

CUMBERLAND VALLEY

SCHOOL DISTRICT

Soaring to Greatness, Committed to Excellence

Cumberland Valley High School

Program of Studies
2019-2020



Cumberland Valley School District prohibits discrimination, including sexual harassment, on the basis of race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, parenting status, pregnancy or handicap/disability in its activities, programs or employment practices.

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Individuals with disabilities who require assistance or special arrangements to attend a program or activity sponsored by the Cumberland Valley School District should contact Michael Willis, Director of Business and Support Services at [\(717\) 506-3312](tel:7175063312) or mwillis@cvschools.org. For TTY, dial 711 for Relay Service.

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CUMBERLAND VALLEY HIGH SCHOOL ADMINISTRATORS

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Brian Robinson,	Associate Principal – 11 th & 12 th Grade:	717-506-3659
David Gilbert	Supervisor of Curriculum, Instruction, & Technology	717-506-3665
Dr. Lyn Shaffer	Supervisor of Curriculum, Instruction, & Technology	717-506-3993
Dr. Mike Jones	Assistant Principal – 9 th & 10 th Grade	717-506-3403
Nick Wilson	Assistant Principal – 12 th Grade	717-554-3220
Colleen Staton	Assistant Principal – 11 th Grade	717-506-3761
Jamie Croft	Dean of Students	717-506-3762

HIGH SCHOOL COUNSELORS

Counselors for Class of 2023:		
Ms. Maguire	A through K	717-506-3635
Ms. Bashore	L through Z	717-506-3631
Counselors for Class of 2022:		
Mrs. Weary	A through K	717-506-3630
Mrs. Baldwin	L through Z	717-506-3628
Counselors for Class of 2021:		
Mr. Landis	A through K	717-506-3637
Mrs. Clements	L through Z	717-506-3638
Counselors for Class of 2020:		
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Mr. Ryan	L through Z	717-506-3636

HIGH SCHOOL SUPERVISORS, CHAIRS, & COORDINATORS

Departments	Department Leaders	
Art	Mr. Paul Nagle	717-506-3579
Business, Computer, & Information Tech	Mr. Gregg Lucas	717-506-3514
English/Reading	Mrs. Allison Charalambous	717-506-3456
Family & Consumer Sciences	Mrs. Lisa Golding	717-506-3649
Health/Physical Ed	Mr. Todd Bedard	717-506-3650
International Baccalaureate	Mrs. Amy Miller	717-506-3726
JROTC	COL John Kardos	717-506-3757
Library Media	Mrs. Kara Boehne	717-506-3496
Mathematics	Ms. Stacey Knerr	717-506-3412
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Science/Agriculture	Mr. Mike Floreck	717-506-3413
School Counseling	Mrs. Kim Clements	717-506-3638
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Special Education	Mr. Justin Flickinger	717-506-3720
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Technology & Engineering Education	Mr. Jason Kofmehl	717-506-3469
World Language/ELD	Mrs. Christina Stoshack	717-506-3455

PREFACE

Cumberland Valley School District is committed to working to ensure that all students have equal opportunity to meet the requirements to receive a high school diploma. Our students typically meet most, if not all, of these requirements, including proficiency in state testing, by the end of grade 10 or 11. Students can meet these requirements by completing high school courses while in middle school, attending Semester III (summer acceleration courses), or by taking courses outside of the school day/year offered by the district, local colleges, and universities. During this phase of their education, students master and demonstrate the knowledge and skills necessary to achieve a high school diploma, their educational capstone. Economically, during this time, students “learn to earn.”

Once they reach their capstone and move beyond, students make the transition from “learning to earn” to “earning to learn.” During this time students set a critical foundation on which they continue building the skills to obtain and advance their place in the economy. As they set their economic cornerstone, every student should be asking themselves the following:

1. How do I transform my skills and passions into a meaningful place in the economy?
2. How far have I come; how far do I need to go; and what do I have to do to reach that place?
3. What opportunities are available that prepare and propel me toward that place?
4. Once I arrive at that place, what understandings, skills, and motivations must I possess to hold or advance from that place?

It is during this phase of their education that students at Cumberland Valley are provided academic and experiential pathways that allow them to meet the needs of employers, entry requirements for post-secondary technical schools and the military, and gain admittance to competitive colleges and universities. It is the goal of Cumberland Valley to ensure students can answer the four questions above while providing them with the coursework, certifications, and experiences that give them a competitive edge in the local, national, and global economies. This transition needs to end at a location in the economy that provides a life-sustaining wage; a low wage-to-educational-debt ratio; and an understanding that, regardless of where they enter the economy, holding that place or advancing from that place requires the skills, knowledge, and commitment necessary to endeavor to be a life-long learner.

HOW TO USE THIS PATHWAYS GUIDE AND PROGRAM OF STUDIES

Choosing a career pathway is one of the most exciting yet challenging decisions for students. Although students have a multitude of post-secondary opportunities, those opportunities need to be purposely planned, otherwise access to those opportunities may be delayed or unreachable. Regardless of whether a student plans to enter the workforce, military, or additional schooling after graduation, we want students to understand that all of these options require post-secondary preparation. The focus of students’ high school career is not college acceptance; it is the time for discovering meaningful and economically viable career opportunities.

