CHAMBERSBURG AREA SENIOR HIGH SCHOOL

Program of Studies

2023-2024

www.casdonline.org

(717) 261-3322

PARENTS/GUARDIANS

The curricula offerings at Chambersburg Area Senior High 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 school year will be one of the most important activities you complete together this year. The choices you make will impact on your child's opportunity for further education and future work choices.

The staff and administration at CASHS are committed to providing each student with the best educational program 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 on page 3if you have any questions.

Best wishes for a great 2023-2024 school year.

CASHS Administration

SCHEDULING

Each spring all students have an opportunity to select courses appropriate to their needs and future plans. An evening program is held, and 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 during their English classes and individual student planning conferences are available. 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, 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

Chambersburg Area Senior High School
Administration

Mr. Brad Ocker, Principal	261-3328
Mrs. Lissett Jones, Grade 09 Assistant Principal	261-3323
Mr. Matthew Lobb, Grade 10Assistant Principal	262-2283
Mr. William Brindle, Grade 11 Assistant Principal	261-5621
Mr. Cody Marker, Grade 12 Assistant Principal	261-3345
Dr. Lisa Schoenleber, Academic Assistant Principal	709-2326
Mr. Shawn Kimple, Athletic Director	267-4460

Counseling
2023-2024 Assignments

Mrs. Audra Hochreiter	Grade 09 – student's last name beginning A-K	261-3338
Mrs. Lisa Hill	Grade 09 – student's last name beginning L-Z	261-5623
Mrs. Jamie McMillen	Grade 10 - student's last name beginning A-K	261-3337
Mrs. Jennifer Snitzer	Grade 10 - student's last name beginning L-Z	261-5660
Mr. Alex Serrano	Grade 11 - student's last name beginning A-K	261-3341
Mrs. Emma Mummert	Grade 11 - student's last name beginning L-Z	261-3340
Ms. Devyn Heinbaugh	Grade 12 - student's last name beginning A-K	261-5615
Mrs. Lindsay Leonard	Grade 12 - student's last name beginning L-Z	261-3339

A MESSAGE FROM THE CASHS COUNSELORS

Please read the first section of this book carefully. It contains pertinent information regarding areas such as graduation requirements, reasons for schedule changes, NCAA requirements for athletes and hints for Career Magnet School students. 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 the Counseling Office if you need additional information on any of our courses or courses of study.

CHAMBERSBURG AREA SENIOR HIGH SCHOOL

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 have the ability to participate in Choristers and Glee Club.
- Students learn entrepreneurship through the student enterprises: student store, student bank and student ran 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 Advance Placement courses offered and International Baccalaureate (IB).
- JROTC, Varsity Sports (23) and over 30 clubs and activities.

CAVE (Chambersburg Area Virtual Education)

- Self-Paced classes
- Multi-media rich, interactive courses
- District Diploma, unlike other online programs
- Accessible anytime, anywhere
- Free to CASD students
- PA-Certified Teachers Only
- Student activities available

Career Magnet

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

Franklin County Career and Technology Center (FCCTC)

- Hands-on learning, 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 while 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

School Profile 2023-2024

CHAMBERSBURG AREA SENIOR HIGH

511South Sixth Street, Chambersburg, PA 17201 | Website: https://www.casdonline.org
Office (Phone): (717) 261-3322 | Office (Fax): (717) 263-6532 | Registrar (Fax): (717)-261-4258
CEEB Code: 390603

ADMINISTRATION

Dr. Larry Reading, Acting Superintendent of Schools

Mr. Bradley Ocker, Principal

Mr. Cody Marker, Grade 12 Assistant Principal

COUNSELORS

Ms. Devyn Heinbaugh, Grade 12 , Last Names (A-K)
devyn.harbaught@casdonline.org

Mrs. Lindsay Leonard, Grade 12, Last Names (L-Z)
Lindsay.leonard@casdonline.org

TBD, PCAC College Advisor

GRADING SCALE

Prior to August 2021

A = 92-100
B = 83-91
C = 71-82
D = 65-73
F = 0-64

P = Passing
S = Satisfactory
U = Unsatisfactory
I = Incomplete (Failed)

As of August 2021

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 50-59

P = Passing
S = Satisfactory
U = Unsatisfactory
I = Incomplete (Failed)

CLASS RANK

Both a weighted and unweighted QPA are calculated. Cumulative class rank is computed for each student at the beginning of grade 9 and ending with the third marking period of grade 12. IB, AP, Honors, and college courses are weighted higher for rank and QPA purposes.

NATIONAL HONORS SOCIETY

Students with a QPA of 3.75 or greater following the third marking period of their sophomore year or junior year are invited to join National Honors Society.

MISSION

The Chambersburg Area Senior High School (CASHS) is committed to student excellence through high educational standards. In partnership with the community, we will assist students in acquiring the skills and the knowledge to achieve their potential and the integrity to meet the demands of the future by creating a challenging educational environment.

THE SCHOOL

CASHS is located in a predominately agricultural community in South Central Pennsylvania. The school serves to educate approximately 2400 students in grades 9 through 12 and operates with a total of six principals, a head principal, one academic principal for each grade level as well as an academic principal. Eight counselors are on staff, two per grade level.

Chambersburg Area School District (CASD) serves the Chambersburg Borough, Greene, Hamilton, Letterkenny, Lurgan and Guilford Townships in South Central Pennsylvania. The total CASD K-12 students population is 9119.

ACADEMICS

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

4 Credits	English
4 Credits	Math
3.5 Credits	Social Studies
3 Credits	Science
6.5 Credits	Elective Classes

Students are also required to earn 1 credit in Wellness and a half-credit in Health. Students also must complete a communications seminar.

Students may take a range of courses to complete course requirements, including Dual Enrollment, International Baccalaureate (IB), Advanced Placement (AP), and Honors courses.

DUAL EMROLLMENT

CASHS partners with 8 local colleges and universities to offer dual enrollment opportunities for students.

Harrisburg Area Community College	Hagerstown Community College
Harrisburg University	Indiana University of PA
Liberty University	Penn State University
Shippensburg University	Wilson College

TEST SCORES

SAT Averages

2020-2021	2021-2022
184 Students	223 Students
Mean: 1112	Mean: 1085
ERW: 559	ERW: 542
Math: 553	Math: 542

ADVANCED PLACEMENT EXAMS (2021-2022)

Total Candidates: 159 **Total Exams: 246**
67.3% of students scored a 3 or higher
AP Scholars: 24
AP Scholars with Distinction: 11
AP Scholars with Honors: 3

POST-SECONDARY PATHWAYS

Graduation Rate: 87.5%
47% entered 2-4 year institutions
5% entered the military
48% entered the workforce

SNAPSHOT OF THE CLASS OF 2023

Enrollment: 585 students
Ethnic/Racial Composition

51.7%	**White**
29.7%	**Hispanic (any race)**
11.4%	**Black/African-American**
Multi-racial	**1.1% Asian**

Gender Distribution:

Male	**56.4%**
Female	**43.6%**

Economically Disadvantaged: 59.1% (CASD Total)

English Language Leaners: 20.1%

Unweighted GPA Distribution

GPA	# of Students	Percentage of Class
4.0-3.75	114	22.1%
3.74-3.5	63	12.3%
3.49-3.0	62	12%
2.99-2.5	58	11.3%
2.49-2.0	81	15.8%
1.99-1.0	109	21.2%
.99-0.0	27	5.3%

****with last year's class rankings*

Advanced Curriculum

Below are advanced curriculum offerings and their weightings for class rank calculation purposes.

International Baccalaureate (IB) - 10 Courses
(HL: 1.4; SL: 1.2)

HL Literature A: Literature	HL Psychology	Full Diploma Program
HL Biology	SL German	Available Requirements..
HL Chemistry	SL Spanish	Theory of Knowledge
HL History of the Americas	SL Math Application and Interpretation	Creativity Action-Service
HL Latin		Extended Essay
HL/SL Music		

Advanced Placement (AP) - 21 Courses (1.4)

Literature & Composition	US History	Biology
Language & Composition	World History	Chemistry
Calculus AB	European History	Physics AB 1 & 2
Calculus BC	US Government & Politics	Art & Design
Statistics	Psychology	Music Theory
Computer Science Principles	Environmental Studies	Spanish Language & Culture
Computer Science A		German Language & Culture

Honors Curriculum—25 Courses (1.2)

English 9, 10, 11, 12	Early American History	Music Theory I
Chemistry	Modern American History	Music Technology
Biology	World History	Accounting 3
Physics	German 1,2,3	Advanced Communications
Pre-Calculus	Spanish 1,2,3	Anatomy & Physiology
Geometry	Latin 1 & 2	
Algebra II		

In the last 3 years, CASHS seniors have been accepted at the following colleges and universities (alphabetical)

Albright College | Allegheny College | Arizona State University | Auburn University Barry University | Berklee College of Music | Bloomsburg University of PA | Bowie State University | Bucknell University | Carnegie Mellon University | Clemson University | Coastal Carolina University | Colgate University | Drexel University Duquesne University | Eastern University | Franklin and Marshall College | George Mason University | Gettysburg College | Hampton University | High Point University | Howard University | Indiana University of PA | James Madison University | Juniata College | La Salle University | Lebanon Valley College | Lehigh University | Liberty University | Loyola University (MD) | Lycoming College McDaniel College | Messiah University | Millersville University of PA | Mount St. Mary's University | Muhlenberg College | Pennsylvania College of Tech | Penn State University | Point Park University | Robert Morris University | Rochester Institute of Technology | Saint Francis University | Saint Joseph's University | Shenandoah University | Shippensburg University of PA | Slippery Rock University of PA |Susquehanna University | Swarthmore College | Temple University | University of Delaware | University of Maryland | UNC Charlotte | University of Pennsylvania University of Pittsburgh | University of Virginia | Villanova University | Wagner College | Washington and Jefferson College | Washington University in St. Louis Waynesburg University | West Chester University of PA | West Virginia University Widener University | Wilkes University | Wilson College | York College of PA

COURSE GUIDE
2023-2024

EDUCATIONAL PATHWAYS AT CHAMBERSBURG AREA SENIOR HIGH 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 CASHS students carry 6 or 7 credits.

Act 158 Pennsylvania Graduation Pathways

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

Keystone Proficiency Pathway

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

Keystone Composite Score Pathway

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

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

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

Alternative Assessment Pathway

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

Evidence-Based Pathway

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

Tier One Opportunities

- *Include job exposures that provide an idea of the career*
- *No credit is awarded, but the experiences 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	Internship	Work Study
Description: Gaining skills and knowledge to prepare for future career while performing a service for the community	**Description:** Participating in or observing work that could relate to student's future career	**Description:** See principals for details as this is by their recommendation ***ONLY***
Requirements: • Supervised by an agency representative and educator. • Minimum of a 6 weeks experience and/or 60 hours total.	**Requirements:** • Supervised by an agency representative and educator. • Minimum of a 6 weeks experience and/or 60 hours total.	**Requirements:**
Includes: Enrollment in the Service Learning course including graded assignments and reflections	**Includes:** Enrollment in the corresponding partnership course including graded assignments and reflections	

Tier Three Opportunities • *Include on-the-job training or experiences for a future career* • *Credit is awarded*	
CO-OP	**Pre-Apprenticeship**
Description: Planned partnership between a business and school to provide work-based learning opportunities	**Description:** Career preparation for a skilled craft or trade
Requirements: • On site visits • Written training agreement/training plan • Relationship between district and business	**Requirements:** • Business must apply through the Pennsylvania Department of Labor and Industry
Includes: Enrollment in the Co-Op course including graded assignments, assessments and presentations	**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.
- The Chambersburg Area School District 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

Additional Resources

- CASD Career Readiness Website
    - Career Readiness Coordinator
    - Career Spotlight Videos
    - High School and Career Connections
    - School to Work Opportunities
    - Job Shadowing and Internships
    - Student Employment Opportunities
    - Xello Resources

GRADUATION REQUIREMENTS

A total of 23.0 credits in grades 9-12 are required for graduation. Sixteen and one-half of the 23.0 credits must be in major subject areas exclusive of: Band, Instrumental Music, Jazz Band, Symphonic Orchestra, Glee Club, and Elective Physical Education. Additional requirements are Communications Seminar - .50, Wellness & Fitness-1.5 and proficiency on the Keystone Assessments.

Core Courses:

4.00	Credit Units English
4.00	Credit Units Math
3.00	Credit Units Science
3.50	Credit Units Social Studies
1.00	Credit Units Wellness & Fitness
.50	Credit Units Health
6.50	Credit Units Elective
.50	Communications Seminar Applications
23.00	

REQUIREMENTS FOR COLLEGE ENTRANCE

Requirements for college admissions vary widely. Consult college catalogs, web sites, college advisor and counselors for specific information.

CASHS ACADEMIES

- Accounting/Business: Patriot Credit Union
- Computer programming/Business: HACC Cyber Security
- JROTC: Military or Admin Leadership
- ELA courses: HACC Communication
- Child Develop/Tiny Trojan Lab: Carlow University
- Culinary: COSTA
- AG courses: Mont Alto PSU/JLG
- Tech ED/Pre-Apprenticeship courses: JLG or Associated Builders and Contractors (ABC)
- Science courses: Medical- Menno Haven and HCI
- Music courses: Wilson School of Music

CASHS EXPANDED EDUCATIONAL OPPORTUNITIES

Chambersburg Senior High School has a commitment to our students to provide an educational experience that will help them to discover their pathway in life. That pathway can lead to the job market, the military, a certificate program in a technical school, a community college or a 4-year college.

Another important piece of this exploration is the opportunity to leave the high school campus and make post-secondary connections before graduation. CASHS strongly encourages students to think beyond the 12th grade and make plans for after graduation.

To this end, CASHS has compiled a list of post-secondary opportunities that students can access while still in high school. We encourage students and their parents to take advantage of these experiences to learn, grow, and plan for the future.

ADVANCED PLACEMENT BACKGROUND

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

Chambersburg Area Senior High School currently has four ways for students to gain college credits while still in High School:

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 grade level principal for approval and contact the college/university they wish to attend to complete an Early to College Application.

2. Students may receive college credit for scoring 3 or higher on **Advanced Placement (AP) tests** depending upon the college/universities AP policy.

3. Students may receive college credit by scoring a 5, 6, or 7 on an IB Higher Level Exam or by earning the IB Diploma.

Advanced Placement Exam Fees:

Students taking AP courses are encouraged to participate in the AP exam(s) in May. The cost of the exam was $97.00 during the 2022-2023 school year. Chambersburg Area School District will provide assistance with payment for students qualifying for free and reduced lunch.

INTERNATIONAL BACCALAUREATE (IB)

The International Baccalaureate is a rigorous, two-year course of study for the 16-19 age range. There is a strong emphasis on international understanding, inquiry-based learning, while encouraging students to be caring and open-minded. The Diploma Programme promotes a positive attitude for learning, achievement, and success. Students take IB exams at the conclusion of each course and payment is due at the end of November prior to the spring testing session.

EARLY TO COLLEGE

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.

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.

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

Additional information is available in the Business and Technology section of the Program of Studies.

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.**

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 Assistant 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, Christian 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.**

Additional information is available in the Business and Technology section of the Program of Studies.

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 Assistant 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.

Additional information is available in the Business and Technology section of the Program of Studies.

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.

TINY TROJANS PRE-SCHOOL LEARNING LAB

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.

Additional information is available in the Family and Consumer Sciences of the Program of Studies.

HARRISBURG UNIVERSITY

CASD/HU
PROGRAM OF STUDY

HARRISBURG UNIVERSITY OF SCIENCE AND TECHNOLOGY

BIOLOGY

BIOL 102 General Biology

Course at Harrisburg University | **Instructor at Chambersburg Area School District:** Steven Onomastico
3 Semester Hours | **Course at CASD:** AP Biology
Corequisites: BIOL 103

This course introduces the student to the major themes of biology, includingproperties of living organisms, comparison of eucaryotes vs. procaryotes, patterns of inheritance, the central dogma, mitosis and meiosis, the diversity of life in both plants and animals, classification of organisms, evolution, metabolism, photosynthesis, cell structures, basic structure of the body, infectious disease, the Hardy-Weinberg principle, biodiversity, ecosystems, and the biosphere. A broad understanding of biology and living organisms in the biosphere is developed through hands-on, multimodal engaged learning opportunities in both the classroom and the companion laboratory component.

BIOL 103 General Biology Laboratory

Course at Harrisburg University | **Instructor at Chambersburg Area School District:** Bradley Lloyd
1 Semester Hour | **Course at CASD:** AP Biology
Corequisites: BIOL 102

Companion laboratory component that demonstrates the major themes of biologypresented in BIOL 102.

BIOL 214 Anatomy and Physiology I

Course at Harrisburg University | **Instructor at Chambersburg Area School District:** Suzanne Devaney
4 Semester Hours | **Course at CASD:** Honors Anatomy and Physiology
Prerequisites: BIOL 102-103 or AP Biology with a score of 3 on the AP Exam

This course discusses the structural and functional makeup of the human body. Medical and anatomical terminology is mastered, and an emphasis is placed on covering the details of development, histology and functioning of the muscular, circulatory, cardiovascular, and endocrine systems.

ENGLISH

ENGL 105 College Composition

Course at Harrisburg University | **Instructor at Chambersburg Area School District:** Beth Yosler
3 Semester Hours | **Course at CASD:** AP Language and Composition

This first-year composition course is an introduction to college-level writing strategies. By reading various writing styles and genres, the student will contemplate how purpose and audience guide the writing process. Writing assignments are to be completed according to a deadline with a goal of improving style, grammar, and diction.

ENGL 105 College Composition

Course at Harrisburg University | **Instructor at Chambersburg Area School District:** Andrew Berrier
3 Semester Hours | **Course at CASD:** AP Literature and Composition

This first-year composition course is an introduction to college-level writing strategies. By reading various writing styles and genres, the student will contemplate how purpose and audience guide the writing process. Writing assignments are to be completed according to a deadline with a goal of improving style, grammar, and diction.

