Weight)

PREREQUISITE: Satisfactory completion of Biology. Completion of a chemistry course is strongly recommended, may be concurrent.

The Human Anatomy and Physiology course is designed for students who want to learn more about the human body and how it works. Organization of the human body is discussed using anatomical and physiological terminology. The eleven major human body systems are examined with a particular emphasis on structure and function as well as disorders. The course applies principles of Anatomy and Physiology to real world medical conditions and dissections.

PHYSICAL SCIENCE: 1 Credit

RECOMMENDATION: Biology

Physical science is a survey of Physics and Chemistry. The purpose is to develop and use the scientific method in preparing, conducting, and drawing conclusions for experiments. Students learn to manipulate and interpret mathematical procedures used in scientific data and analysis. Subjects include scientific measurements, force and motion, classification of matter, changes in matter, and various forms of energy.

AP BIOLOGY: 1.5 Credit (1.4 Weight)

PREREQUISITE: Completion of Honors Biology with at least a "B" and chemistry.

The AP Biology course is designed to be the equivalent of a two-semester college introductory biology course usually taken by Biology majors during their first year. The course differs significantly from a first-year high school Biology course with respect to the kind of textbook used, the range and depth of topics covered the type of laboratory work done by students, and the time and effort required by the students. The primary emphasis of the course is on developing an understanding of concepts; a grasp of science as a process rather than an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of Biology; and the application of biological knowledge and critical thinking to environmental and social concerns. Topics covered in the course include, chemistry of life, cells and cellular energetics, heredity, molecular genetics, evolution, diversity of organism, structure and function of both plants and animals, and ecology. One-fourth of the instructional time of the course will be dedicated to laboratory work. Taking an AP course requires payment for the AP exam and all students enrolled in an AP course must take the AP exam. Reimbursement is available as per school policy.

AP PHYSICS B1: 1.5 Credit (1.4 weight)

(Alternates with AP Physics B2 every other year)

PREREQUISITE: Completion of Honors Biology with at least a “B”.

The AP Physics B1 course is designed to be representative of courses commonly offered in colleges and universities. The aim of the AP Physics B1 course is to develop a basic knowledge of the discipline of physics, including an understanding of the phenomena, theories, and techniques of physics. The ability to ask physical questions and to obtain solutions to physical questions by use of physical intuition, experimental investigation, and formal logic algebraic, geometric, or trigonometric where appropriate in a physical situation or problem; perform experiments and interpret the results of observations, including making an assessment of experimental uncertainties. It is assumed that the student is familiar with algebra and basic trigonometry. The AP Physics B1 course should provide the foundation in physics for students in life sciences, pre-medicine, engineering, and applied sciences as well as other fields not related to science. Topics of study include: waves and optics, electricity and magnetism, thermodynamics, modern physics, and a review of mechanics covered during the first year course. Check with college and universities regarding policy on AP exam scores. Taking an AP course requires payment for the AP exam.

SOCIAL STUDIES DEPARTMENT

EARLY AMERICAN HISTORY: 1 Credit

RECOMMENDATION: take with English 9

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

WORLD HISTORY: 1 Credit

RECOMMENDATION: 10th grade, it is recommended that you take this at the same time as English 10. This is a tenth-grade course that provides an in-depth examination of the modern histories of Europe, Africa, the Middle East, and Asia since 1450 A.D. Students will examine traditional life, the impact of global connections, and the modern era in each of these regions. Students will be exposed to diverse historical perspectives on major events in world history.

MODERN AMERICAN HISTORY: 1 Credit

RECOMMENDATION: 11th or 12th grade, it is recommended that this course is taken after World History. This course is designed to meet the needs of the college bound student covering the time period of 1920's to present. This course is presented in chronological order of our nation's modern history. Emphasis is placed on exploring the concepts and issues that are a part of the American experience. Material is presented and evaluated in a manner that encourages the development of academic skills that are essential for success in college. Emphasis is placed on the elements necessary for success in a college and career environment. Presenting material through various technological apps and programs are basic skills students will be expected to acquire and demonstrate.

SOCIOLOGY: 0.5 Credit

RECOMMENDATION: None

This course is designed to acquaint students with man's behavior in society through the study of patterns of group behavior. Concentration will be upon basic values and the norms and institutions, which reflect these values. Problem areas in current society will be highlighted.

PSYCHOLOGY: 0.5 Credit

RECOMMENDATION: None

Psychology is an elective survey course. The course provides a general introduction to the field of psychology for students who want some background in and understanding of the subject. Areas of study encompass a wide range of topics including the psychology of sensation and perception, intelligence, behaviorism, dreams and dream theory, abnormal behavior, life span psychology, stress, and theories of personality. Students will gain some insight into the major trends, theories, important individuals, and vocabulary associated with the field as we look at different approaches to the question of why people act as they do.