Thus, the intent of this Pathways Guide is to provide students with guidance in selecting a high school career pathway. Selecting a career pathway will help students create a meaningful set of experiences that will translate into increased purpose and opportunities beyond graduation. It is with this intent in mind that the following vision and mission statements have been established:

CVHS PATHWAYS VISION

Cumberland Valley School District’s educational programs will connect our students to the economy through viable pathways for life-long learning that prepare every graduate to aggressively compete in local, state, national, and/or global marketplaces as part of a highly-skilled work force of critical and creative thinkers who can utilize technology to solve problems and communicate solutions and, in doing so, earn a good living in communities that support their families.

CVHS PATHWAYS MISSION

Our mission is to provide academic and experiential pathways aligned and articulated to one another and to the Pennsylvania Academic Standards, needs of employers, entry requirements for post-secondary trade and technical schools and the military, prerequisites for Harrisburg Area Community College and our PASHE universities, and national standards for admittance into highly competitive colleges, universities, and military academies.

This Pathways Guide is designed around the Career Clusters and Pathways published by the Pennsylvania Department of Education.

<p>Arts & Communications</p> <ul style="list-style-type: none"> • Audio & Video Technology & Film • Printing Technology & Graphic Communication Technology • Visual Arts • Performing Arts • Journalism & Broadcasting • Telecommunications <p>Business, Finance, and Information Technology</p> <ul style="list-style-type: none"> • Business Management & Administration • Finance • Information Technology • Marketing 	<p>Engineering & Industrial Technology</p> <ul style="list-style-type: none"> • Architecture & Construction • Manufacturing • Transportation, Distribution, & Logistics <p>Human Services</p> <ul style="list-style-type: none"> • Education & Training • Hospitality & Tourism • Human Services <p>Science & Health</p> <ul style="list-style-type: none"> • Agriculture, Food & Natural Resources • Health Science • Science, Technology, Engineering & Mathematics
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Additionally, students can select pathways from Cumberland Perry Area Vocational Technical School.

Students in 8th grade will be asked to select a Career Cluster to guide their course selections for the high school. Selecting a career cluster will be the culmination of various career development activities in elementary and middle school.

Students in 9th grade will be asked to select a Career Pathway to further guide their high school course of study.

By selecting a career pathway, students will not only have the opportunity to develop a coherent group of experiences while in high school, they will also have the opportunity to earn one of three diploma endorsements upon successful completion of a pathway and related requirements.

Types of Pathways

Career Pathway – A collection of rigorous, high-quality courses, workforce preparation activities, and other educational experiences organized around a cluster of careers that share similar characteristics and have common employment requirements. Students select a career pathway that best fits their interests and abilities, aligns with their career goals, and enhances their ability to enter or advance within a specific occupation cluster.

CV Designated Career Pathway – Four (4) or more credits that focus on specific jobs or careers in the workforce that are endorsed by CV and published in the Program of Studies. CV Career pathways should be aligned with jobs in the local and regional economy that have mean salaries according to the Bureau of Labor and Statistics above the income identified by the Federal Government above which a family of three does not qualify for free and reduced lunch.

Student Designed Career Pathway - Five (5) or more credits that focus on specific jobs or careers. Courses in a student designed pathway require pre-approval and must be aligned with a student's High School Career Plan.

SPECIAL RECOGNITION DIPLOMAS AND CERTIFICATES

The administration has developed specially recognized diplomas and certificates that will be awarded to graduating seniors meeting specific criteria. We believe that diploma options serve as an incentive for students by providing recognition of academic excellence. The diploma options are outlined below:

WORKFORCE READY CERTIFICATE:

This certificate demonstrates the graduate will be highly competitive when transitioning to the workforce or military after high school. This certificate signifies that the graduate has developed specific skills and understandings and has participated in experiences that have prepared him/her to be competitive in the local economy or armed forces.

To receive this certificate, students must have a portfolio that includes a minimum of four (4) credits aligned with a CV Designated Career Pathway or a Student Designed Career Pathway comprised of five (5) credits aligned with a student's High School Career Plan and approved by the high school Executive Director or Designee. The five (5) credits may be

within or across academic departments, but together represent rigorous preparation for a specific career path. Students seeking this certificate are encouraged to prepare for high paying entry level positions in the local economy that also provide opportunities for continuing education within the workforce. Students are strongly encouraged to include industry and professional certificates in their portfolio as well as work-study, cooperative education, internship, or apprentice experiences.

CAREER AND POST-SECONDARY STUDIES CERTIFICATE:

This certificate signifies that the graduate is not only well prepared to transition to the workforce or military, but has completed coursework and participated in experiences that have prepared him/her to be competitive when pursuing post-secondary education. A Cumberland Valley High School graduate holding this certificate is well prepared to transition to a competitive college, university, or trade school in pursuit of an associate's and/or bachelor's degree, advanced professional/industry certificates, or advanced courses of study in the military. S/he is prepared to hold a part-time or full time job in a position related to their post-secondary studies while pursuing additional degrees/certificates.