COMM 110 Speech

Course at Harrisburg University | **Instructor at Chambersburg Area School District:** Andrew Berrier
3 Semester Hours | **Course at CASD:** Advanced Communication

This course builds on the skills acquired in ENGL 105 or ENGL 106. The student continues to study the process of effective communication, based on an understanding of purpose and audience using speaking techniques such as enunciation and modulation. The student builds an understanding of the basic skills needed to communicate across disciplines.

ENVIRONMENTAL SCIENCE

ENVS 101 Introduction to Environmental Science

Course at Harrisburg University | **Instructor at Chambersburg Area School District:** Jamie Weyant
3 Semester Hours | **Course at CASD:** AP Environmental Science

Environmental science is the study of natural ecosystems, human impacts on the environment, and sustainable management of the Earth's resources. Processes of the physical and biological environment are used as a basis for consideration of current environmental topics. Other areas covered include: energy consumption and global warming, water and air pollution, waste management, impacts of deforestation on biodiversity and other environmental changes occurring on a global scale.

MATHEMATICS

MATH 220 Calculus I

Course at Harrisburg University | **Instructor at Chambersburg Area School District:** Melinda DeWald
3 Semester Hours | **Course at CASD:** AP Calculus

This course introduces techniques to evaluate limits and covers continuity, special trigonometric limits, absolute value limits and differentiation of algebraic, trigonometric, and logarithmic functions. The course explores intermediate value theorem, mean value theorem, and extreme value theorem. Other topics for exploration are application and formal definition of derivative average rate of change versus instantaneous rate of change, velocity, and the introduction of the definite integral and its applications. A graphing calculator is required for this course.

Franklin County Career and Technology Center (CareerTech)

Students at ***CASHS*** 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 ***CASHS*** 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
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:

Dual Enrollment/College in the High School Programs – This program allows qualified students to earn credits from the college and the high school at the same time. These college level classes are offered during the school day and are taught by the CareerTech program instructors. College credits count towards a degree program at the college earned or transferred to other colleges. The following programs offer 1 – 18 credits:

College	Cost	Program in which you can enroll for dual credits
Hagerstown Community College	$175/ Credit	Information Systems Technology
Harrisburg Area Community	$75/ Credit	Allied Health, Electrical Occupations, Heating Ventilation and Air Conditioning, Mechatronics

College		
Pennsylvania College of Technology	**FREE** to all students!	Allied Health (pending), Carpentry, Computer Integrated Manufacturing, Dental (pending), Engineering, Information Systems Technology, Landscaping & Horticulture, Marketing/Web Design, Medical Assisting (pending), Welding

Statewide Articulation Agreements, SOAR - *Students Occupationally and Academically Ready*. SOAR articulates skills and tasks gained at the high school level to course credit earned in a post-secondary college degree, diploma, or certificate program. Qualifying students receive **FREE** credit from the college upon admission. Most CareerTech programs offer this program with 44 Pennsylvania, New York, and Maryland colleges.

Direct Articulation Agreements – CareerTech 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 CareerTech to course credit earned in a postsecondary college degree, diploma or certificate program. Qualifying students receive **FREE** credit from the college upon admission.

NOCTI College Credit Recommendation – 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 CareerTech programs are involved with 34 colleges participating in PA and over 1500 nationwide.

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

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 collegially.

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, non-doctrinal/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, nondoctrinal/comparative religion/philosophy

NCAA Eligibility Center

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:

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

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

Core GPA	SAT*	ACT Sum*
3.550	400	37
3.525	410	38
3.500	430	39
3.475	440	40
3.450	460	41
3.425	470	41
3.400	490	42
3.375	500	42
3.350	520	43
3.325	530	44
3.300	550	44
3.275	560	45
3.250	580	46
3.225	590	46
3.200	600	47
3.175	620	47
3.150	630	48
3.125	650	49
3.100	660	49
3.075	680	50
3.050	690	50
3.025	710	51
3.000	720	52
2.975	730	52
2.950	740	53
2.925	750	53
2.900	750	54
2.875	760	55
2.850	770	56
2.825	780	56
2.800	790	57
2.775	800	58

DIVISION I
FULL QUALIFIER SLIDING SCALE

Core GPA	SAT*	ACT Sum*
2.750	810	59
2.725	820	60
2.700	830	61
2.675	840	61
2.650	850	62
2.625	860	63
2.600	860	64
2.575	870	65
2.550	880	66
2.525	890	67
2.500	900	68
2.475	910	69
2.450	920	70
2.425	930	70
2.400	940	71
2.375	950	72
2.350	960	73
2.325	970	74
2.300	980	75
2.299	990	76
2.275	990	76
2.250	1000	77
2.225	1010	78
2.200	1020	79
2.175	1030	80
2.150	1040	81
2.125	1050	82
2.100	1060	83
2.075	1070	84
2.050	1080	85
2.025	1090	86
2.000	1100	86

ACADEMIC REDSHIRT

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

NCAA Eligibility Center

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

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

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.

NCAA Eligibility Center

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

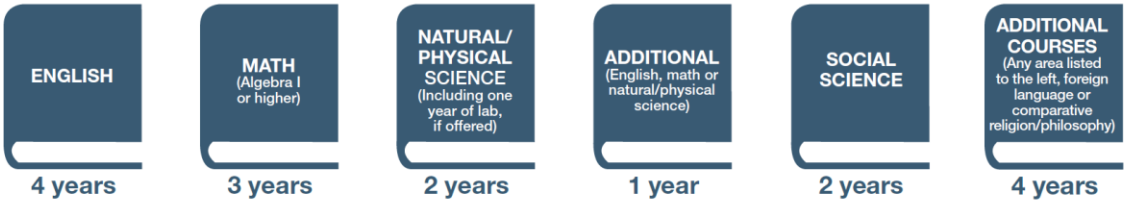
To play sports at a Division I or II school, you must graduate from high school, complete 16 NCAA-approved core courses, earn a minimum GPA and earn an ACT or SAT score that matches your core-course GPA.

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.



DIVISION II

GRADE-POINT AVERAGE

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

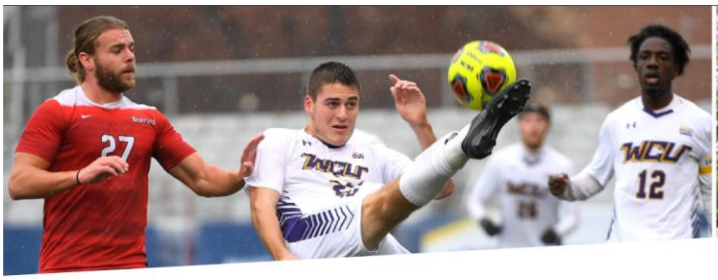
- DI requires a minimum 2.3 GPA.
- DII requires a minimum 2.2 GPA.

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

PLAN

- *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

STUDY

- 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

GRADUATE

- 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:

4 X 4 = 16

9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
(1) English	(1) English	(1) English	(1) English
(1) Math	(1) Math	(1) Math	(1) Math
(1) Science	(1) Science	(1) Science	(1) Science
(1) Social Science and/or additional	(1) Social Science and/or additional	(1) Social Science and/or additional	(1) Social Science and/or additional
4 CORE COURSES	4 CORE COURSES	4 CORE COURSES	4 CORE COURSES

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

Search Frequently Asked Questions: ncaa.org/studentfaq

Follow us: @NCAAEC @playcollegesports @ncaaec

NCAA APPROVED COURSES

Algebra I
Algebra II
AP Am Gov & Pol
AP Art & Design
AP Biology
AP Calculus AB
AP Calculus BC
AP Chemistry
AP Computer Science A
AP Computer Science Principles
AP Eng Language & Comp
AP English Lit & Comp
AP Env. Studies
AP Eur History
AP German
AP Physics 1
AP Physics 2
AP Pre-Calculus
AP Psychology
AP Spanish
AP Statistics
AP US History
AP World History
Biology
Chemistry
Civics
Computer Prog
Creative Writing
Early Am History
Earth Science
English 9
English 10
English 11
English 12
Geometry
German I
German II
Hon German I
Hon German II
Hon German III
Hon Physics
Honors Spanish I
Honors Algebra II
Honors Biology
Honors Chemistry
Honors Early Am History
Honors English 9
Honors English 10
Honors English 11
Honors English 12
Honors Geometry
Honors Human Anam & Phys
Honors Latin I
Honors Latin II
Honors Modern Am History
Honors Spanish II
Honors Spanish III
Honors World History
IB Biology HL I
IB Chemistry HL I
IB Hist of the Americas HL I
IB Hist of the Americas HL II
IB Language B:German SL
IB Language B:German SL II
IB Language B:Span SL
IB Language B:Span SL II
IB Language IA: Lit HL I
IB Language IA: Lit HL II
IB Latin HL I
IB Latin HL II
IB Math Application & Interpretation I
IB Math Application & Interpretation II
IB Psychology HL I
IB Psychology HL II
IB Theory of Knowledge
Journalism
Modern American History
Modern Fiction
Organic Chemistry
Physical Science
Physics
Probability & Statistics
Spanish I
Spanish II
Trigonometry
World History

ADVANCED PLACEMENT (AP) COURSE OFFERINGS

CASHS offers 22 AP courses that are each weighted 1.4 credits. AP Courses are available to all high school students. AP Exams are not mandatory, but we strongly encourage students to take the AP Exam(s). According to College Board (2020), students who score a 3 or higher on an AP Exam may earn college credit for the course, depending on the college or university's requirements.

Arts

AP ART & DESIGN

A500 *(1.4 Weight)* *1 Credit*

RECOMMENDATIONS: AP Art and Design courses are for all students who are interested in inquiry-based thinking and making. Although there is no prerequisite for AP Art and Design courses, prior experiences learning about and making art and design support student success in AP Art and Design. Students who have not had opportunities to take art or design classes prior to AP will likely need assistance in developing a foundational understanding of art and design materials, processes, and ideas to prepare them for success.

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

AP MUSIC THEORY

J501 *(1.4 Weight)* *1 Credit*

RECOMMENDATIONS: Music Theory I or entrance exam given by the director. Prospective students must be able to read and write musical notation and have basic performance skills with voice or an instrument. Completion of Music Theory I is recommended.

AP Music Theory is an introductory college-level music theory course. Students cultivate their understanding of music theory through analyzing performed and notated music as they explore concepts like pitch, rhythm, form, and musical design.

ENGLISH

AP ENGLISH LANGUAGE AND COMPOSITION

E501 *(1.4 Weight)* *1 Credit*

RECOMMENDATIONS: There are no prerequisite courses for AP English Language and Composition. Students should be able to read and comprehend college-level texts and write grammatically correct, complete sentences.

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

AP ENGLISH LITERATURE AND COMPOSITION

E500 *(1.4 Weight)* *1 Credit*

RECOMMENDATIONS: There are no prerequisite courses for AP English Literature and Composition. Students should be able to read and comprehend college-level texts and write grammatically correct, complete sentences.

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

HISTORY AND SOCIAL SCIENCES

AP EUROPEAN HISTORY

H501 *(1.4 Weight)* *1 Credit*

RECOMMENDATIONS: There are no prerequisites for AP European History. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

In AP European History, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and

change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations.

AP PSYCHOLOGY

H502 *(1.4 Weight)* *1 Credit*

RECOMMENDATIONS: There are no prerequisites for AP Psychology. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas

AP UNITED STATES GOVERNMENT AND POLITICS

H503 *(1.4 Weight)* *1 Credit*

RECOMMENDATIONS: There are no prerequisite courses for AP U.S. Government and Politics. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

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

AP UNITED STATES HISTORY

H500 *(1.4 Weight)* *1 Credit*

RECOMMENDATIONS: There are no prerequisites for AP U.S. History. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary

and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

AP WORLD HISTORY (MODERN)

H505 *(1.4 Weight)* *1 Credit*

RECOMMENDATIONS: There are no prerequisites for AP World History: Modern. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

MATH AND COMPUTER SCIENCE

AP CALCULUS AB

M500 *(1.4 Weight)* *1 Credit*

RECOMMENDATIONS: Four years of secondary mathematics designed for college bound students. Successful completion of Pre-Calculus is suggested.

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

AP CALCULUS BC

M502 *(1.4 Weight)* *1 Credit*

RECOMMENDATIONS: Successful completion of AP Calculus AB.

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

AP COMPUTER SCIENCE A

M504 *(1.4 Weight)* *1 Credit*

RECOMMENDATIONS: Successful completion of Algebra I

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. Because the Java programming language is extensive, with far more features than could be covered in a single introductory course, the AP Computer Science A Exam covers a subset of Java. AP Computer Science A is equivalent to a first-semester, college-level course in computer science. A goal of the course is to provide an opportunity to successfully complete the AP exam, and possibly receive advanced placement and/or credit in college.

AP COMPUTER SCIENCE PRINCIPLES

B301 *(1.4 Weight)* *1 Credit*

RECOMMENDATIONS: It is recommended that students in the AP Computer Science Principles course have successfully completed a first-year high school algebra course with a strong foundation of basic linear functions, composition of functions, and problem-solving strategies that require multiple approaches and collaborative efforts. In addition, students should be able to use a Cartesian (x, y) coordinate system to represent points on a plane. It is important that students and their advisers understand that any significant computer science course builds upon a foundation of mathematical reasoning that should be acquired before attempting such a course. Prior computer science experience is not required to take this course.

AP Computer Science Principles introduces students to a broad range of foundational topics in the field of computer science. In this course, students will learn to design and

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

AP STATISTICS

M501 *(1.4 Weight)* *1 Credit*

RECOMMENDATIONS: The AP Statistics course is an excellent option for any secondary school student who has successfully completed a second-year course in algebra and who possesses sufficient mathematical maturity and quantitative reasoning ability. Because second-year algebra is the prerequisite course, AP Statistics is usually taken in either the junior or senior year.

The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

AP PRE-CALCULUS

M505 *(1.4 Weight)* *1 Credit*

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

SCIENCES

AP BIOLOGY

S500 *(1.4 Weight)* *1 Credit*

RECOMMENDATIONS: Completion of Honors Biology; completion of a Chemistry course, may be concurrent.

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

AP CHEMISTRY

S501 *(1.4 Weight)* *1 Credit*

RECOMMENDATIONS: Completion of Honors Chemistry.

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. This course requires that 25 percent of instructional time engages students in lab investigations. This includes a minimum of 16 hands-on labs (at least six of which are inquiry-based). It is recommended that students keep a lab notebook throughout.

AP ENVIRONMENTAL SCIENCE

S503 *(1.4 Weight)* *1 Credit*

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

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

AP PHYSICS: ALGEBRA-BASED

S502 *(1.4 Weight)* *1 Credit*

RECOMMENDATIONS: There are no prerequisite courses. Students should have completed Geometry and be concurrently taking Algebra II or an equivalent course. Although the Physics 1 course includes basic use of trigonometric functions, this understanding can be gained either in the concurrent math course or in the AP Physics 1 course itself.

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

AP PHYSICS 2: ALGEBRA-BASED

S504 *(1.4 Weight)* *1 Credit*

RECOMMENDATIONS: Completion of AP Physics 1

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

World Languages

AP GERMAN LANGUAGE AND CULTURE

F502 *(1.4 Weight)* *1 Credit*

RECOMMENDATIONS: There are no prerequisites; however, students are typically in their fourth year of high school–level German language study (Honors German III). In the case of native or heritage speakers, there may be a different pathway of study leading to this course.

The AP German Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP German Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in German. The AP German Language and Culture course engages

students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

AP SPANISH LANGUAGE AND CULTURE

F503 *(1.4 Weight)* *1 Credit*

RECOMMENDATIONS: There are no prerequisites; however, students are typically in their fourth year of high school–level Spanish language study (Honors Spanish III). In the case of native or heritage speakers, there may be a different pathway of study leading to this course.

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

AGRICULTURE EDUCATION MASTER COURSE LISTING

Course No.	Course Title	Weighted Value	Credit Value
G103	Veterinary Science	1.0	1.0
G111	Supervised Agriculture Ed Experience Project I	1.0	1.0
G114	Small Animal Care and Management	1.0	0.5
G118	Small Engine Theory and Repair	1.0	0.5
G127	Large Animal Science	1.0	1.0
G129	Greenhouse Systems Management	1.0	0.5
G130	Floral Design and Arrangement	1.0	0.5
G134	Supervised Ag Ed. Experience Project II	1.0	1.0
G135	Supervised Ag Ed. Experience Project III	1.0	1.0
G136	Aquatics and Natural Resource Management	1.0	0.5
G119	Welding I	1.0	0.5
G140	Welding II	1.0	0.5
G141	Advanced Floral Design & Ag Entrepreneurship	1.0	1.0

Course Schedule Offering

Courses Offered Every year	**Courses Offered 2023-2024**	**Courses Offered 2024-2025**
	(These courses will be offered beginning in odd years and ending in even years)	*(These courses will be offered beginning in even years and ending in odd years)*
Veterinary Science	Aquatics & Natural Resource Mgmt.	Agriculture Mechanics & Technology
Floral Design I & Arrangement	Welding II	Forestry & Wildlife Mgmt.
Greenhouse Systems Mgmt.		Leadership
Large Animal Science		Introduction to Modern Horticulture
Small Animal Care & Mgmt.		
Small Engine Theory & Repair		
Supervised Ag Ed. (I, II, & III)		
Welding I		
Advanced Floral Design		

AGRICULTURE EDUCATION DEPARTMENT

VETERINARY SCIENCE

G103 *1 credit*

PREREQUISITE: Biology; recommended for Major/Elective non-major interested in a career in animal science.

This course will investigate more deeply the anatomy and physiology of animal systems and diseases associated with the systems. Also studied will be specific pathogens and preventative management. The course will address guidelines to career opportunities.