CIVICS: 0.5 Credit

PREREQUISITE: 11th & 12th graders only

(online with the possibility of an in-person class dependent on teacher availability)

This course will cover the early formation of the governments highlighting the United States Governmental structure. The branches of the US government, including state and local governments will be studied. This course will also evaluate our roles as global citizens and the election process. Students are required to attend a local government meeting in order to receive credit for this course. There will also have a current events component incorporated into the semester. This class is limited to 11th and 12th graders only that are currently on CMS side for academics.

AP WORLD HISTORY: 1 Credit (1.4 weight)

RECOMMENDATIONS: Score of proficient or advanced on 8th grade Writing & Reading PSSA; Grade of "B" or higher in 9th grade Honors or CP English Language Arts; Grade of "B" or higher in 9th grade CP Early American History.

The Advanced Placement World History can be elected to fulfill the 11th grade World History requirement. This course provides an in-depth study of the foundations of world historical patterns, major historical developments across cultures, and in-depth analysis of their impact on modern day society. Students will be expected to think critically, utilize analytical skills, and complete college level readings and assignments to gain an understanding of how the world's history has come to shape today's world. Students will be required to complete numerous reading and writing assignments. A satisfactory grade on this exam can earn up to three credits that are transferable to most colleges and universities. Taking an AP course requires payment for the AP exam.

AP UNITED STATES HISTORY: 1 Credit (1.4 Weight)

(offered every other year 2024-2025)

The Advanced Placement United States History course is designed for qualified students who wish to complete studies in secondary school equivalent to college introductory courses. College credit can be attained by achieving a qualifying grade on the AP exam administered nationwide in May. The course is structured to strike a balance between a survey approach, which teaches factual knowledge, and an interpretive format, which emphasizes critical analysis. A variety of resources are employed, including a general text, foreign policy text, several collections of primary sources and several monographs. Students must be able to take notes from printed material, lectures, and video documentaries. It is also essential that students be able to express themselves with clarity and precision. Due to possible scheduling conflicts, students may have to choose among the various AP offerings. Taking an AP course does not automatically guarantee that a student will score high enough to receive AP credit on the college level. Check with individual colleges for their policy on AP exam scores.

Students enrolled in this course are eligible to receive HACC credit through the College in the High School Program. To receive HACC credit, students must meet HACC eligibility requirements, which includes a placement test. Students not meeting HACC requirements are still eligible for the course. Taking an AP course requires payment for the AP exam.

AP AMERICAN GOVERNMENT AND POLITICS: 1 Credit (1.4 Weight)

RECOMMENDATION: Recommend completion of CP World History with a B average or higher, enrolled in or successfully completed CP/AP American History, Junior or Senior Year.

This AP course is designed to allow the student to develop a better understanding of our government through: examining how our government was established; the three branches of our government and their roles; the role of political parties, interest groups and the mass media; public policy making; the role of citizens within the government; and civil right and liberties. Students will need to check with individual colleges and universities for policies involving AP exam scores and credit. The Social Studies department offers various AP courses, which may create scheduling conflicts causing the student to choose from the courses offered. Taking an AP course requires payment.

AP HUMAN GEOGRAPHY: 1 Credit (1.4 Weight)

(offered every other year 2023-2024)

RECOMMENDATION: open to 10th, 11th, and 12th

Human geographers study people and places. The field of human geography focuses on how people make places, how we organize space and society, how we interact with each other in places and across space, and how we make sense of others and ourselves in or localities, regions, and the world.

No place on earth is untouched by people. As people explore, travel, migrate, interact, play, live, and work, they make places. People organize themselves into communities, nations, and broader societal networks, establishing political, economic, religious, linguistic, and cultural systems that enable them to function in space. People adapt to, alter, manipulate, and cope with their physical Geographic environment. No environment stands apart from human action. Each place we see is affected by and created by people, and each place reflects the culture or the people in that place over time.

WORLD LANGUAGE DEPARTMENT

MODERN WORLD LANGUAGES

GERMAN, SPANISH

HONORS LEVEL I: 1 Credit (1.2 Weight)

RECOMMENDATION: "A" or "B" Average in Honors English requirement or native speaker

This course introduces the student to the vocabulary and expressions, the rules of pronunciation, and the grammatical structures of the language. An introduction to the culture of the people is also covered. The course is designed to present the material in greater depth at a faster pace for the language learner who intends to continue language study during multiple years culminating in AP study.

HONORS LEVEL II: 1 Credit (1.2 Weight)

PREREQUISITE: Honors I or General Level II with at least a "C" Average

This course reviews the vocabulary and grammar learned in the first level of the language. Grammar and vocabulary are expanded through work with reading selections. More emphasis is placed on the student's reading and writing ability and the culture of the people is also stressed. The course is designed to present the material in greater depth at a faster pace for the language learner who intends to continue language study during multiple years culminating in AP study.