GREENHOUSE SYSTEMS MANAGEMENT

G129 *.5 Credit*

PREREQUISITE: None

This course is for students interested in growing, using, and marketing plants for both aesthetic and food purposes. Students in this course will learn how to utilize various types of greenhouse production systems to efficiently and correctly produce plant crops. Students will have the opportunity to oversee the production of various greenhouse crops and develop practical skills necessary in the greenhouse production industry. The course will address guidelines to career opportunities.

FLORAL DESIGN & ARRANGEMENT

G130 *.5 Credit*

PREREQUISITE: Grades 9-11 Only

Recommended for students interested in flower production and designing floral arrangements. Students will learn flower identification and how to construct corsages, boutonnieres, bud vases, centerpieces, symmetric and asymmetric designs, dish gardens, swags, wreaths, and wedding planning and designs. This class focuses on hands-on experience in the construction of flower arrangements. The course will address guidelines to career opportunities.

ADVANCED FLORAL DESIGN & AG ENTREPRENEURSHIP

G141 *1 Credit*

PREREQUISITE: Grade of "B" or higher in Floral Design & Arrangement

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

FORESTRY AND WILDLIFE MANAGEMENT

G131 *.5 Credit*

PREREQUISITE: None

Recommended for students interested in wildlife and forestry. This course is designed to appeal to students who enjoy the environment and outdoor activities such as hunting and hiking. This will be a project-based course. Students will be designing projects for wildlife studies. Students will gain hands-on experience while learning the basics about practical management of forests and Pennsylvania wildlife. Topics such as habitat conservation, population management and land use planning will be discussed. Careers in forestry, soil conservation, and wildlife law enforcement will be explored. The course will address guidelines to career opportunities.

SUPERVISED AGRICULTURAL EDUCATIONAL EXPERIENCE PROJECT I

G111 *1 Credit*

PREREQUISITE: Ag Ed Teacher 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.

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

SUPERVISED AGRICULTURAL EDUCATIONAL EXPERIENCE PROJECT II

G134 *1 Credit*

PREREQUISITE: Completion of Supervised Agricultural Educational Experience Project I

As a continuation of or addition to Supervised Agricultural Experience I, this course is designed for the student wishing to study agricultural and environmental subjects in the agricultural 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.

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

SUPERVISED AGRICULTURAL PROJECT III

G135 *1 Credit*

PREREQUISITE: Successful completion of Supervised Agricultural Educational Experience II

As a continuation of or addition to Supervised Agricultural Experience I and II, 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.

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

SMALL ANIMAL CARE AND MANAGEMENT

G114 *.5 Credit*

PREREQUISITE: None

This course is for students interested in the care and management of pets and companion animals. Study will include mammals, birds and fish. Hands on experiences will come from lab and the daily maintenance of in-class pets. Health, safety, feeding and careers will be emphasized with each species studies. The course will address guidelines to career opportunities.

LARGE ANIMAL SCIENCE

G127 *1 Credit*

PREREQUISITE: Recommended for students interested in production animals including poultry and horses.

This course is designed to give students a look at all types of livestock & horse production. Includes industry history, careers, safety, environmental considerations, and details of production management, feeding, health, genetics, and unique animal enterprises. Plus, addresses issues in food safety, and animal rights. Hands on experiences including food preparation, dissection, and animal handling are a part of this course.

WELDING I

G119 *.5 Credit*

PREREQUISITE: Grades 10, 11 and 12

In this course, students will study basic theory and concepts regarding modern metalworking and welding. Students will explore career opportunities in the welding industry. The goals of this course are to learn and practice basic methods of arc welding, oxyacetylene cutting, plasma cutting and MIG Welding as well as develop shop management and organization skills. This course is a great introductory course for a career in welding, fabrication, repair, and maintenance.

SMALL ENGINE THEORY AND REPAIR

G118 *.5 Credit*

PREREQUISITE: None

This course is recommended for students interested in the safe operation of small engines widely used in the United States today. In this course, students will study basic engine theory and operation. Students will also practice disassembling/reassembling engines as well as develop shop management and organization skills. This course is a great introductory course for a career in engine design, fabrication, repair, and maintenance.

AGRICULTURAL MECHANICS AND TECHNOLOGY

G124 *1 Credit*

PREREQUISITE: None

This course is designed for students interested in gaining knowledge and skills in agricultural mechanics. The student will gain skills in safe operation and handling of equipment. Students will explore skills in carpentry, building construction, electricity, plumbing, tractors, welding, and metal fabrication. The course will address guidelines to career opportunities.

INTRODUCTION TO MODERN HORTICULTURE

G132 *.5 Credit*

PREREQUISITE: *It is suggested that students complete this course before enrolling in the "Greenhouse Systems Management" course.*

Designed for students interested in plants, this course will provide a comprehensive view of the modern horticultural industry. Topics such as flower/bedding plant production, food crops, floral design, basic plant science/physiology, and soil science will be addressed. Through various hands-on activities, students will learn valuable skills needed for a career in various components of the horticultural industry.

LEADERSHIP

G138 *1 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 agriculture, 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. Student projects include planning agriculture related lessons and presenting them at area elementary schools in 5th grade classrooms; they 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.

ART MASTER COURSE LISTING

Course No.	Course Title	Weighted Value	Credit Value
A101	Drawing and Painting I	1.0	1.0
A102	Drawing and Painting II	1.0	1.0
A104	Portfolio Art	1.0	1.0
A105	Art Exploration	1.0	0.5
A109	3-D Design and Sculpture	1.0	0.5
A110	Advanced Intro to Art	1.0	0.5
A111	Clay I	1.0	0.5
A112	Clay II	1.0	0.5
A500	AP Art & Design	1.4	1.0

SUGGESTED SEQUENCES IN ART

Light Interest in Art	*Strong Interest in Art*
Grade 9:	*Grade 9*:
Art Exploration	* Advanced Intro to Art
Grade 10:	*Grade 10*:
3D Design and Sculpture	*Drawing and Painting I
	3D Design and Sculpture
Grade 11:	*Grade 11*:
3-D Design and Sculpture	*Drawing and Painting II
Clay I	Clay I
	3-D Design and Sculpture
Grade 12:	*Grade 12*:
Clay II	*Portfolio Art/AP Art and Design
3-D Design and Sculpture	Clay II
	3-D Design and Sculpture
	*courses that should be taken in sequence for serious art students

ART DEPARTMENT
DRAWING AND PAINTING I

A101 *1 Credit*

PREREQUISITE: Grades 10-12 Only

This course is designed for the serious art student who is willing to complete outside assignments, be self-motivated and desires to improve their artistic technique. Fundamentals of representational rendering are emphasized with a focus on creating and analyzing artistic compositions. Students will develop more compositions and complete written critical assessment of artworks to gain a greater understanding of the visual arts.

Homework will be assigned in addition to in-class work. Knowledge of the Elements and Principle of Design and how to apply them in your work is an area of great focus in this course. Still-life, landscape, perspective, portraiture, figures and nature are developed in pencil, charcoal, pastel, pen and ink, watercolor and acrylic. Units of art appreciation include Renaissance Art, Impressionism. *Ninth Grade students may not enroll in this course.*

DRAWING AND PAINTING II

A102 *1 Credit*

PREREQUISITE: Only students who have successfully completed Drawing & Painting I with a grade of "C" or better are eligible to take this class.

This course emphasizes creativity and developing individuality in artistic style. Media used in Drawing and Painting I will be further explored and additional media experienced, such as oil pastel, scratchboard, airbrush, digital media, and canvas stretching for acrylic painting. Units of art appreciation cover art through the late 19th century through Modern Art.

3-D DESIGN AND SCULPTURE

A109 *.5 Credit*

PREREQUISITE: None

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

PORTFOLIO ART

A104 *2 Credits*

PREREQUISITE: Only students who have successfully completed Drawing & Painting II with a grade of "C" or better are eligible to take this class.

This course is an independent study course for the art student seriously interested in art and in the development of a portfolio of work for college entrance or job opportunity. Students have a choice of projects, media, and art appreciation reports which meet the variety requirements of the portfolio. There are no project introductions or demonstrations. Individual responsibility for productive work habits in class is required. Instruction is entirely by individual assistance and critical evaluation.

ART EXPLORATION

A105 *.5 Credit*

PREREQUISITE: None

This course is designed as a general overview of Fine Arts. The course will introduce students to a variety of art making materials and techniques. Students will be introduced to art history and art theory. Homework will be assigned and a textbook may be included in the experience. Students should finish the course with a mastery of tool usage and basic drawing/painting/design techniques.

ADVANCED INTRO TO ART

A110 **.***5 Credit*

PREREQUISITE: None – (recommended for 9th grade students/any student interested in pursuing art in high school)

This course is designed to challenge creative individuals and is primarily designed for 9th grade students interested in continuing their art studies through high school and beyond. Emphasis is placed on experiences with design principles, drawing techniques and painting skills leading to the development of abilities that are necessary for advanced art courses. Students will be introduced to areas of art & 3-D Design that will be further developed at the high school level. Advanced drawing and design techniques will be taught and developed. Students will be assigned sketchbooks and will have weekly assignments to work on outside of class. Course will focus on the creation of works of art and the perception and understanding of it.

CLAY I

A111 *.5 Credit*

PREREQUISITE: None

Clay I is a semester-long course. In this hands-on course, students will learn about the fundamentals and principles of clay such as how to control pressure application, maintain/determine/adjust various moisture conditions, glaze application, work with various clay bodies and their stages of moisture content. Students will strengthen their responsibilities, hand dexterity, creativity and patience while making a variety of functional containers through the application of various hand-building and sculptural techniques. Additionally, students will learn to make clay pots with the aid of an electric potter's wheel.

CLAY II

A112 *.5 Credit*

PREREQUISITE: Only students who have successfully completed Clay I with a grade of "C" or better are eligible to take this class.

Clay II is a semester-long course. Only students who have successfully completed Clay I with a grade of "C" or better are eligible to take this class. Students must be proficient in throwing on the potter's wheel as the majority of the assignments are wheel thrown. Students will focus on creating various forms on the potter's wheel in addition to learning complex hand-building techniques. All skills learned in Clay I will be utilized and expanded upon as students develop functional and sculptural artwork. Additionally, students will focus more on the glazing process to refine their fired clay work.

AP ART & DESIGN

A500 *(1.4 Weight)* *1 Credit*

RECOMMENDATIONS: AP Art and Design courses are for all students who are interested in inquiry-based thinking and making. Although there is no prerequisite for AP Art and Design courses, prior experiences learning about and making art and design support student success in AP Art and Design. Students who have not had opportunities to take art or design classes prior to AP will likely need assistance in developing a foundational understanding of art and design materials, processes, and ideas to prepare them for success.

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

BUSINESS AND TECHNOLOGY MASTER COURSE LISTING

Course No.	Course Title	Weighted Value	Credit Value
B100	Accounting I	1.0	1.0
B101	Accounting II	1.0	1.0
B109	Personal Financial Management	1.0	0.5
B110	A+ Computer Repair and Maintenance	1.0	1.0
B113	Student Based Enterprises	1.0	1.0
B114	History of Game Design - Game Design & Ancient Civilizations	1.0	0.5
B118	Business Law	1.0	1.0
B119	CAPSTONE Business COOP	1.0	1.0
B120	Elementary COOP	1.0	1.0
B121	Diversified Occupations – COOP	1.0	1.0
B122	HealthCare Careers Institute	1.0	1.0
B128	Sports and Entertainment Marketing	1.0	1.0
B129	Community Service Learning	1.0	0.25
B130	Entrepreneurship	1.0	0.5
B131	Chambersburg Hospital Volunteer Program	1.0	1.0
B132	Employability Skills for the 21st Century	1.0	0.5
B135	Business 101	1.0	0.5
B138	Web MultiMedia Production	1.0	1.0
B139	Mobile Application Development - Programing Basics	1.0	0.5
B140	Communications Seminar Applications	1.0	0.5
B141	COSTA Academy	1.0	0.5
B142	Secondary COOP	1.0	1.0
B143	Mobile Application Development - Advanced Programing	1.0	0.5
B300	Accounting III	1.2	1.0
B301	AP Computer Science Principles	1.4	1.0
IB307	IB Information Technology in a Global Society	1.2	1.0
JROTCCOOP	JROTC COOP	1.0	1.0

SUGGESTED SEQUENCES IN BUSINESS AND TECHNOLOGY

Accounting

Traditional Academics	*Technical Academics*
Grade 9:	***Grade 9:***
Communications Seminar	Communications Seminar
***Grade 10*:**	***Grade 10*:**
Accounting I	Accounting I
Follow recommended course selection for pathway.	Business 101
	Follow recommended course selection for pathway.
***Grade 11*:**	***Grade 11*:**
Accounting II	Accounting II
Follow recommended course selection for pathway.	Entrepreneurship
	Follow recommended course selection for pathway.
***Grade 12*:**	***Grade 12*:**
Accounting III	Accounting III
Business Law	Web MultiMedia Production
Follow recommended course selection for pathway.	Follow recommended course selection for pathway.

SUGGESTED SEQUENCES IN BUSINESS AND TECHNOLOGY

Business and Information Technology

Traditional Academics

Grade 9:

Communications Seminar

***Grade 10*:**

Accounting I
Business 101
Follow recommended course selection for pathway.

***Grade 11*:**

Sports and Entertainment Marketing /Personal Finance Management/ Entrepreneurship
Adv. Computer Application Skills
Follow recommended course selection for pathway.

***Grade 12*:**

Business Law
Acct II
Sports and Entertainment Marketing
Follow recommended course selection for pathway.

Technical Academics

Grade 9:

Communications Seminar

***Grade 10*:**

Accounting I
Sports and Entertainment Marketing /Personal Finance Management
Follow recommended course selection for pathway.

***Grade 11*:**

Sports and Entertainment Marketing
Accounting
Follow recommended course selection for pathway.

***Grade 12*:**

Business Law
Mobile Apps **or** Web Multimedia Production
Follow recommended course selection for pathway.

SUGGESTED SEQUENCES IN BUSINESS AND TECHNOLOGY

Computer Information Management

Traditional Academics	*Technical Academics*
Grade 9:	***Grade 9:***
Communications Seminar	Communications Seminar
***Grade 10*:**	***Grade 10*:**
A+ Computer Repair **or** C++	A+ Computer Repair
Follow recommended course selection for pathway.	Follow recommended course selection for pathway.
***Grade 11*:**	***Grade 11*:**
C++ Computer Programming	C++ Computer Programming
Web MultiMedia Production	Web MultiMedia Production
Follow recommended course selection for pathway.	Follow recommended course selection for pathway.
***Grade 12*:**	***Grade 12*:**
C++	C++
Mobile Apps	Mobile Apps
Follow recommended course selection for pathway.	Follow recommended course selection for pathway.

BUSINESS AND TECHNOLOGY DEPARTMENT

ACCOUNTING I

B100 *1 Credit*

PREREQUISTE: Recommended for 9th and 10th grade students

Accounting is an excellent foundation course for students who plan to enroll in the accounting curriculum or related business programs (accounting, business, finance, law, management, or marketing) in college as well as for those students who plan to enter the business world upon high school graduation. Students learn the theory of accounting and receive practice in recording business transactions. Students will prepare income and expense statements and determine profit earnings of a business. Students will learn the

complete accounting cycles of proprietorships and partnerships. A real life simulation involving the preparation of records for business is included. The use of computer technology is integrated throughout this course.

ACCOUNTING II

B101 *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 this course.

ACCOUNTING III

B300 *(1.2 Weight* *1 Credit*

PREREQUISITE: Accounting I and II

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

AP COMPUTER SCIENCE PRINCIPLES

(1.4 Weight)

B301 *1 Credit*

RECOMMENDATIONS: It is recommended that students in the AP Computer Science Principles course have successfully completed a first-year high school algebra course with a strong foundation of basic linear functions, composition of functions, and problem-solving strategies that require multiple approaches and collaborative efforts. In addition, students should be able to use a Cartesian (x, y) coordinate system to represent points on a plane. It is important that students and their advisers understand that any significant computer science course builds upon a foundation of mathematical reasoning that should be acquired before attempting such a course. Prior computer science experience is not required to take this course.

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

BUSINESS LAW

B118 *1 Credit*

PREREQUISITE: 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.

WEB MULTIMEDIA PRODUCTION

(Desktop Publishing & Web Design)

B138 *1 Credit*

PREREQUISITE: None; Recommended for 11th and 12th Grade

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

SPORTS AND ENTERTAINMENT MARKETING

B128 *1 Credit*

PREREQUISITE: Recommended for 11th and 12 Grade

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

PERSONAL FINANCIAL MANAGEMENT

B109 *.5 Credit*

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

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, and 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

B130 *.5 Credit*

PREREQUISITE: 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.

A+ COMPUTER REPAIR AND MAINTENANCE

B110 *1 Credit*

PREREQUISITE: Recommended for 11th and 12th Grade

The A+ computer hardware and operating systems program is a one-year course. The class allows students to learn what is in the computer and how it works. The first half of the year the students learn all about the hardware in a PC from the motherboard and power supply to the disk drives. The second half of the year the students will learn about the operating systems of the computer (DOS/Windows). Students will be able to apply their knowledge by building and networking computers together. This program prepares the student to sit for their A+ certification. The students who successfully complete this course will get a 50% discount on the price of the test when they take it. Course may be articulated to local post-secondary institutions.

EMPLOYABILITY SKILLS FOR THE 21ST CENTURY

B132 *.5 Credit*

PREREQUISITE: 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.***

BUSINESS 101

B135 *.5 Credit*

PREREQUISITE: Recommended for 9, 10, and 11 Grade

Business 101 is a semester long course designed to teach and guide students with an overview of subjects that the business department teaches. The course will highlight the elements of establishing, operating, and financing a small entrepreneurial business. Marketing, management, accounting, and operation of a small business will be emphasized in the course. Throughout the course work, the students will research all of the above criteria based upon small business for their career path, and begin work designing the framework for their school based enterprise experience. Students will cover materials associated with Human Resources, job search/application, and other employability skills.

MOBILE APPLICATIONS - PROGRAMMING BASICS

B139 *.5 Credit*

PREREQUISITE: Recommended for 10, 11 and 12 Grade

This course is an introduction to programming and Android object-oriented platforms. This project-based course introduces students to multi-platform digital media and environments. Students will gain an understanding of mobile application development

through the study of development platforms, programming languages, and software design standards. Students learn to problem solve, work in project teams, and how to ethically use digital media to solve real-world problems. Course will include business focus on foundational business principles including needs assessment, market research, beta testing, and marketing and selling the product.

MOBILE APPLICATIONS - ADVANCED PROGRAMMING

B143 .5 *Credit*

PREREQUISITE: Completion of Mobile Application - Programming Basics

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

COMMUNICATIONS SEMINAR APPLICATIONS

B140 *.5 Credit*

PREREQUISITE: Grade 9 Only

Communications Seminar is an essential course designed to help students become acclimated to high school. Students will create presentations and deliver them in a variety of formats: multimedia, written, and oral. These presentations are centered around opportunities students have at the high school. Career readiness will be a major focus of this course as students explore careers while analyzing their personal skills and interests. Lastly, digital citizenship and safe online behavior will be emphasized as these 21st century learners navigate through the multitude of social media formats. This semester long course is a graduation requirement.

CAPSTONE COOPERATIVE EDUCATION WORK EXPERIENCE

B119 *Up to 3 Credits*

PREREQUISITE: Seniors Only; 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 the Co-Op Scheduling Packet. Students also must participate in a formal interview. **ALL DEADLINES MUST BE FOLLOWED.**

Cooperative Education is one segment of the school-to-work system that enables students to combine academic instruction with occupational instruction through learning on the job in a career area of their choice.

Students have the opportunity to earn school credit in a paid work experience directly related to their educational pathway and career objective in one of the following areas: business, agriculture, construction technology, art or music. Students must carry two full-year courses (two credits) in their chosen career path in both their junior and senior year. ******All programs within Cooperative Education require complete student commitment. Any student starting a program and not completing all curriculum, portfolio and time requirements will receive an "I" grade recorded on their transcript.***

COOPERATIVE EDUCATION DIVERSIFIED OCCUPATIONS

B121 *Up to 3 Credits*

PREREQUISITE: Seniors only; 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 located in the Co-Op Scheduling Packet. 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. **ALL DEADLINES MUST BE FOLLOWED.**

Cooperative Education is one segment of the school-to-work system that enables students to combine academic instruction with occupational instruction through learning on the job in a career area of their choice.

Seniors have the opportunity to earn school credit in a paid or unpaid work experience and/or internships directly related to their educational pathway and career objective that they wish to pursue after graduation or after completing post-secondary training.

******All programs within Cooperative Education require complete student commitment. Any student starting a program and not completing all curriculum, portfolio and time requirements will receive an "I" grade recorded on their transcript.***

COOPERATIVE EDUCATION - ELEMENTARY INTERNSHIP

B120 *Up to 3 Credits*

PREREQUISITE: Seniors only; 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 the Co-Op Scheduling Packet. Students must also participate in a formal interview. ALL DEADLINES MUST BE FOLLOWED. Cooperative Education is one segment of the school-to-work system that enables students to combine academic instruction with occupational instruction through learning on the job in a career area of their choice.

Seniors have the opportunity to earn school credit in an unpaid internship for students who plan to enter the field of elementary education after graduation and after completing post-secondary training. Students will be placed in a classroom assignment.

******All programs within Cooperative Education require complete student commitment. Any student starting a program and not completing all curriculum, portfolio and time requirements will receive an "I" grade recorded on their transcript.***

COOPERATIVE EDUCATION - SECONDARY INTERNSHIP

B142 *Up to 3 Credits*

PREREQUISITE: Seniors only; 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 the Co-Op Scheduling Packet. Students must also participate in a formal interview. ALL DEADLINES MUST BE FOLLOWED.

Cooperative Education is one segment of the school-to-work system that enables students to combine academic instruction with occupational instruction through learning on the job in a career area of their choice.

Seniors have the opportunity to earn school credit in an unpaid internship for students who plan to enter the field of secondary education after graduation and after completing post-secondary training. Students will be placed in a classroom assignment.

******All programs within Cooperative Education require complete student commitment. Any student starting a program and not completing all curriculum, portfolio and time requirements will receive an "I" grade recorded on their transcript.***

COOPERATIVE EDUCATION - HEALTHCARE CAREERS INSTITUTE

B122 *Up to 1 Credit*

PREREQUISITE: Application Process and Interview, Grades 11 and 12

This course is designed to direct Franklin County freshman, sophomore, juniors and seniors in the exploration of various healthcare careers in real life experience. The 18-week HCI course places emphasis on the development of patient care and responsibility, personal strengths and skills, as well as vital soft skills for employment. Students are required to observe in a minimum of 20 departments of the hospital for a period of one or two days, and then spend a concentrated period of time in the one or two departments for the remainder of the semester hours. Students will also be required to attend orientation and information classes, as well as meet class requirements. The entire program takes place on the site of Chambersburg Hospital or at satellite Summit Healthcare offices. Students are responsible for their own transportation to the facilities. Classes meet from 7:30 a.m. – 9:30 a.m., Monday through Friday. The institute is free of charge and the student earns school credit. An application and interview are required.

******All programs within Cooperative Education require complete student commitment. Any student starting a program and not completing all curriculum, portfolio and time requirements will receive an "I" grade recorded on their transcript.***

COOPERATIVE EDUCATION
CHAMBERSBURG HOSPITAL VOLUNTEER PROGRAM

B131 *1 Credit*

PREREQUISITE: Seniors Only

Students have the opportunity to gain unpaid work experience and high school credit working in a hospital setting through volunteering at Chambersburg Hospital. Students volunteer to: man information desks, perform messenger services, deliver patient mail and flowers, staff the hospital auxiliary shop, help transport patients in wheelchairs, help in various departments, visiting patients, and help people who need prescription assistance.

******All programs within Cooperative Education require complete student commitment. Any student starting a program and not completing all curriculum, portfolio and time requirements will receive an "I" grade recorded on their transcript.***

COOPERATIVE EDUCATION - COMMUNITY SERVICE LEARNING

B129 *Up to 2 Credits*

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

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 and provides opportunities to use skills and knowledge in real-life situations such as: Healthcare, Athletic Training, U.S. Military, Horticulture, Elementary and Secondary Education and Pre-School, to name a few. This experience fosters a sense of caring for others by providing a service to the community as volunteers. ****Specific criteria are required for participation in the Service Learning Program.***

*****All programs within Cooperative Education require complete student commitment. Any student starting a program and not completing all curriculum, portfolio and time requirements will receive an "I" grade recorded on their transcript.***

COSTA ACADEMY

B141 *Up to 3 Credits*

Costa Academy is a subset of the Community Service Learning program that trains students using both virtual classrooms, traditional classrooms, and most importantly by direct hands-on work experience in a "live" fully functioning restaurant and banquet facility. The curriculum is extremely focused on providing work-relevant learning in a way that best fits the abilities, goals and objectives of the individual student. Enrollment is open to students of the Chambersburg Area School District. Graduates will be work-ready and employable from day one of certification by Costa Academy. ****Specific criteria are required for participation in the Service Learning Program.***

HISTORY OF GAME DESIGN - GAME DESIGN & ANCIENT CIVILIZATIONS

B114 *.5 Credit*

PREREQUISITE: None. Recommended for 10, 11, or 12 Grades

History of Game Design is designed to relate games within different civilizations and how they impacted that era. What are the relations to games today and what elements of game design still exist? The course will explore the history of board games and relate them to current business trends. From that business standpoint students will learn how to design, create, and market a prototype board game.

AGRICULTURE WORK EXPERIENCE

G125 *1 Credit*

PREREQUISITE: Seniors Only

Upon successful completion of the necessary major course work and with staff approval, students may schedule a work or career exploration experience. Specific instruction about who qualifies for these experiences are given by the department. Students must contact a counselor or a member of the appropriate department for information about qualifications and the scheduling process. The course will address guidelines to career opportunities.

JROTC COOP

JROTCCOOP *1 Credit*

PREREQUISITE: Seniors Only

JROTC COOP is a special program for seniors who have completed at least two years of instruction in JROTC. This program is specifically designed for the students who have settled on a career in the military either an enlisted or commissioning program. Participation in this curriculum will place the student in a position of peer leadership and create opportunities to enhance organizational, management, and instructional skills. Students in this curriculum will be involved in the daily operation of the Company of Cadets, the administration of classroom activities, scheduling and logistics for extracurricular activities, annual recruiting, and other duties assigned by their instructor. COOP enrollment requires advance approval from both the JROTC instructor and the COOP program. COOP enrollment is limited to no more than two students per Naval Science Instructor.

ENGLISH MASTER COURSE LISTING

Course No.	Course Title	Weighted Value	Credit Value
B111	Yearbook Journalism	1.0	1.0
E106	Creative Writing	1.0	1.0
E107	Modern Fiction	1.0	0.5
E108	Dramatics I	1.0	0.5
E109	Dramatics II	1.0	0.5
E110	Introduction to Video Production	1.0	0.5
E134	English 9	1.0	1.0
E135	English 10	1.0	1.0
E136	English 11	1.0	1.0
E137	English 12	1.0	1.0
E141	Radio Production 1	1.0	1.0
E143	Radio Production 2	1.0	1.0
E142	Journalism	1.0	1.0
E305	Honors English 9	1.2	1.0
E306	Honors English 10	1.2	1.0
E307	Honors English 11	1.2	1.0
E308	Honors English 12	1.2	1.0
E500	Advanced Placement English- Literature and Composition	1.4.	1.0
E501	Advanced Placement English- Language and Composition	1.4	1.0
IB600	IB Language A: Literature HL	1.4	1.0

SUGGESTED SEQUENCES IN ENGLISH

Traditional Academics

***Grade 9*:**

English 9 or
Honors English 9

***Grade 10*:**

English 10 or
Honors English 10

Grade 11:

English 11
Honors English 11
IB Language A: Literature HL
AP English – Language and Composition
AP English Literature and Composition

***Grade 12*:**

English 12
Honors English 12
AP English – Language and Composition
AP English Literature and Composition

Electives in English:

Creative Writing – *Grades 10 - 12*
Modern Fiction – *Grades 10-12 .5 Credit*
Dramatics I – *Grades 10-12 .5 Credit*
Dramatics II - *Grades 10-12 .5 Credit*
Introduction to Video Production - *Grade 10-12*
Journalism – *Grades 11-12 .5 Credit*
Radio Production I – *Grades 10-12*
Radio Production II – *Grades 11-12*

ENGLISH DEPARTMENT

ENGLISH 9

E134 *1 Credit*

PREREQUISTE: None;

This course covers the study, analysis, and comparison of various types of text including novels, articles, biographies, poems, short stories, and dramas. Students will gain understanding of and show mastery in Pennsylvania Core Standards for ELA, Grade 9, which are designed to prepare all students for success in college, career, and life by the time they graduate from high school:

- Students read, understand, and respond to informational text and literature – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
- Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

HONORS ENGLISH 9

E305 *(1.2 Weight)* *1 Credit*

PREREQUISTE: None

In addition to the expectation of English 9, students enrolled in the honors curriculum are expected to apply higher order thinking skills to supplemental and complex selections of literary works. Student motivation and a determined work ethic are key components to success in this course.

ENGLISH 10

E135 *1 Credit*

PREREQUISTE: None

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

- Students read, understand, and respond to informational text and literature – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
- Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

HONORS ENGLISH 10

E306 *(1.2 Weight)* *1 Credit*

PREREQUISTE: None

In addition to the expectation of English 10, students enrolled in the honors curriculum are expected to apply higher order thinking skills to supplemental and complex selections of literary works. Student motivation and a determined work ethic are key components to success in this course.

ENGLISH 11

E136 *1 Credit*

PREREQUISITE: None

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

- Students read, understand, and respond to informational text and literature – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
- Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

HONORS ENGLISH 11

E307 *(1.2 Weight)* *1 Credit*

PREREQUISITE:

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

ENGLISH 12

E137 *1 Credit*

PREREQUISITE: None

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

- Students read, understand, and respond to informational text and literature – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
- Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

HONORS ENGLISH 12

E308 *(1.2 Weight)* *1 Credit*

PREREQUISITE: None

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

ADVANCED PLACEMENT LITERATURE AND COMPOSITION

E500 *(1.4 Weight)* *1 Credit*

RECOMMENDATIONS: There are no prerequisite courses for AP English Literature and Composition. Students should be able to read and comprehend college-level texts and write grammatically correct, complete sentences.

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

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION (11th or 12th grade)

E501 *(1.4 Weight)* *1 Credit*

RECOMMENDATIONS: There are no prerequisite courses for AP English Language and Composition. Students should be able to read and comprehend college-level texts and write grammatically correct, complete sentences.

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

CREATIVE WRITING

E106 *1 Credit*

PREREQUISITE: Open to 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. Students will engage in the selection process for *CASHS Collections*, the high school literary magazine.

MODERN FICTION

E107 *.5 Credit*

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

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

DRAMATICS I

E108 *.5 Credit*

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

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

DRAMATICS II

E109 *.5 Credit*

PREREQUISITE: Dramatics I

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

INTRODUCTION TO VIDEO PRODUCTION

E110 *.5 Credit*

PREREQUISITE: Grades 10-12 Only.

This project-based course is designed to teach interested students basic video production techniques. While going through the video making process from pre-production, videotaping, and post-production (editing), students will develop communication, organizational, and critical thinking skills. In this course, students will complete a variety of creative projects, including video scavenger hunts, short commercial advertisements, music videos, green-screen projects, video biographies, and personal choice projects. Students

will also extend beyond basic video editing to learn how to build DVD menus and create YouTube channels, as well as experience fundamental techniques of smartphone video production techniques and programs.

ON-LINE YEARBOOK PUBLICATION

B111 *1 Credit*

PREREQUISITE: Open to 11th and 12th Grade Students. Completion of formal application and interview. 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.

RADIO PRODUCTION I

E141 *1 Credit*

PREREQUISITE: Grades 10-12; Application & Teacher Recommendation

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

RADIO PRODUCTION II

E143 *1 Credit*

PREREQUISITE: Grades 10-12; Radio Production I

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

JOURNALISM

E142 *1 Credit*

PREREQUISITE: Grades 11 and 12

Students are introduced to the historical importance of journalism in America. They study the basic principles and characteristics of print and online journalism. They analyze the expectations and roles of journalists and media in our society. They learn ideal news consumption practices, research and investigative skills, curation and organization

strategies, and journalistic writing techniques. Journalism students read, respond to, and write their own news and feature articles. Students conduct interviews, research, write, and design their own publication.

ENGLISH AS A SECOND LANGUAGE (ESL) MASTER COURSE LISTING

Course No.	Course Title	Weighted Value	Credit Value
E114ESL	English 9	1.0	1.0
E115ESL	English 10	1.0	1.0
E116ESL	English 11	1.0	1.0
E121ESL	English 12	1.0	1.0
E133ESL	Newcomer	1.0	0.5
E175ESL	Reading IA	1.0	1.0
E176ESL	Reading 2B	1.0	1.0
E177ESL	English Language – Year 1	1.0	1.0
E178 ESL	English Language – Year 2	1.0	1.0
Q102	Early American History	1.0	1.0
Q103	Algebra IA	1.0	1.0
Q112	Civics	1.0	0.5
Q113	Communication Seminar	1.0	0.5
Q114	Algebra IB	1.0	1.0
Q101	Biology IA	1.0	1.0
Q107	Biology IB	1.0	1.0
Q118	Math 21	1.0	1.0
Q124	Spanish for Native Speakers	1.0	1.0
Q125	Environmental Science	1.0	1.0

ENGLISH 9

E114ESL *1 Credit*

Designed for students whose first language is another language other than English and who has been in the United States 2 or more years.

This course covers the study, analysis, and comparison of various types of text including novels, articles, biographies, poems, short stories, and dramas. Students will gain understanding of and show mastery in Pennsylvania Core Standards for ELA, Grade 9, which are designed to prepare all students for success in college, career, and life by the time they graduate from high school:

- Students read, understand, and respond to informational text and literature – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
- Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

ENGLISH 10

E115ESL *1 Credit*

Designed for students whose first language is other than English and who has been in the United States 2 or more years.

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

- Students read, understand, and respond to informational text and literature – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
- Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

ENGLISH 11

E116ESL *1 Credit*

PREREQUISITE: Designed for students whose first language is other than English and who has been in the United States 2 or more years.

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

- Students read, understand, and respond to informational text and literature – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
- Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

ENGLISH 12

E121ESL *1 Credit*

PREREQUISITE: None

Designed for students whose first language is other than English and who has been in the United States 2 or more years.

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

- Students read, understand, and respond to informational text and literature – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
- Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

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

ENGLISH AS A SECOND LANGUAGE NEWCOMER

E133ESL *.5 Credit*

PREREQUISITE: None

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

ENGLISH LANGUAGE – YEAR 1

E177ESL *1 Credit*

PREREQUISITE: (9^{th}/12^{th} Grade)

First year EL students enrolled in the Sheltered Instruction Program

Designed for students in their first year of studies in the United States. The four domains of the English language will be stressed at a fundamental level. Focus will be on pronunciation, listening skills, grammatical usage, vocabulary acquisition, writing sentences and guided writing.

ENGLISH LANGUAGE – YEAR 2

E178ESL *1 Credit*

PREREQUISITE: (9^{th}/12^{th} Grade)

Second year EL students enrolled in the Sheltered Instruction Program

Designed for students in second year of studies in the United States. The four domains of the English language will be stressed at a fundamental level. Focus will be on pronunciation, listening skills, grammatical usage, vocabulary acquisition, writing sentences and guided writing.