ELECTIVES

AQUATICS & NATURAL RESOURCE MANAGEMENT: 0.5 Credit

RECOMMENDATION: none

Students interested in utilizing/protecting our natural resources or studying aquatic habitats are encouraged to enroll in this course. The course incorporates project-based learning. The course is designed to appeal to students that are interested in Pennsylvania aquatic ecosystems and outdoor activities. Students will gain hands-on experience while learning the basics about limnology & freshwater aquatic systems. Some hands-on skills include biogeochemical testing; educational video/poster production; water sampling methods; stream survey creation & application; and modeling. Careers in environmental science, field science, parks management, environmental education, soil/resource conservation, and water resources will be explored.

COOPERATIVE EDUCATION - COMMUNITY SERVICE LEARNING: Up to 2 Credits

RECOMMENDATION: Open to 11th and 12th Grade

In this course, students have the opportunity to earn high school credits and gain valuable experience by integrating community service with academic learning. This experience promotes learning through hands-on participation with our teachers and/or various other staff within CMS. This experience fosters a sense of caring for others by providing a service to the school community as volunteers. Please see your counselor or a science teacher for a form that will need to be completed.

CREATIVE WRITING: 0.5 – 1.0 Credit

RECOMMENDATION: Open to 10, 11th and 12th Grade Students

Creative writing focuses on the tools and techniques of writing, how to get ideas and how to apply them creatively in poems, stories, and essays. The course encourages self-discovery, freedom of expression, discipline of form, and attainment of style. Various types of writing will be explored through criticism and modeling of established literary works. Mastery of poetic devices and short story techniques will be followed by an independent writing project. This course does NOT count as an English credit

DIGITAL ART: 0.5 Credit

RECOMMENDATION: none

Digital Art is an introductory course in Adobe Suite. Students will focus on applying the elements and principles of design to a variety of projects including digital photography, advertising, and graphic design. Students will also learn industry standard software including Photoshop, InDesign, DreamWeaver, and Illustrator. These skills translate well into a great deal of careers and paths.

ELECTRICITY & ELECTRONICS 1: 0.5 Credit

(not offered 2023-2024)

RECOMMENDATION: None

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

ENGINEERING PRINCIPLES AND PRACTICES: 0.5 Credit

(not offered 2023-2024)

RECOMMENDATION: None

This course is designed to utilize “STEM Concepts” in inquiry based, hands on projects while incorporating them into the various specialties of engineering such as, but not limited to: Civil, Mechanical, Robotic, Electrical, Biotechnological, Chemical, and Software applications. Emphasis will be placed on the often overlooked “Soft Skill” aspects of Engineering such as: Project Management, Planning, Professional and Technical Communication, Documentation, Time Management, Accountability, and Efficiency. Mechatronics will also be emphasized.

FILM AS LITERATURE: 0.5 Credit

RECOMMENDATION: While this course is open to all students, it is strongly suggested that only students in 10th-12th grade enroll

In this elective class, a variety of film will be viewed and analyzed in the same manner in which works of literature are analyzed in the traditional English class. The student will review a variety of Literature components as well as components that are specifically suited to film and drama. Film will be used to enhance the learning experience. The class will be an in-depth overview of classic and modern film and

the themes contained therein. All films will be viewed, analyzed, and discussed through Socratic seminar method and concepts solidified through application projects.

GAME DESIGN & ANCIENT CIVILIZATION: 0.5 Credit

RECOMMENDATION: None

(not being offered 2023-2024)

The course is designed to review ancient history and relate games within different civilizations and how they impacted that era. What are the relations to games today and what elements still exist? This course counts as an elective credit only.

GIFTED INSTRUCTION CLASS: 1.0 Credit

PREREQUISITE: those students identified as gifted and receiving gifted services.

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

HUMAN BIOTECHNOLOGY: 0.5 Credit

RECOMMENDATION: none

Biotechnology is a growing field in STEM. This is an introductory hands-on Technology Education course that merges areas of Biology and Technology. Throughout the course we observe historical and modern scientific practices by studying cells, bacteria, food preservation, genetics, DNA, plant propagation, and forensics. We explore how these methods and techniques are used in different professions including the medical and criminal justice fields.

IMPACT OF TECHNOLOGY: 0.5 Credit

RECOMMENDATION: None

The purpose of this class is to examine the impact technology has had on our society and the world. It does not count as history credit. This course counts as an elective credit only.

INTRODUCTION TO VIDEO PRODUCTION: 0.5 Credit

RECOMMENDATION: None

This course is designed to teach interested students basic video production techniques. While going through the video making process of pre-production, recording, and post- production, students will develop organizational and communication skills and build critical thinking skills. Along with group work, this course will require out of class and out of school time to be spent on the completion of project.