READING 1A

E175ESL *1 Credit*

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

READING 2B

E176ESL *1 Credit*

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

BIOLOGY IA

Q101 *1 Credit*

Students enrolled in 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.

BIOLOGY IB

Q107 *1 Credit*

Students enrolled in 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.

ENVIRONMENTAL SCIENCE

Q125 *1 Credit*

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

ALGEBRA IA

Q103 *1 Credit*

This course is designed to help students successfully transition from pre-algebraic to algebraic concepts. Topics include constructing, analyzing, and modeling functions, systems of equations and inequalities, operations with polynomials, basic probability, and an introduction to quadratic functions. Problem solving is emphasized throughout all concepts.

ALGEBRA IB

Q114 *1 Credit*

This course is designed to help students successfully transition from pre-algebraic to algebraic concepts. Topics include constructing, analyzing, and modeling functions, systems of equations and inequalities, operations with polynomials, basic probability, and an introduction to quadratic functions. Problem solving is emphasized throughout all concepts.

MATH 21

Q118 *1 Credit*

This course is designed to strengthen math skills through practicing and applying concepts from Pre-Algebra, Algebra, and Geometry. Students work online through websites such as: School 21, DreamBox, and Delta Math.

SPANISH FOR NATIVE SPEAKERS

Q124 *1 Credit*

PREREQUISITE: First year EL students enrolled in the Sheltered Instruction Program whose native language is Spanish

Designed to help students develop, maintain, and enhance their understanding of Spanish grammar and their ability to read and write in Spanish. This course focuses on enhancing literacy skills in Spanish so that students gain a better understanding of Spanish morphology and syntax so that these skills can be applied in assisting students with English acquisition.

FAMILY AND CONSUMER SCIENCES MASTER COURSE LISTING

Course No.	Course Title	Weighted Value	Credit Value
C103	Child Development Lab	1.0	1.0
C104	Child Development I	1.0	0.5
C105	Child Development II	1.0	0.5
C106	Child Care Internship	1.0	2.0
C107	Culinary I	1.0	0.5
C108	Culinary II	1.0	0.5
C110	Interior Design	1.0	0.5

SUGGESTED SEQUENCES IN FAMILY AND CONSUMER SCIENCES

Traditional Progression of Courses

Grade 9:

Culinary I
Child Dev I
Interior Design

Grade 10:

Culinary I
Child Dev I

Grade 11:

Child Development II
Culinary II

Grade 12:

Culinary II
Child Development Lab
Child Care Internship

FAMILY AND CONSUMER SCIENCES DEPARTMENT

CHILD DEVELOPMENT I

C104 *.5 Credit*

PREREQUISITE: None

This course will provide an introduction to the study of children and families. Students will also study career opportunities in child development, parenting, prenatal development, pregnancy and the arrival of a baby. Some of the activities will be class projects and the parenting of the Real Care Baby for a weekend.

CHILD DEVELOPMENT II

C105 *.5 Credit*

PREREQUISITE: Child Development I

This course is an in-depth study of infants, toddlers, and preschoolers. Students will study how children develop emotionally, socially, physically and intellectually. Childcare options and early childhood education will be explored. Information relating to careers in childcare and educational services will be incorporated in the course.

CHILD DEVELOPMENT LAB

C103 *.5 Credit*

PREREQUISITE: Child Development I & II, 11th and 12th Grade Only

Students will participate in an on-sight preschool program. Students will plan and prepare lessons for the children under the supervision of the Family and Consumer Science teacher. *This is a double period class.*

CHILD CARE INTERNSHIP

C106 *Up to 2 Credits*

PREREQUISITE: Seniors Only

This is an unpaid work experience for students in the Child Development Program at CASHS. All assignments are in a nursery school environment. School credit is also earned. Qualifications and supervision for this program is under the direction of the CASHS Child Development Coordinator.

CULINARY ARTS I

C107 *.5 Credit*

PREREQUISITE: None

In this course students will study food preparation, emphasizing baking principals as well as cooking skills in a hands-on setting. Students will gain knowledge in basic nutrition, food science and consumerism. Students will also examine career choices.

CULINARY ARTS II

C108 *.5 Credit*

PREREQUISITE: Successful completion of Culinary I

In addition to using cooking techniques learned in Culinary I, students will learn more complicated skills to prepare more elaborate meals. Students will explore the fundamentals of nutrition, meal planning and preparation for large groups. Activities are designed to help students explore current issues, choices and techniques of food preparation that are compatible with today's lifestyle. This course is recommended for those who want to learn an independent living skill as well as for those who are considering a food-related career.

INTERIOR DESIGN

C110 *.5 Credit*

PREREQUISITE: Recommended for grades 9 and 10

This is an introductory course which enables students to explore their creativity in the field of Interior Design. This course emphasizes the elements and principals of design. Other topics included are the basics of furniture arrangement, floor plan evaluations, as well as careers.

FITNESS AND WELLNESS
MASTER COURSE LISTING

Course No.	Course Title	Weighted Value	Credit Value
W139	Adaptive Physical Education	1.0	0.50
W140	Strength and Conditioning	1.0	0.50
W141	PIAA Sports	0.0	0.50
W142	Health	1.0	0.50
W143	Exercise Science	1.0	0.50
W144	Cardio Endurance/Personal Fitness	1.0	0.50
W145	Team Sports (Skills and Concepts)	1.0	0.50
W146	Advanced Team Sports	1.0	0.50
W147	Lifelong Fitness	1.0	0.50
IB306	IB Sports, Exercise & Health Services	1.2	1.00
JROTCWAVIER	JROTC Waiver	1.0	0.50

SEQUENCE CHART FOR FITNESS AND WELLNESS

Traditional Progression of Courses

Grade 9:

Team Sports (Skills and Concepts)
Lifelong Fitness

Grade 10:

Health
Cardio Endurance/Personal Fitness

Grade 11:

Strength Training and Conditioning
Exercise Science
Cardio Endurance/Personal Fitness

Grade 12:

Advanced Team Sports
Strength Training and Conditioning
Exercise Science
Team Sports (Skills and Concepts)
Cardio Endurance/Personal Fitness
Lifelong Fitness

FITNESS AND WELLNESS DEPARTMENT

STRENGTH AND CONDITIONING

W140 *.5 Credit*

PREREQUISITE: None

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

PIAA SPORTS/JROTC WAIVER

W141 *.5 Credit*

PREREQUISITE: Application Required

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

HEALTH

W142 *.5 Credit*

PREREQUISITE: 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.

EXERCISE SCIENCE

W143 *.5 Credit*

PREREQUISITE: Must have completed Health successfully. (Recommended for grades 11 and 12)

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

CARDIO ENDURANCE/PERSONAL FITNESS

W144 *.5 Credit*

PREREQUISITE: None

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.

TEAM SPORTS (SKILLS AND CONCEPTS)

W145 *.5 Credit*

PREREQUISITE: 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.

ADVANCED TEAM SPORTS

W146 *.5 Credit*

PREREQUISITE: Must have completed Team Sports successfully.

This course expands on concepts and strategies from Team Sports. Students will be involved in the planning and instruction of activities. Students will develop a team sport lesson plan including instruction and assessment of a sport. Students will also apply coaching strategies within the course.

LIFELONG FITNESS

W147 *.5 Credit*

PREREQUISITE: None

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

ADAPTIVE PHYSICAL EDUCATION

Counselors recommend students for this course

W139 *.5 Credit*

PREREQUISITE: Adaptive PE must be required in the student's IEP

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

INDUSTRY BASED LEARNING
MASTER COURSE LISTING

Course No.	Course Title	Weighted Value	Credit Value
B119	Capstone Cooperative Education Work Experience	1.0	1.0
B120	COOP – Elementary Internship	1.0	1.0
B121	COOP- Diversified Occupations	1.0	1.0
B122	COOP – Healthcare Careers Institute	1.0	1.0
B129	COOP – Community Service Learning	1.0	1.0
B131	COOP – Chambersburg Hospital Volunteer Program	1.0	1.0
B141	COSTA Academy	1.0	1.0
B142	COOP – Secondary Internship	1.0	1.0
C106	Child Care Internship	1.0	1.0
G111	Supervised Agricultural Education Experience Project I	1.0	1.0
G134	Supervised Agricultural Education Experience Project II	1.0	1.0
G135	Supervised Agricultural Education Experience Project III	1.0	1.0
IL100	Pre-Apprenticeship	1.0	1.0

INDUSTRY BASED LEARNING

CAPSTONE COOPERATIVE EDUCATION WORK EXPERIENCE

B119 *Up to 3 Credits*

PREREQUISITE: Seniors Only; 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 the Co-Op Scheduling Packet. Students also must participate in a formal interview. **ALL DEADLINES MUST BE FOLLOWED.**

Cooperative Education is one segment of the school-to-work system that enables students to combine academic instruction with occupational instruction through learning on the job in a career area of their choice.

Students have the opportunity to earn school credit in a paid work experience directly related to their educational pathway and career objective in one of the following areas: business, agriculture, construction technology, art or music. Students must carry two full-year courses (two credits) in their chosen career path in both their junior and senior year. ******All programs within Cooperative Education require complete student commitment. Any student starting a program and not completing all curriculum, portfolio and time requirements will receive an "I" grade recorded on their transcript.***

COOPERATIVE EDUCATION - ELEMENTARY INTERNSHIP

B120 *Up to 3 Credits*

PREREQUISITE: Seniors only; 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 the Co-Op Scheduling Packet. Students must also participate in a formal interview. **ALL DEADLINES MUST BE FOLLOWED.** Cooperative Education is one segment of the school-to-work system that enables students to combine academic instruction with occupational instruction through learning on the job in a career area of their choice.

Seniors have the opportunity to earn school credit in an unpaid internship for students who plan to enter the field of elementary education after graduation and after completing post-secondary training. Students will be placed in a classroom assignment.

******All programs within Cooperative Education require complete student commitment. Any student starting a program and not completing all curriculum, portfolio and time requirements will receive an "I" grade recorded on their transcript.***

COOPERATIVE EDUCATION DIVERSIFIED OCCUPATIONS

B121 *Up to 3 Credits*

PREREQUISITE: Seniors only; 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 located in the Co-Op Scheduling Packet. 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. **ALL DEADLINES MUST BE FOLLOWED.**

Cooperative Education is one segment of the school-to-work system that enables students to combine academic instruction with occupational instruction through learning on the job in a career area of their choice.

Seniors have the opportunity to earn school credit in a paid or unpaid work experience and/or internships directly related to their educational pathway and career objective that they wish to pursue after graduation or after completing post-secondary training.

******All programs within Cooperative Education require complete student commitment. Any student starting a program and not completing all curriculum, portfolio and time requirements will receive an "I" grade recorded on their transcript.***

COOPERATIVE EDUCATION - HEALTHCARE CAREERS INSTITUTE

B122 *Up to 1 Credit*

PREREQUISITE: Application Process and Interview, Grades 11 and 12

This course is designed to direct Franklin County freshman, sophomore, juniors and seniors in the exploration of various healthcare careers in real life experience. The 18-week HCI course places emphasis on the development of patient care and responsibility, personal strengths and skills, as well as vital soft skills for employment. Students are required to observe in a minimum of 20 departments of the hospital for a period of one or two days, and then spend a concentrated period of time in the one or two departments for the remainder of the semester hours. Students will also be required to attend orientation and information classes, as well as meet class requirements. The entire program takes place on the site of Chambersburg Hospital or at satellite Summit Healthcare offices. Students are responsible for their own transportation to the facilities. Classes meet from 7:30 a.m. – 9:30 a.m., Monday through Friday. The institute is free of charge and the student earns school credit. An application and interview are required.

******All programs within Cooperative Education require complete student commitment. Any student starting a program and not completing all curriculum, portfolio and time requirements will receive an "I" grade recorded on their transcript.***

COOPERATIVE EDUCATION - COMMUNITY SERVICE LEARNING

B129 *Up to 2 Credits*

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

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 and provides opportunities to use skills and knowledge in real-life situations such as: Healthcare, Athletic Training, U.S. Military, Horticulture, Elementary and Secondary Education and Pre-School, to name a few. This experience fosters a sense of caring for others by providing a service to the community as volunteers. ***Specific criteria are required for participation in the Service Learning Program.***

****All programs within Cooperative Education require complete student commitment. Any student starting a program and not completing all curriculum, portfolio and time requirements will receive an "I" grade recorded on their transcript.***

COOPERATIVE EDUCATION
CHAMBERSBURG HOSPITAL VOLUNTEER PROGRAM

B131 *1 Credit*

PREREQUISITE: Seniors Only

Students have the opportunity to gain unpaid work experience and high school credit working in a hospital setting through volunteering at Chambersburg Hospital. Students volunteer to: man information desks, perform messenger services, deliver patient mail and flowers, staff the hospital auxiliary shop, help transport patients in wheelchairs, help in various departments, visiting patients, and help people who need prescription assistance.

****All programs within Cooperative Education require complete student commitment. Any student starting a program and not completing all curriculum, portfolio and time requirements will receive an "I" grade recorded on their transcript.***

COSTA ACADEMY

B141 *Up to 2 Credits*

Costa Academy is a subset of the Community Service Learning program that trains students using both virtual classrooms, traditional classrooms, and most importantly by direct hands-on work experience in a "live" fully functioning restaurant and banquet facility. The curriculum is extremely focused on providing work-relevant learning in a way that best fits the abilities, goals and objectives of the individual student. Enrollment is open to students of the Chambersburg Area School District. Graduates will be work-ready and employable from day one of certification by Costa Academy. ***Specific criteria are required for participation in the Service Learning Program.***

COOPERATIVE EDUCATION - SECONDARY INTERNSHIP

B142 *Up to 3 Credits*

PREREQUISITE: Seniors only; 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 the Co-Op Scheduling Packet. Students must also participate in a formal interview. **ALL DEADLINES MUST BE FOLLOWED.**

Cooperative Education is one segment of the school-to-work system that enables students to combine academic instruction with occupational instruction through learning on the job in a career area of their choice.

Seniors have the opportunity to earn school credit in an unpaid internship for students who plan to enter the field of secondary education after graduation and after completing post-secondary training. Students will be placed in a classroom assignment.

******All programs within Cooperative Education require complete student commitment. Any student starting a program and not completing all curriculum, portfolio and time requirements will receive an "I" grade recorded on their transcript.***

CHILD CARE INTERNSHIP

C106 *Up to 2 Credits*

PREREQUISITE: Seniors Only

This is an unpaid work experience for students in the Child Development Program at CASHS. All assignments are in a nursery school environment. School credit is also earned. Qualifications and supervision for this program is under the direction of the CASHS Child Development Coordinator

SUPERVISED AGRICULTURAL EDUCATIONAL EXPERIENCE PROJECT I

G111 *1 Credit*

PREREQUISITE: Ag Ed Teacher 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.

SUPERVISED AGRICULTURAL EDUCATIONAL EXPERIENCE PROJECT II

G134 *1 Credit*

PREREQUISITE: Completion of Supervised Agricultural Educational Experience Project I

As a continuation of or addition to Supervised Agricultural Experience I, this course is designed for the student wishing to study agricultural and environmental subjects in the agricultural 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.

SUPERVISED AGRICULTURAL PROJECT III

G135 *1 Credit*

PREREQUISITE: Successful completion of Supervised Agricultural Educational Experience II

As a continuation of or addition to Supervised Agricultural Experience I and II, 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.

PRE-APPRENTICESHIP

IL100 *1 Credit*

PREREQUISITE: Grade 10

Construction introduces students to the basics of the construction field with a focus on hand tools, power tools, construction drawings, rigging and material handling. Students will learn through practical classroom applications and hands on projects. The Pre-Apprenticeship course will showcase construction math and employment skills for students. Students will gain insight from local construction employers and have the opportunity to network with local business owners. Students who complete the Pre-Apprenticeship course will be prepared to work with local construction employers during the student's senior year of high school.

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME
MASTER COURSE LISTING

Course No.	Course Title	Weighted Value	Credit Value
IB100	IB TOK/CAS/EE2	1.0	0.5
IB101	IB TOK/CAS/EE1	1.0	0.25
IB102	IB Extended Essay	1.0	0.25
IB300	IB Language B: Spanish SL	1.2	1.0
IB301	IB Language B: German SL	1.2	1.0
IB302	IB Latin HL I	1.4	1.0
IB303	IB ab initio	1.2	1.0
IB305	IB Math Application and Interpretation I	1.2	1.0
IB306	IB Sports, Exercise & Health Science	1.2	1.0
IB308	IB Music SL I	1.2	1.0
IB312	IB Music HL	1.4	1.0
IB400	IB Language B: Span SL II	1.2	1.0
IB401	IB Language B: German SL II	1.2	1.0
IB402	IB Latin HL II	1.2	1.0
IB403	IB Spanish ab initio II	1.2	1.0
IB404	IB Math SL II	1.2	1.0
IB406	IB Math App & Interpretation II	1.2	1.0
IB600	IB Language A: Literature HL	1.4	1.0
IB601	IB History of the Americas HL	1.4	1.0
IB602	IB Psychology HL	1.4	1.0
IB603	IB Biology HL	1.4	1.0
IB604	IB Chemistry HL	1.4	1.0
IB606	IB Latin HL II	1.4	1.0
IB700	IB Language IA: Lit HL II	1.4	1.0
IB701	IB Hist of the Americas HL II	1.4	1.0
IB702	IB Psychology HL II	1.4	1.0
IB703	IB Biology HL II	1.4	1.0
IB704	IB Chemistry HL II	1.4	1.0

INTERNATIONAL BACCALAUREATE (IB) PROGRAMME

Group 1: Studies in language and literature

IB LANGUAGE A: LITERATURE HL (2 YEAR COURSE)

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

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

Group 2: Language acquisition

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

(1.2 Weight) *1 Credit*

PREREQUISITE: Successful completion of the Honors 1 and 2 levels of language B (German, Spanish)

The focus of this course is language acquisition and understanding. The language B syllabus approaches the learning of language through meaning. Through the study of the core, students build the necessary skills to reach the assessment objectives of the language B course through the expansion of their receptive, productive and interactive skills. The topics of study are identities, experiences, human ingenuity, social organization, and sharing the planet.

IB LATIN HL (2 YEAR COURSE)

IB302 *(1.4 Weight)* *1 Credit*

PREREQUISITE: Honors Latin II with at least a "B" average

The IB HL course consists of studies in poetry and prose. Students will read, translate, understand, analyze, and interpret selections from Cicero, Livy, Vergil, Sallust, Seneca, and many others. In addition, students will complete 2 IB-required Internal Assessments. The Internal Assessment consists of a research assignment relating to a topic in classical history, literature, language, religion, mythology, art, archaeology, or some aspect of classical influence as well as a composition in the classical language accompanied by a rationale.

SPANISH AB INITIO SL (2 YEAR COURSE)

IB303 *(1.2 Weight)* *1 Credit*

PREREQUISITE: Spanish ab initio is intended for motivated students who have no previous experience in Spanish, or the maximum of one year.

The IB DP language ab initio course is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an

environment where Spanish is spoken. The objective of Spanish ab initio is to prepare students to effectively communicate in basic, everyday situations in Spanish. These skills include written and oral expression as well as understanding various forms of literature and speech. This course aims to foster the development of open-minded learners. Students will not only learn to communicate effectively but also appreciate cultural perspectives different from their own. An independent research paper and an oral assessment are required components of the course.

Year 1:

Topics: The individual/identity- self, family, home, celebrations
Education/social relations- classes, school activities, friends, pastimes
Travel- maps, directions, transportation, cities and countries
Food- basic foods, restaurants, markets
Health- body parts, doctor's office, daily routine

Year 2:

Topics: Leisure/vacations- countryside, city, beach, Spanish-speaking countries, cultural events, directions
Healthy living- health, diet, visiting the ER
Food/drink- grocery shopping, cooking at home, restaurant etiquette
Employment/technology- jobs, salaries, media
Global challenges- environmental concerns, stereotypes

Group 3: Individuals and societies

IB HISTORY OF THE AMERICAS HL (2 YEAR COURSE)

IB601 *(1.4 Weight)* *1 Credit*

PREREQUISITE**:** There are no official prerequisites, but AP World History and/or AP United States History is suggested, as well as the ability to analyze and critique sources, work independently and produce high-level essays. The DP HL history course aims to promote an understanding of history as a discipline, including the nature and diversity of sources, methods, and interpretations. Students are encouraged to comprehend the present by reflecting critically on the past. They are further expected to understand historical developments at national, regional and international levels and learn about their own historical identity through the study of the historical experiences of different cultures.

Year 1:

HL Option #1: Emergence of the Americas in Global Affairs (1880-1929)
Prescribed Subject: The Move to Global War
HL Option #2: The Second World War and the Americas

Year 2:

World History Topic #1: Authoritarian States (20th Century)
World History Topic #2: The Cold War: Superpower Tensions and Rivalries (1945-1991)
HL Option #3: The Cold War and the Americas (1945-1981)

Assessment: Throughout the two years, students will be assessed with an internal historical, investigation as well as an external examination at the end of the second year.

IB PSYCHOLOGY HL (2 YEAR COURSE)

IB602 *(1.4 Weight)* *1 Credit*

PREREQUISITE: "C" or better in Biology

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

IB INFORMATION TECHNOLOGY IN A GLOBAL SOCIETY SL (1 YEAR COURSE)

IB307 *(1.2 Weight)* *1 Credit*

PREREQUISITE: None

Technology plays an increasingly important role in today's global society. In the Information Technology in a Global Society (ITGS) course, students experience first-hand what to expect in a 21st century world that will become increasingly interconnected in technology and the sharing of information. They learn to think critically about the role technology plays in the United States, as well as about its effect on nations and cultures all over the world. The impact and significance of the information age is explored in several social contexts including economic, political, cultural, legal, environmental, historical, ergonomic, and psychological.

Aims:

1. To appreciate the key elements of continuity and change that information technology has affected throughout history.
2. To analyze and evaluate social and ethical considerations arising from technology's proliferation in today's society.
3. To understand the various methods and technologies for data collection, description, and analysis used in studies of society and the ways in which complex data can be interpreted.
4. To become familiar with technologies and information tools that enhance communication, facilitate life-long learning, and expand a student's worldview.
5. To demonstrate how technology adds to the integration of disciplines and facilitates the problem-solving process

Group 4: Sciences

IB BIOLOGY HL (2 YEAR COURSE)

IB603 *(1.4 Weight)* *1 Credit*

PREREQUISITE: Successful completion of Honors Biology or Biology. High level writing skills suggested.

The IB Curriculum is designed for students with strong critical thinking and problem solving skills. It is an intensive international, inquiry based curriculum that covers all of the material normally covered in the first and second semester of college level biology classes. An independent research project and paper are a required component of the course. The research topic is developed during the first year and must be approved by the instructor by April at the end of the first year. The research and performance of the data collection will take place over the summer and during the 2nd year of the course with completion of the paper reporting the results submitted by the end of February in the second year. A 3-part exam will be conducted in May of the second year.. A collaborative Group Project with IB Chemistry and IB Sports, Health, and Exercise Science is also a required component.

Year 1

Topics: Cell Biology, Molecular Biology, Genetics, Ecology, Evolution and Biodiversity, Human Physiology, and Independent Research topic development.

Year 2

Topics: Nucleic Acids, Metabolism, Cell Respiration and Photosynthesis, Plant Biology, Genetics and Evolution, Animal Physiology, Ecology and Conservation, and completion of Independent research topic.

IB CHEMISTRY HL (2 year course)

IB604 *(1.4 Weight)* *1 Credit*

PREREQUISITE: Successful completion of Honors Chemistry. Completion of Honors or AP Physics are also suggested but **not** required. Completion of Algebra II with a C or higher. High level writing skills suggested. Students planning on entering the IB Diploma Program must apply for admission. Students do **not** need to be in the Diploma Program to select IB Chemistry.

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

Year 1

Topics in year one include: Atomic Structure, Quantum electronic configuration, trends of the periodic table, Covalent and Ionic Bonding, Intermolecular forces, hybridization, stoichiometry, thermodynamics, Kinetics, and Independent Research topic development, and equilibrium.

Year 2

Organic Chemistry and spectroscopic determination of organics, Medicinal Chemistry, Redox reactions, Acid and Base reactions, Electrochemistry, completion of Independent research topic which will be a significant portion of the first semester.

Students who drop IB Chemistry after year one will receive a 1.2 weighting instead of the 1.4 weight.

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

IB306 *(1.2 Weight)* *1 credit*

PREREQUISITE: No prerequisites required. Successful completion of health education. Exercise Science, and Anatomy and Physiology encouraged.

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

Group 5: Mathematics

IB MATH APPLICATION AND INTERPRETATION (2 YEAR COURSE)

IB305 *(1.2 Weight)* *1 Credit*

PREREQUISITE: Preferred Algebra II and Geometry (can be taken concurrently) due to SAT's. Personal graphing calculators (TI-83+ or better) are required.

Math Application and Interpretation SL is designed for students who enjoy describing the real world and solving practical problems using mathematics. The course is also designed for those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics. The syllabus provides the students with a wide range of applicable mathematical topics that will serve as a basis for their project. Topics will include extensions of Algebra II and Geometry, Trigonometry, Modeling of a variety of Functions, Probability, Statistics, and Calculus. Graphing calculators are used extensively in this course. The course also includes the

internal assessment of project work; written work based on personal research, guided and supervised by the teacher. For those choosing to take the IB exam - the external assessments include Paper 1: 15 short-answer questions and Paper 2: five extended response questions.

Group 6: Arts

IB MUSIC SL

IB308 *(1.2 Weight)* *1 Credit*

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

Students do not need to be enrolled in the IB Program to select IB Music.

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

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

IB MUSIC HL

IB312 *(1.4 Weight)* *1 Credit*

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

DP Core Requirements

THEORY OF KNOWLEDGE, TOK (2 YEAR COURSE)

IB101 *.25 credit*

Time allotment: The Theory of Knowledge (TOK) course is designed solely for those students enrolled in the IB Diploma Programme. TOK offers students and their teachers the opportunity to: reflect critically on diverse ways of knowing and on areas of knowledge

Consider the role and nature of knowledge in their own culture, in the culture of others and in the wider world.

It prompts students to be aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge.

Helps students recognize the need to act responsibly in an increasingly interconnected but uncertain world.

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

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

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

CREATIVITY, ACTIVITY, SERVICE (CAS)

IB100 *.5 credit*

PREREQUISITE: None

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

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

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

EXTENDED ESSAY

IB102 *.25 credit*

PREREQUISITE: None

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

NJROTC

Course No.	Course Title	Weighted Value	Credit Value
JROTC I	JROTC Leadership I	1.0	1.0
JROTC II	JROTC Leadership II	1.0	1.0
JROTC III	JROTC Leadership III	1.0	1.0
JROTC IIIB	JROTC Leadership IIIB	1.0	1.0
JROTC IV	JROTC Advanced Leadership Studies	1.0	1.0
JROTCDRILL	JROTC Drill & Ceremony	1.0	1.0
JROTCWAIVER	JROTC Waiver	1.0	0.5

NJROTC Curriculum Overview

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

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

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

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

JROTC I – INTRODUCTION TO LEADERSHIP

JROTC LEADERSHIP I

JROTC I *1 Credit*

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

JROTC II & III– INTERMEDIATE LEADERSHIP

JROTC II *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

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 Cadets' 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

JROTC IV *1 Credit*

JROTC IV Advanced Leadership Studies is for selected students in their 4th year of enrollment. Enrollment in JROTC IV is restricted to seniors who have completed JROTC I and both years of JROTC II/III AND are specifically recommended by the Senior Naval Science Instructor. Recommendation will be based on an cumulative assessment of the Cadets 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.

JROTC DRILL & CEREMONIES (A.K.A. "DRILL TEAM")

JROTCDRILL *1 Credit*

JROTC Drill is open to students who have completed, at a minimum, JROTC 1. Second year students desiring to participate in JROTC Drill must also be concurrently enrolled in JROTC 2/3. 3rd and 4th year students may obtain a JROTC 2/3 waiver from the Senior Naval Science instructor based upon course load and past performance in JROTC. JROTC Drill enrollment is limited to a maximum of 50 students.

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

NROTC PHYSICAL EDUCATION WAIVER

JROTC WAIVER *.5 Credit*

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

LEARNING SUPPORT MASTER COURSE LISTING

Students are selected by the IEP team for the classes listed below

Course No.	Course Title	Weighted Value	Credit Value
K101	Earth Science	1.0	1.0
K101RR	Earth Science	1.0	1.0
K103RR	Math Foundation	1.0	1.0
K109	English 9	1.0	1.0
K109RR	English 9	1.0	1.0
K106	English 10	1.0	1.0
K106RR	English 10	1.0	1.0
K107	English 11	1.0	1.0
K107RR	English 11	1.0	1.0
K108	English 12	1.0	1.0
K108RR	English 12	1.0	1.0
K114	Career Study	1.0	1.0
K115	Academic Prep	1.0	0.0
fK150	Modern Am History	1.0	1.0
K150RR	Modern Am History	1.0	1.0
K158	Personal Finance Management	1.0	1.0
K170	Algebra I	1.0	1.0
K170RR	Algebra I	1.0	1.0
K171	Algebra II	1.0	1.0
K171RR	Algebra II	1.0	1.0
K175	Biology	1.0	1.0
K175RR	Biology	1.0	1.0
K178	Geometry	1.0	1.0
K178RR	Geometry	1.0	1.0
K182	Civics	1.0	0.5
K182RR	Civics	1.0	0.5
K190	Early AM History	1.0	1.0
K190RR	Early AM History	1.0	1.0

K103RR **Math Foundations** *1.0 credits*

PREREQUISITE: Recommendation from Special Education TOR

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

GIFTED INSTRUCTION CLASS

PREREQUISITE: Students identified as Gift 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 strengths through competitions, enrichment of regular education classroom, the entrepreneurial mindset, inquiry-based and hands-on lessons, and building networks to support career readiness.

MATHEMATICS DEPARTMENT

Course No.	Course Title	Weighted Value	Credit Value
M105	Geometry	1.0	1.0
M106	Algebra II	1.0	1.0
M107	Computer Programming	1.0	1.0
M112	Trigonometry	1.0	0.5
M113	Probability & Statistics	1.0	0.5
M115	Mathematical Approach to Problem Solving	1.0	1.0
M210	Algebra I	1.0	2.0
M302	Pre-Calculus	1.2	1.0
M306	Cybersecurity	1.2	1.0
M308	Honors Geometry	1.2	1.0
M309	Honors Algebra 2	1.2	1.0
M311	Conceptual Statistics	1.2	1.0
M500	AP Calculus AB	1.4	1.0
M501	AP Statistics	1.4	1.0
M502	AP Calculus BC	1.4	1.0
M504	AP Computer Science A	1.4	1.0
M505	AP Pre-Calculus	1.4	1.0
IB305	IB Math Application and Interpretation I	1.2	1.0

Students selected by counselors for this course

Guidelines for the Mathematics Department

- Students are required to receive 4 math credits.
- A student will receive 2 CASD math credits for any double period math class; i.e., Algebra 1.
- Any student that takes Algebra I or Algebra II prior to 9th grade and earns a "C" will be able to count this credit toward the graduation requirements.
- Any student that enrolls in a course in which the student receives college credit will receive one CASD math credit.
- In addition, students may take the following as a 4th math credit:
  - Entrepreneurship 0.5 Credit
  - Accounting 1, 2, 3 with Computer Applications 1.0 credit
  - Personal Financial Management 0.5 credit
  - AP Chemistry 1.0 credit
  - AP Physics 1.0 credit
  - AP Macroeconomics 1.0 credit
  - AP Computer Science Principles 1.0 Credit
  - Mobile App Dev– Programming Basics 0.5 Credit
  - Mobile App Dev- Adv Programming 0.5 Credit

Chambersburg Area School District Mathematics Continuum

Traditional Academics

Grades 9 and 10

Algebra 1 (double-period)
Algebra 2
Geometry
Honors Algebra 2
Honors Geometry
Mathematical Approach to Problem Solving
Computer Programming
Conceptual Statistics
AP Pre-Calculus**

Grades 11 and 12

Algebra 2
Geometry
Honors Algebra 2
Honors Geometry
Pre-calculus
Probability and Statistics .5
Trigonometry .5
AP Statistics
AP Calculus AB
AP Calculus BC
AP Pre-Calculus
AP Computer Science A
Mathematical Approach to Problem Solving
Conceptual Statistics

International Baccalaureate (IB)

Grade 9

Honors Algebra 2
Honors Geometry

Grade 10

Honors Algebra 2
Honors Geometry
Pre-Calculus

***Grade 11 (with proper prerequisites)*:**

IB Math Application and Interpretation

Electives:

Entrepreneurship .5
Accounting 1, 2, 3

Personal Financial Management .5
Dollars and Sense .5
Computer Programming
Cybersecurity
AP Computer Science A
AP Computer Science Principles
AP Macroeconomics
AP Chemistry*

AP Physics*
AP Economics*
Mobile App Dev – Programming Basics
Mobile App Dev – Adv Programming

*A course cannot simultaneously count toward credits in two departments. For example, a student cannot count AP Physics as both a CASD math and CASD science credit.

MATHEMATICS DEPARTMENT

ALGEBRA I

M104 *1 Credit*

PREREQUISITE: Completion of Pre-Algebra

This course is designed to help students successfully transition from pre-algebraic to algebraic concepts. Topics include constructing, analyzing, and modeling functions, systems of equations and inequalities, operations with polynomials, basic probability, and an introduction to quadratic functions. Problem solving is emphasized throughout all concepts.

GEOMETRY

M105 *1 Credit*

PREREQUISITE: Successful completion of Algebra I

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

HONORS GEOMETRY

M308 *(1.2 Weight)* *1 Credit*

PREREQUISITE: Successful completion of Algebra 1

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

ALGEBRA II

M106 *1 Credit*

PREREQUISITE: Successful completion of Algebra I

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

HONORS ALGEBRA II

M309 *(1.2 Weight)* *1 Credit*

PREREQUISITE: Successful completion of Algebra 1

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, Independent/dependent/compound probability, and sequences and series. This course is for the higher-level math students who have established an in-depth understanding of Algebra 1 and will consist of minimal review of Algebra 1 skills. Topics in this one-year honors course will be discussed at an accelerated pace, with higher academic expectations of the students. Students will both apply their understanding to real world situations as well as explore a more in-depth theoretical understanding. Students who intend to enter college and pursue a STEM related career should select this Algebra II Course.

CONCEPTUAL STATISTICS

M311 *(1.2 Weight)* *1 Credit*

PREREQUISITE: Successful completion of Algebra I

This course integrates previous mathematical knowledge in order to provide students with deeper learning experiences of Statistics that include collecting, describing and summarizing data, experimental design, drawing valid samples, and creating surveys. Students will also use rules of probability to find the likelihood that certain events or combinations of events occur and interpret the results of their findings. This course is a highly specialized statistics course that prepares students to compete in the real world for the increasing number of available STEM careers.

TRIGONOMETRY

M112 *.5 Credit*

PREREQUISITE: Successful completion of Algebra II and Geometry

The primary objective of this course is to develop a full understanding of the fundamental concepts of trigonometry and to show how trigonometry can be used to model real-life problems. This course covers trigonometric functions, their basic properties and graphs, identities, inverse trigonometric functions, solving trigonometric equations, and solutions of triangle.