JROTC LEADERSHIP I: 1 Credit

JROTC I is for student in their first year of the JROTC Program. Enrollment is open to students in grades 9-12 who desire to build a foundation of leadership, character, and organizational skills. Curriculum includes an introduction to JROTC, basic military courtesies and customs, wear and care of the JROTC uniform, personal hygiene, military rank and insignia. JROTC I curriculum is capped at 100 students.

JROTC II & III – INTERMEDIATE LEADERSHIP: 1 Credit

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

JROTC IIIB: 1 Credit

JROTC IIIB is a fourth-year cadet program designed for those cadets who are not recommended/selected for JROTC IV. This program will build on the cadet's previous experiences through a series of independent study topics, leadership building experiences, and mentoring with the JROTC instructors. Additionally, JROTC IIIB cadets will be placed in challenging leadership and administrative roles in the company organization.

JROTC IV – ADVANCED LEADERSHIP STUDIES: 1 Credit

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

LEADERSHIP: 0.5 Credit

PREREQUISITE: Grades 10, 11, & 12

This course is designed for students who have an interest in being a leader in their chosen field. The focus is on gaming industry, but the course can be applied to many disciplines. Students enrolled in this course will develop individual area of study based around their personal interests while still meeting course guidelines. Students examine highly successful leaders and learn about themselves as developing leaders through the use of Stephen Covey's 7 Habits of Highly Effective People. Student will develop and implement budgets, practice public speaking skills, as well as focus their attention on preparing for Career Development Events and Competitions. Leadership within the career and college context is a main focus of this course.

POWER & ENERGY: 0.5 Credit

(not offered in 2023-2024)

RECOMMENDATION: 9th grade level elective or for any student with interest in course.

This course is designed to cover aspects of power and relational energy from natural resources to man-made inventions. This course is designed to cover aspects of power and relational energy from natural resources to man-made inventions. This course exposes students to building college level educational robots to specification. Students will learn the basics of robotics programming language as well as gain experience using a series of robotic sensors to navigate their individually built robots through various tasks from a performance checklist.

RIGHT START TO COLLEGE: 0.5 Credit

RECOMMENDATION: None

Right Start to College is a half-credit elective course that introduces and practices academic success skills and strategic approaches to learning. Topics covered include goal setting, learning styles, time management and organization, reading to learn, participating in class, note taking, memory, test taking, critical thinking, successful communication with professionals, and transferrable skills.

ROBOTICS I: 0.5 Credit

RECOMMENDATION: None

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

ROBOTICS II / AUTOMATION: 0.5 Credit

PREREQUISITE: Must completed ROBOTICS I with a minimum grade of "B".

This course focuses on the design and use of "Automated Systems" and integration with "Industrial Robotics Equipment", in an inquiry based, hands on, project-oriented format. Robotic Programming, Calibration, Component Familiarization, Maintenance and Trouble Shooting are emphasized. Special academic attention will be placed on the often overlooked "Soft Skills" aspects of Industrial Robotic Engineering such as: Planning, Professional and Technical Communication, Documentation, Time Management, Accountability, Efficiency. The relationship between Robotics and Mechatronics will also be explored.

STEM EXPLORATORY: 1 Credit

RECOMMENDATION: None

This course is required by all 9th grade students. This course introduces students to a variety of career fields and clusters. Everything from welding to solar power and biotechnology is covered.

SUPERVISED AGRICULTURAL EDUCATIONAL EXPERIENCE PROJECT: 1 Credit

RECOMMENDATION:

This course is designed for the student wishing to study agricultural and environmental subjects in the agriculture community. A student may receive up to one credit per school year. A supervised agricultural experience project record program shall document 180 hours of experience in the

agricultural industry, or a combination totaling 180 hours of project experience, community service and leadership activities. The course will address guidelines to career opportunities.

YEARBOOK PUBLICATION: 1 Credit

RECOMMENDATION: Open to 9th-12th Grade Students. Completion of formal application. Completion of 10th, or 11th grade English.

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

NON-DISCRIMINATION POLICY

It is the policy of the Chambersburg Area School District not to discriminate on the basis of race, age, color, religion, sex, handicap, disability or national origin in its admission, educational programs, activities or employment policies. For further information regarding these policies or if you need assistance in completing any forms or applications, please contact:

Director of Human Resources at 261-3303 (TDD 261-3317)

Si Ud. no habla inglés y no hay nadie que pueda llamar en su lugar, favor de llamar a 261-3316 (TDD 261-3317) y dejar su número de teléfono. Nos comunicaremos con Ud. en español lo más pronto posible.

REVISED: February 2023