PROBABILITY & STATISTICS

M113 *.5 Credit*

PREREQUISITE: Successful completion of Algebra I

This course is an introduction to elementary methods and techniques in probability and statistics. Topics include sampling, frequency distributions, elementary probability, discrete and continuous probability distributions, interval estimation, hypothesis testing, and simple correlation.

MATHEMATICAL APPROACH TO PROBLEM SOLVING

M115 *1 Credit*

PREREQUISITE: None

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.

COMPUTER PROGRAMMING AND SOFTWARE DEVELOPMENT

M107 *1 Credit*

PREREQUISITE: Algebra I

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

PRE-CALCULUS

M302 *(1.2 weight)* *1 Credit*

PREREQUISITE: Successful completion of Honors Geometry and Honors Algebra II

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.

CYBERSECURITY

M306 *(1.2 weight)* *1 Credit*

PREREQUISITE: Advanced Placement Computer Science Principles course or similar basic cybersecurity knowledge

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

AP CALCULUS AB

M500 *(1.4 Weight)* *1 Credit*

RECOMMENDATIONS: Four years of secondary mathematics designed for college bound students. Successful completion of Pre-Calculus is suggested.

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

AP CALCULUS BC

M502 *(1.4 Weight)* *1 Credit*

RECOMMENDATIONS: Successful Completion of AP Calculus AB.

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

AP COMPUTER SCIENCE A

M504 *(1.4 Weight)* *1 Credit*

RECOMMENDATIONS: Successful completion of Algebra I

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. Because the Java programming language is extensive, with far more features than could be covered in a single introductory course, the AP Computer Science A Exam covers a subset of Java.

AP Computer Science A is equivalent to a first-semester, college-level course in computer science. A goal of the course is to provide an opportunity to successfully complete the AP exam, and possibly receive advanced placement and/or credit in college.

AP STATISTICS

M501 *(1.4 Weight)* *1 Credit*

RECOMMENDATIONS: The AP Statistics course is an excellent option for any secondary school student who has successfully completed a second-year course in algebra and who possesses sufficient mathematical maturity and quantitative reasoning ability. Because second-year algebra is the prerequisite course, AP Statistics is usually taken in either the junior or senior year.

The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

AP PRE-CALCULUS

(*Pending School Board Approval)*

M505 *(1.4 Weight)* *1 Credit*

RECOMMENDATIONS: Successful completion of Algebra I, Algebra II and Geometry

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.

MUSIC MASTER COURSE LISTING

Course No.	Course Title	Weighted Value	Credit Value
J103	Glee Club 11 & 12	0.0	1.0
J105	Band A	0.0	1.0
J106	Band B	0.0	.75
J107	Jazz Band 9 & 10	0.0	1.0
J109	Symphony	0.0	1.0
J110	Advanced Piano	1.0	1.0
J111	Glee Club 9 & 10	0.0	1.0
J113	Introduction to Piano	1.0	0.5
J114	Beginning Class Guitar	1.0	1.0
J115	Music Exploration	1.0	0.5
J118	Band C	0.0	0.5
J119	Advanced Guitar	1.0	0.5
J120	Jazz Band 11 & 12	0.0	1.0
J300	Music Theory I	1.2	1.0
J302	Music Technology	1.2	1.0
J501	AP Music Theory	1.4	1.0
IB308	IB Music SL	1.2	1.0
IB312	IB Music HL	1.4	1.0

SUGGESTED SEQUENCE IN MUSIC

Grade 9:

Band
Symphony
Glee Club – 9/10
Jazz Band– 9/10
Electives

Grade 10:

Glee Club – 9/10
Band
Symphony
Jazz Band– 9/10
Electives

Grade 11:

Glee Club – 11/12
Jazz Band– 11/12
Band
Symphony
Electives

Grade 12:

Glee Club 11/12
Jazz Band– 11/12
Band
Symphony
Electives

Career Magnet School and Career Tech students may enroll in Band and/or Symphony only.

MUSIC DEPARTMENT

BAND A

J105 *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 Technology and Career Magnet students may be scheduled in the band.

BAND B

J106 *.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 Technology and Career Magnet students may be scheduled in the band.

BAND C

J119 *.5 Credit*

PREREQUISITE: Audition into Guard or 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 Technology and Career Magnet students may be scheduled in the band.

JAZZ BAND – GRADES 9/10

J107 *1 Credit*

PREREQUISITE: Band A or Band B, instrumental ability, audition, proper instrumentation

Membership in the jazz band is determined by audition. Only those instruments used in such an ensemble are screened and students must show an above-average ability in reading, sight-reading, and overall ability.

JAZZ BAND – GRADES 11/12

J107 *1 Credit*

PREREQUISITE: Band A or Band B, instrumental ability, audition, proper instrumentation

Membership in the jazz band is determined by audition. Only those instruments used in such an ensemble are screened and students must show an above-average ability in reading, sight-reading, and overall ability.

GLEE CLUB 11th and 12th

J103 *1 Credit*

PREREQUISITE: See Mrs. Stahl

Glee Club (chorus) is open to all interested singers. Glee Club is a scheduled class during the school day with concerts in December and May. Students learn and perform a wide variety of music including classical, multicultural, jazz, and pop while gaining singing and music reading skills.

GLEE CLUB 9th and 10th

J111 *1 Credit*

PREREQUISITE: See Mrs. Stahl

Glee Club (chorus) is open to all interested singers. Glee Club is a scheduled class during the school day with concerts in December and May. Students learn and perform a wide variety of music including classical, multicultural, jazz, and pop while gaining singing and music reading skills.

MUSIC THEORY I

J300 *(1.2 Weight)* *1 Credit*

PREREQUISITE: Grades 9, 10, 11, 12

Students must also be currently enrolled in band, chorus, or orchestra or studying music privately with an approved performance concentration taught by an approved certified instructor. The ability to read and perform music is essential for development in this class. Guitar students that read tablature only will find this class very difficult.

This course is designed for students that want to strengthen basic music fundamental skills and improve their ability to sing and read music at sight. Dictation is used as part of the course to help with aural skills and the reading of melody, harmony and rhythm. This course is of great value to students involved in musical organizations in or out of school and those students planning to pursue further training in music after graduation. Fundamentals of Music Theory I are essential components of university auditions and placement exams.

AP MUSIC THEORY

J501 *(1.4 Weight)* *1 Credit*

PREREQUISITE: None

Prospective students must be able to read and write musical notation and have basic performance skills with voice or an instrument. Completion of Music Theory I is recommended.

AP Music Theory is an introductory college-level music theory course. Students cultivate their understanding of music theory through analyzing performed and notated music as they explore concepts like pitch, rhythm, form, and musical design.

MUSIC TECHNOLOGY

J302 *(1.2 Weight)* *1 Credit*

PREREQUISITE: None

This course is all about music composition and an introduction to various elements of music technology, including synthesizer performance and programming and MIDI (musical instrument digital interface), and using notation and sequencing software to create compositions and arrangements. This is a "hands on" lab course. Students use computers, synthesizers and recording equipment to create individual and class projects. Recommended for students going into college music programs. The number of computers and synthesizers available limits class size.

SYMPHONY

J109 *1 Credit*

PREREQUISITE: Instrumental Ability and Audition

Members of the orchestra are selected by audition with the directors. Symphony

Orchestra rehearses on Thursday's after school from 3:30 – 5:10 p.m. with extra rehearsals scheduled as necessary. String players attend a group lesson for one full period each week. Students in grades 9, 10, 11 and 12 are eligible. CMS and FCCTC students may be scheduled for Symphony.

MUSIC EXPLORATION

J115 *.5 Credit*

PREREQUISITE: None

Students will study music through the ages, world music, popular music, and learn to play the piano and write a melody.

Students will study music through the ages, world music, popular music, and learn to play the piano and write a melody.

- Music through the ages – students will create a "radio show" from a time period in history, play music and announce events from that time. Through this, students will learn what music was popular at a particular time.
- World Music- students will sing and play music of Latin America, African, African-American, Native American and Japanese cultures. Drumming and singing will be a large part of this.
- Popular Music –students will choose a style, artist, or group to research and present to the class.
- Piano – students will learn to play basic songs on the piano, using the keyboards, and will write their own melody.

Students will gain a broad understanding of many music topics in a largely participation-based class.

INTRODUCTION TO PIANO

J113 *.5 Credit*

PREREQUISITE: None

Students will learn to play the piano from a beginner level. Within a given lesson, students will be able to progress at their own pace. Students will receive group and individual instruction while practicing individually on the keyboards with headsets. Students will learn to read music and play for the teacher. Students will also perform individually and in groups. *This course is not for experienced piano students.*

ADVANCED PIANO

J110 *1 Credit*

PREREQUISITE: Enrolled in band, chorus, or orchestra or earned an "A" in Introduction to Piano or has taken private lessons. The ability to read and perform music is essential for this class. It is designed to strengthen the advanced beginner to intermediate student's keyboard skills. Students will play a wide variety of music, read music, chord charts, lead sheets and perform in recitals.

BEGINNING GUITAR

J114 *.5 Credit*

PREREQUISITE: None

Students will learn to play the guitar from a beginner and intermediate level. Within a given lesson, students will be able to progress at their own pace. Guitarists will receive group and individual instruction while practicing individually. Students will participate in performance assessments and recitals, performing individually and in groups. Upon completion of this course, students will be able to play proficiently using chords. Students will also gain an understanding of basic music theory applicable to the guitar. *Experienced players should not take this class.*

ADVANCED GUITAR

J119 *.5 Credit*

PREREQUISITE: Beginning Guitar or Teacher Approval

Students will learn to play guitars with other players in a musical performing ensemble at an intermediate to advanced level. Students should have their own guitars and optional amps. Students will learn how to read both standard notation; individual treble clef notes in first and second position, and guitar TBA music. Concerts and recitals will be scheduled as well as limited engagements in the community. *Experienced players should take this class.*

EXTRA CURRICULAR ENSEMBLES

0 Credit

PREREQUISITE: Auditions in Band, Glee Club, Symphony

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

SCIENCE MASTER COURSE LISTING

Course No.	Course Title	Weighted Value	Credit Value
S101	Biology	1.0	1.0
S102	Physics	1.0	1.0
S103	Earth Science	1.0	1.0
S104	Environmental Science	1.0	1.0
S105	Chemistry	1.0	1.0
S111	Physical Science	1.0	1.0
S113	Organic Chemistry	1.0	0.5
S300	Honors Physics	1.2	1.0
S301	Honors Biology	1.2	1.0
S302	Honors Chemistry	1.2	1.0
S303	Honors Human Anatomy & Physiology	1.2	1.0
S500	AP Biology	1.4	1.5
S501	AP Chemistry	1.4	1.5
S502	AP Physics 1: Algebra-Based	1.4	1.0
S503	AP Environmental Studies	1.4	1.0
S504	AP Physics 2: Algebra-Based	1.4	1.0
IB603	IB Biology HL	1.4	1.0
IB604	IB Chemistry HL	1.4	1.0

SUGGESTED SEQUENCES IN SCIENCE

Traditional Academics
Grade 9:

Environmental Science
Honors Biology

Grade 10:

Biology
AP Physics 1 **or** Honors Physics **or** Physics or Honors Chemistry, Chemistry, AP Environmental (must have passed Honors Biology.)

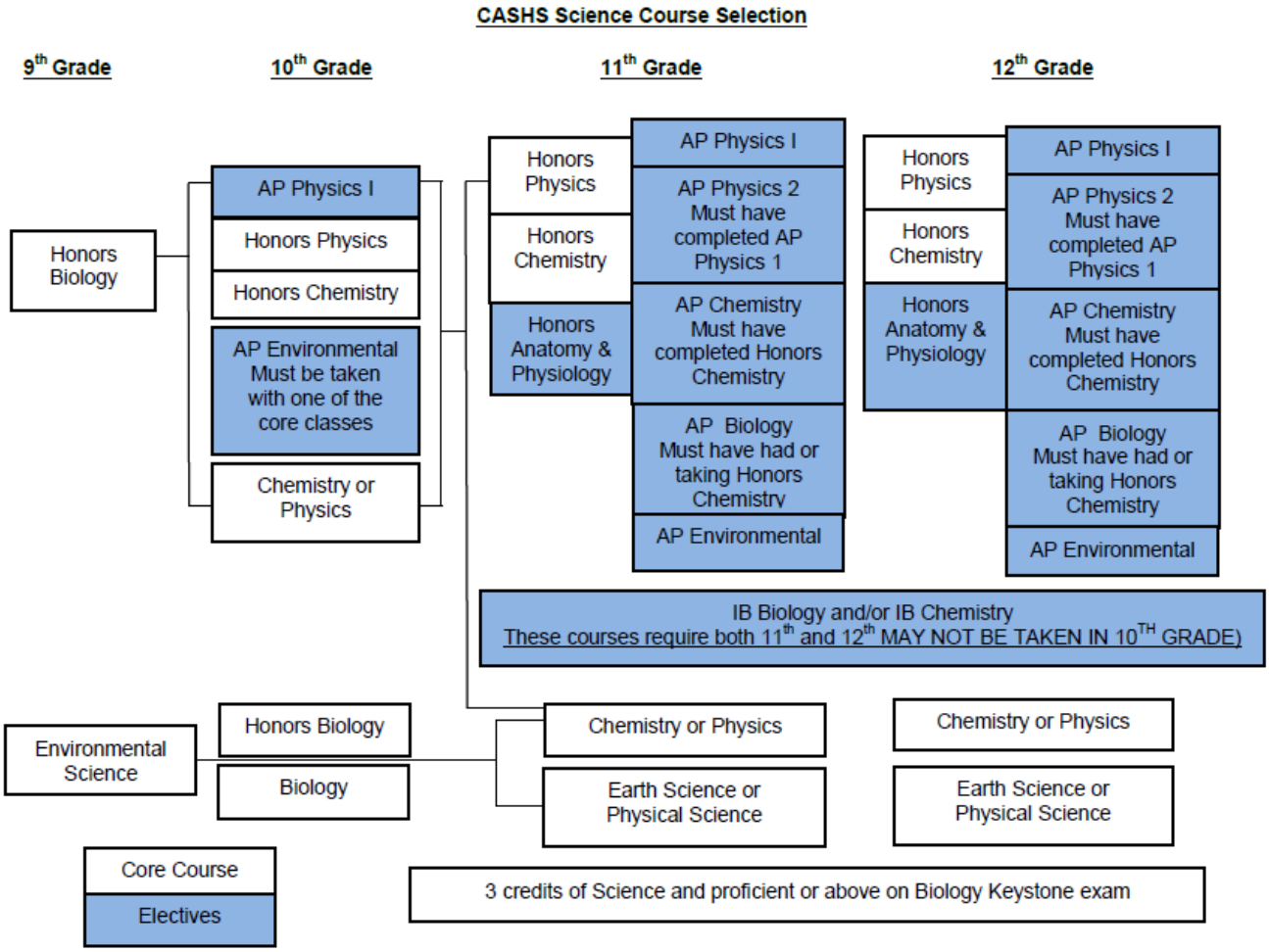
Traditional Academics
Grade 11:

Earth Science
Physical Science
Physics **or** Honors Physics
Chemistry **or** Honors Chemistry
Electives

Grade 12:

Earth Science
Physical Science
Chemistry or Honors Chemistry
AP Electives
Honors Human Anatomy and Physiology

*Higher level courses available based on prerequisites



SCIENCE DEPARTMENT

BIOLOGY

S101 *1 Credit*

PREREQUISITE**:** None; Grade 10 only

Students enrolled in 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. A course in biology and successful completion of the Biology Keystone Exam is required for graduation.

HONORS BIOLOGY

S301 *(1.2 weight)* *1 Credit*

PREREQUISITE: None

Students enrolled in Honors Biology will receive instruction in basic biological principles, the chemical basis for life, bioenergetics, homeostasis and transport, cell growth and reproduction, genetics, the theory of evolution, and ecology. Topics in this

one year honors class will be covered at an accelerated pace and with higher academic expectations of the student. Students who intend to enter college and pursue a STEM related career should select this biology course**.** The Biology Keystone Exam will be administered at the conclusion of this course. Scoring proficient or advanced on the Biology Keystone Exam is a graduation requirement.

HONORS HUMAN ANATOMY & PHYSIOLOGY

S303 *(1.2 weight)* *1 Credit*

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 incorporates inquiry based labs. The course is designed to develop critical thinking and analyzing skills consistent with an introductory college style experience. Students interested in medically related careers, exercise, or health would benefit from the content of this course.

AP BIOLOGY

S500 *(1.4 Weight)* *1 Credit*

RECOMMENDATIONS: Completion of Honors Biology; completion of a Chemistry course, may be concurrent.

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

AP CHEMISTRY

S501 *(1.4 Weight)* *1 Credit*

RECOMMENDATIONS: Completion of Honors Chemistry.

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. This course requires that 25 percent of instructional time engages students in lab investigations. This includes a minimum of 16 hands-on labs (at least six of which are inquiry-based). It is recommended that students keep a lab notebook throughout.

AP ENVIRONMENTAL SCIENCE

S503 *(1.4 Weight)* *1 Credit*

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

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

AP PHYSICS I: ALGEBRA-BASED

S502 *(1.4 Weight)* *1 Credit*

RECOMMENDATIONS: There are no prerequisite courses. Students should have completed Geometry and be concurrently taking Algebra II or an equivalent course. Although the Physics 1 course includes basic use of trigonometric functions, this understanding can be gained either in the concurrent math course or in the AP Physics 1 course itself.

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

AP PHYSICS 2: ALGEBRA-BASED

S504 *(1.4 Weight)* *1 Credit*

RECOMMENDATIONS: Completion of AP Physics 1

The College Board describes AP Physics 2 as "an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electric circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills." This is a fast-paced course which builds on concepts and scientific skills learned in AP Physics 1 and geared towards the advanced, motivated learner. Equal emphasis is placed on high level

mathematical and verbal reasoning skills. Laboratory assignments are a critical component of the course and students are required to write formal labs kept in a scientific portfolio.

PHYSICS

S102 *1 Credit*

PREREQUISITE: Satisfactory completion of Algebra I

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

HONORS PHYSICS

S300 *(1.2 weight)* *1 Credit*

PREREQUISITE: Satisfactory completion of Algebra I and concurrently taking Honors Algebra II and/or Honors Geometry. Successful completion of Biology

The intent of this course is to provide the higher-level math/science student comprehensive coverage of Newtonian mechanics. Students must demonstrate critical thinking and problem-solving abilities along with effective organizational skills. Due to the pace of the course, the student must be mathematically strong and able to solve symbolic algebraic equations and "word" problems with ease. Major topics include: kinematics, forces and momentum, work and energy, waves, light and sound properties. Demonstrations and laboratory exercises are used to help students understand the concepts and relationships between ideas. The use of a calculator is required.

CHEMISTRY

S105 *1 Credit*

PREREQUISITES: Satisfactory completion of Algebra I; Geometry (may be concurrent); completion of Physics is recommended

Intriguing activities introduce students to the world of chemistry. Students learn chemical facts and concepts using an application-based approach to learning. One of the goals of the course is to foster educated and informed decisions regarding chemical issues facing today's society. Demonstrations and laboratory activities link abstract concepts to concrete observations. Topics of study include: matter & measurement; atomic structure; nomenclature; chemical reactions; solutions; stoichiometry; chemical bonding; gases; thermo chemistry; petroleum; food chemistry; and nuclear chemistry.

HONORS CHEMISTRY

S302 *(1.2 weight)* *1 Credit*

PREREQUISITES: Honor's Physics (may be concurrent), concurrent Algebra II

The Honors 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. 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.

EARTH SCIENCE

S103 *1 Credit*

PREREQUISITES**:** Completion of Biology

The earth science course is divided into four basic areas of study: astronomy, geology, meteorology, and hydrology and oceanography. A general review of each area is explored. An emphasis is placed on relating these Earth Science concepts to our Pennsylvania environment and composition.

PHYSICAL SCIENCE

S111 *1 Credit*

PREREQUISITE: Grades 11 and 12 Only

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.

ENVIRONMENTAL SCIENCE

S104 *1 Credit*

PREREQUISITE: Grade 9 Only - data provided by administration will be considered.

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

ORGANIC CHEMISTRY

S113 *.5 Credit*

PREREQUISITE**:** Completion of Honors Chemistry - Seniors Only

Introduction to Organic Chemistry is designed to provide students with concepts and fundamentals taught in the first-year organic chemistry course at the college level. This course is designed for students intending to pursue a career in medicine, chemistry or biology, engineering, pharmacology, or research.

Topics may include: nomenclature, reaction mechanism, synthesis, chirality, functional groups, Lewis model, hybridization, structural formulas, bonding, nucleophiles and electrophiles.

SOCIAL STUDIES MASTER COURSE LISTING

Course No.	Course Title	Weighted Value	Credit Value
H100	World History	1.0	1.0
H102	Modern American History	1.0	1.0
H104	Economics	1.0	0.5
H105	Sociology	1.0	0.5
H106	Psychology	1.0	0.5
H109	Civics	1.0	0.5
H116	Early American History	1.0	1.0
H301	Honors Early American History	1.2	1.0
H302	Honors Modern American History	1.2	1.0
H303	Honors World History	1.2	1.0
H500	AP United States History	1.4	1.0
H501	AP European History	1.4	1.0
H502	AP Psychology	1.4	1.0
H503	AP American Government and Politics	1.4	1.0
H505	AP World History	1.4	1.0

SOCIAL STUDIES ORDER OF COURSE SEQUENCING

***Grade 9*:**

Early American History, Honors Early American History

***Grade 10*:**

Modern American, Honors Modern American, AP American Government, AP US History, AP World History, AP Psychology **or** AP European History

World History, Honors World History, AP World History, AP European History, AP Psychology, AP American Government, AP US History, Economics or Sociology
IB Psychology Part A
IB History of the Americas Part A

Grade 11:

***Grade 12*:**

Civics, AP American Government, AP World History, AP European History, AP US History, AP Psychology, Economics, Sociology
IB Psychology Part B
IB History of the Americas Part B

Electives in Social Studies:
AP American Government
AP Psychology
Economics
Sociology
Psychology

SOCIAL STUDIES DEPARTMENT

EARLY AMERICAN HISTORY

H116 *1 Credit*

PREREQUISITE: None

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

HONORS EARLY AMERICAN HISTORY

H301 *(1.2 Weight)* *1 Credit*

PREREQUISITE: None

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

MODERN AMERICAN HISTORY

H102 *1 Credit*

PREREQUISITE: None

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

HONORS MODERN AMERICAN HISTORY

H302 *(1.2 Weight)* *1 Credit*

PREREQUISITE: None

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

WORLD HISTORY

H100 *1 Credit*

PREREQUISITE: None

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

HONORS WORLD HISTORY

H303 *(1.2 Weight)* *1 Credit*

PREREQUISITE: None

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

AP EUROPEAN HISTORY

H501 *(1.4 Weight)* *1 Credit*

RECOMMENDATIONS: There are no prerequisites for AP European History. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

In AP European History, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations.

AP UNITED STATES HISTORY

H500 *(1.4 Weight)* *1 Credit*

RECOMMENDATIONS: There are no prerequisites for AP U.S. History. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The

course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

AP WORLD HISTORY (MODERN)

H505 *(1.4 Weight)* *1 Credit*

RECOMMENDATIONS: There are no prerequisites for AP World History: Modern. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

ECONOMICS

H104 *.5 Credit*

PREREQUISITE: None

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

SOCIOLOGY

H105 *.5 Credit*

PREREQUISITE: None; Juniors and Seniors have priority in scheduling

Sociology is an elective course. The course provides a general introduction to sociology. This course is designed to acquaint students with people's behavior in society through the study of patterns of group behavior. Areas of study include a wide range of topics to include culture, deviance (acts against societal norms), aging, gender, poverty. 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. The emphasis will be on interpretation, analysis, and evaluation of current events and trends.

PSYCHOLOGY

H106 *.5 Credit*

PREREQUISITE: None - Juniors and seniors have priority in scheduling.

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

CIVICS

H109 *.5 Credit*

PREREQUISITE: None - Juniors and Seniors have priority in scheduling

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

AP PSYCHOLOGY

H502 *(1.4 Weight)* *1 Credit*

RECOMMENDATIONS: There are no prerequisites for AP Psychology. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.

AP UNITED STATES GOVERNMENT AND POLITICS

H503 *(1.4 Weight)* *1 Credit*

RECOMMENDATIONS: There are no prerequisite courses for AP U.S. Government and Politics. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and

visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

TECHNOLOGY EDUCATION MASTER COURSE LISTING

Course No.	Course Title	Weighted Value	Credit Value
T100	Wood Technology I	1	0.5
T101	Wood Technology II	1	0.5
T102	Wood Technology III	1	0.5
T103	Manufacturing and Enterprise	1	0.5
T107	Residentia1 Architectural Drawing	1	1.0
T108	Commercial Design Architectural	1	1.0
T109	Computer Graphics	1	0.5
T110	Photography	1	0.5
T111	Electricity and Electronics	1	0.5
T113	Robotics I	1	0.5
T115	Technical Design and Prototyping	1	0.5
T116	Graphic Communications	1	0.5
T117	Intro to Drafting and CAD Drawing	1	0.5
T118	Advanced Computer Assisted Drawing	1	0.5
T119	Photography II	1	0.5
T120	Engineering Principles and Practices	1	0.5

SUGGESTED SEQUENCES IN TECHNOLOGY EDUCATION

Traditional Progression

Grade 9:

Technical Design & Prototyping
Intro to Drafting and CAD Drawing
Wood Technology I
Graphic Communications
Computer Graphics

Grade 10:

Technical Design & Prototyping
Intro to Drafting and CAD Drawing
Intro to Architectural Drawing
Wood Technology I
Graphic Communications
Computer Graphics

Grade 11:

Intro to Architectural Drawing
Photography I
Wood Technology II
Manufacturing and Enterprise
Computer Graphics
Intro to Drafting and CAD Drawing
Advanced Computer Assisted Drawing
Graphic Communications

Grade 12:

Advanced Architectural Drawing
Advanced Computer Assisted Drawing
Manufacturing and Enterprise
Computer Graphics
Photography II
Wood Technology III
Graphic Communications

TECHNOLOGY EDUCATION DEPARTMENT

WOOD TECHNOLOGY - Level I

T100 **.***5 Credit*

PREREQUISITE: None

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

WOOD TECHNOLOGY – Level II

T101 *.5 Credit*

PREREQUISITE: Wood Technology I with a minimum grade of "C"

A project centered course in woodworking for students interested in advancing their skills beyond the first level course. Project work is focused on small scale cabinet construction with an emphasis on design and engineering of wood products.

WOOD TECHNOLOGY – Level III

T102 *.5 Credit*

PREREQUISITE: Wood Technology II with a minimum of a "C"

A project centered course in woodworking for students interested in advancing their skills beyond the second level course. Project work is focused on service learning and production techniques. Students will design and build tooling that will be used to make their projects.

MANUFACTURING & ENTERPRISE

T103 *.5 Credit*

PREREQUISTE: Wood Technology I. Recommended Tech CAD I be taken previously or concurrently.

Students learn how manufacturing technology is applied in industry. Working in teams, students design/build, test and mass-produce a marketable product. Various aspects of manufacturing will be explored such as: safety, management, research and development, production and marketing. Students will also be exposed to the world of automation and role of robotics in manufacturing.

INTRO TO DRAFTING AND COMPUTER ASSISTED DRAWING (CAD)

T117 *.5 Credit*

PREREQUISITE: None

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

ADVANCED COMPUTER ASSISTED DRAWING

T118 *.5 Credit*

PREREQUISITE: Intro to Drafting and Computer Assisted Drawing (CAD) with a minimum of a "C"

This course is designed for the student interested in a career as a designer, architect, engineer or other technical design professions. The activities in this course build upon the skills learned in Intro to Architectural Drawing. Students will design structures and create physical models of their designs that include the use of a 3D printer. Students will redesign existing structures to meet requirements for people with disabilities.

RESIDENTIAL ARCHITECTURAL DRAWING

T107 *1 Credit*

PREREQUISITE: None – recommended Tech CAD 1

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

COMMERCIAL DESIGN ARCHITECTURAL

T108 *1 Credit*

PREREQUISITE: Residential Architectural Drawing.

This course is designed for the student interested in a career as a designer, architect, engineer, or other technical design professions. The activities in this course build upon skills students learned in residential architectural drawing. Students will build scale models of the designs they draw using AutoCAD REVIT architectural design software.

COMPUTER GRAPHICS

T109 *.5 Credit*

PREREQUISITE: None

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

GRAPHIC COMMUNICATIONS

T116 *.5 Credit*

PREREQUISITE: None

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

TECHNICAL DESIGN AND PROTOTYPING

T115 *.5 Credit*

PREREQUISITE: None

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

PHOTOGRAPHY I

T110 *.5 Credit*

PREREQUISITE: Juniors and Seniors Only

This course is designed to equip the student with the basic skills needed in all phases of the photographic process. Camera operation, with emphasis on proper exposure and composition, will be stressed. Students will develop darkroom skills by completing various assignments using black and white film. Digital photography and Adobe PhotoShop will also be explored.

PHOTOGRAPHY II

T119 *.5 Credit*

PREREQUISITE: Juniors and Seniors Only

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

ROBOTICS I

T113 *.5 Credit*

PREREQUISITE: 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.

ELECTRICITY & ELECTRONICS

T111 *.5 Credit*

PREREQUISITE: 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

T120 *.5 Credit*

PREREQUISITE: 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.

WORLD LANGUAGE MASTER COURSE LISTING

Course No.	Course Title	Weighted Value	Credit Value
F102	German I	1.0	1.0
F103	German II	1.0	1.0
F104	Spanish I	1.0	1.0
F105	Spanish II	1.0	1.0
F112	Medical and Legal Terminology	1.0	0.5
F300	Honors Latin I	1.2	1.0
F301	Honors Latin II	1.2	1.0
F306	Honors German I	1.2	1.0
F307	Honors German II	1.2	1.0
F308	Honors German III	1.2	1.0
F309	Honors Spanish I	1.2	1.0
F310	Honors Spanish II	1.2	1.0
F311	Honors Spanish III	1.2	1.0
F502	AP German	1.4	1.0
F503	AP Spanish	1.4	1.0
IB101	IB Theory of Knowledge	1.0	0.25
IB102	IB Extended Essay	1.0	0.25
IB300	IB Language B: Spanish SL	1.2	1.0
IB301	IB Language B: German SL	1.2	1.0
IB302	IB HL Latin I	1.4	1.0
IB303	IB Spanish ab initio	1.2	1.0
IB606	IB HL Latin II	1.4	1.0

SUGGESTED SEQUENCES IN WORLD LANGUAGE

Traditional Academics

Grade 9:

Spanish I **or** Honors Spanish I
German I **or** Honors German I
Honors Latin I

Grade 10:

Spanish I **or** II **or** Honors Spanish I **or** II
German I **or** II **or** Honors German I **or** II
Honors Latin I **or** II

Grade 11:

Honors Spanish I **or** II **or** III
Honors German I **or** II **or** III
Honors Latin I **or** II **or** IB Latin

Grade 12

AP Spanish **or** German **or** Latin **or** IB Latin
Elective (based on graduation requirements) Language courses may be continued or a new language may be started in these years.

WORLD LANGUAGE DEPARTMENT

MODERN WORLD LANGUAGES

GERMAN, SPANISH

LEVEL I *1 Credit*

PREREQUISITE: None

This course introduces the student to the basic vocabulary and expressions, the rules of pronunciation, and the grammatical structures of the language. An introduction to the culture of the people is also covered.

LEVEL II *1 Credit*

PREREQUISITE: Level I

This course reviews the basic vocabulary and grammar learned in the first level of the language. Grammar and vocabulary are expanded through work with reading selections. More emphasis is placed on the student's reading and writing ability and the culture of the people is also stressed.

HONORS LEVEL I

(1.2 Weight) *1 Credit*

PREREQUISITE: English or 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 MODERN WORLD LANGUAGES

(1.2 Weight) *1 Credit*

PREREQUISITE: Honors I or General Level II or native speaker

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.

HONORS LEVEL III

(1.2 Weight) *1 Credit*

PREREQUISITE: Honors II

This course reviews the vocabulary and grammar learned in Honors I and II of the language. Additional grammar points and vocabulary are studied in greater depth and detail. Students will read longer selections that include cultural material. Students are encouraged to express themselves through speaking and writing. This level is designed to continue the acceleration of language study in preparation for the AP study.

AP GERMAN

World Languages

AP GERMAN LANGUAGE AND CULTURE

F502 *(1.4 Weight)* *1 Credit*

RECOMMENDATIONS: There are no prerequisites; however, students are typically in their fourth year of high school–level German language study (Honors German III). In the case of native or heritage speakers, there may be a different pathway of study leading to this course.

The AP German Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP German Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in German. The AP German Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

AP SPANISH LANGUAGE AND CULTURE

F503 *(1.4 Weight)* *1 Credit*

RECOMMENDATIONS: There are no prerequisites; however, students are typically in their fourth year of high school–level Spanish language study (Honors Spanish III). In the case of native or heritage speakers, there may be a different pathway of study leading to this course.

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

IB LANGUAGE B SL: SPANISH AND GERMAN (2 YEAR COURSE)

These courses take the place of Honors 3 and AP language

(1.2 Weight) *1 Credit*

PREREQUISITE: Successful completion of the Honors 1 and 2 levels of language B (German, Spanish)

The focus of this course is language acquisition and intercultural understanding. The language B syllabus approaches the learning of language through meaning. Through the

study of the core, students build the necessary skills to reach the assessment objectives of the language B course through the expansion of their receptive, productive and interactive skills. The core is divided into three areas and is a required area of study: Communication and media, Global issues and Social relationships, In addition, teachers select two from the following five options: Cultural Diversity, Customs and Traditions, Health, Leisure, Science and Technology.

IB LATIN HL (2 YEAR COURSE)

IB302 *(1.4 Weight)* *1 Credit*

PREREQUISITE: Honors Latin II with at least a "B" average

The IB HL course consists of studies in poetry and prose. Students will read, translate, understand, analyze, and interpret selections from Ovid's Metamorphoses Horace's Epodes Carmina, and Satire, Maritial's *Epigrams*, Sallust's *Bellum Catilinae,* Vergils Aeneid,m and Livy's *Ab Urbe Condita*. Main themes include love and transromation, social criticism, and villains. . In addition, students will complete an IB-required Internal Assessment. The Internal Assessment consists of a research assignment relating to a topic in classical history, literature, language, religion, mythology, art, archaeology, or some aspect of classical influence.

CLASSICAL LANGUAGES
LATIN
HONORS LATIN I

F300 *(1.2 Weight)* *1 Credit*

PREREQUISITE: CP English (8th grade) or Honors English (9th, 10th, 11th grade)

Honors Latin I emphasizes the basic grammar, vocabulary, and culture of classical Latin. Translation and discussion involves classical mythology, Roman entertainments, family culture, and the city of Rome.

HONORS LATIN II

F301 *(1.2 Weight)* *1 Credit*

PREREQUISITE: Honors Latin I

Honors Latin II reviews the basic grammar and vocabulary learned in Honors Latin I and a strong emphasis is placed on learning new verb forms. The course is designed to continue the acceleration of language study in preparation for the IB course.

MEDICAL AND LEGAL TERMINOLOGY

F112 *.5 Credit*

PREREQUISITE: None

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

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 Vd 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 numero de telefono. Comunicaremos con Vd, en español lo más pronto posible.

REVISED: January 2023