To receive this certificate, students must have a portfolio that includes a minimum of four (4) credits aligned with a CV Designated Career Pathway or a Student Designed Career Pathway comprised of eight (8) credits aligned with a student's High School Career Plan and approved by the high school Executive Director or Designee and receive credit for post-secondary course work from a college or trade school with which the Cumberland Valley School District or Cumberland Perry Area Vocational School has an articulation agreement, through AP or IB coursework, or be awarded an industry/professional certificate before graduating from Cumberland Valley High School.

Students utilizing Advanced Placement, College in the High School, and/or Dual Enrollment coursework shall be provided the opportunity to complete some, if not all, of the requirements necessary to be awarded an associate's degree.

ADVANCED POST-SECONDARY STUDIES CERTIFICATE:

This certificate signifies that the graduate has developed specific skills and understandings and has participated in experiences that have prepared him/her to transition to a highly competitive college or university in pursuit of a four-year program of studies culminating in a bachelor's degree or a five-year program of studies culminating in bachelor's and master's degrees.

To receive this certificate, students must complete a minimum of ten (10) credits in honors, AP, IB, Dual Enrollment, and/or College in the High School classes while completing the requirements to receive a Career and Post-Secondary Studies Certificate or a Student Designed Career Pathway comprised of eight (8) credits aligned with a student's High School Career Plan and approved by the high school Executive Director or Designee. The eight (8) credits may be within or across academic departments, but together represent rigorous preparation for post-secondary studies on a specific career path.

ADVANCED PLACEMENT SCHOLAR AWARDS:

- **AP Scholar:** Granted to students who receive scores of 3 or higher on three or more AP Exams.
- **AP Scholar with Honor:** Granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams.
- **AP Scholar with Distinction:** Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams.
- **State AP Scholar:** Granted to the one male and one female student in each U.S. state and the District of Columbia with scores of 3 or higher on the greatest number of AP Exams, and then the highest average score (at least 3.5) on all AP Exams taken.
- **National AP Scholar:** Granted to students in the United States who receive an average score of at least 4 on all AP Exams taken, and scores of 4 or higher on eight or more of these exams.

ADVANCED PLACEMENT INTERNATIONAL DIPLOMA (APID):

This is a globally recognized certificate for students that meet specific criteria and have an interest in international studies. Universities worldwide utilize the APID in admissions as one indicator of academic excellence. It is available to students attending secondary schools outside of the United States as well as U.S. students applying to universities outside the country. Only students that display exceptional achievement on AP exams across several disciplines qualify as recipients of the APID. It is not a substitute for a high school diploma, but rather provides additional certification of outstanding academic excellence. Criteria to earn an APID, a student attending school within the United States must indicate on at least one AP Exam answer sheet that the results should be sent to a university outside the U.S. Additionally, students must earn grades of 3 or higher on at least five (5) AP exams in the following content areas:

- Two (2) AP exams from two different languages selected from English and/or world languages

- One (1) AP exam designated as offering a global perspective: World History; Human Geography; and Government and Politics: Comparative
- One (1) AP exam from the sciences or mathematics content areas
- One (1) AP exam from among any content except English and world languages.

INTERNATIONAL BACCALAUREATE DIPLOMA

Students who pursue the IB Diploma must take six subjects, one from each of the subject groups (1-5), and either one from group 6 or a permitted substitute. Three subjects must be taken at Higher Level (HL) and the rest at Standard Level (SL). The IB recommends a minimum of 150 hours of instructional time for SL subjects and 240 hours for HL subjects. Students in the full IB Diploma Programme are also required to complete three Core requirements: write an Extended Essay (EE), take the Theory of Knowledge Class (TOK) and fulfill the experiential learning requirements of Creativity, Activity & Service (CAS). While the IB program encourages students to pursue the full IB Diploma, students may choose to take one or more individual IB courses and opt to take the IB assessments in those subject areas. Students participating in the full IB Diploma Programme are required to submit an application interest.


GRADUATION REQUIREMENTS

- 1. CREDIT REQUIREMENTS** – In order to graduate from Cumberland Valley High School, a student must accumulate a total of twenty-three (23) credits. The following guidelines govern the number of credits that students should take each school year:
 - Students in grade 9-11 must take a minimum of 6.5 credits each year.
 - Students in 12th grade wishing to compete in athletics must take at least 4 credits to meet PIAA expectations. Additionally, students who are pursuing a Diploma Endorsement must take at least 4 credits.
 - Any student who completes the 23 core credits prior to senior year is eligible to receive his/her diploma at the end of the 11th grade year or as soon as all graduation requirements are completed. Students may continue taking CVHS coursework if they have an approved High School Career Plan on file in the guidance office.
 - All PIAA participants must pass a minimum of 4.0 credits to maintain eligibility.
 - Beginning with the Class of 2021** - Any student who successfully completes a High School course with an 85% or higher while in Middle School (i.e., Algebra 1, Geometry, Algebra 2, or any Level I or II World Language) will receive a High School credit for that course. The courses will not count toward GPA or class rank. If students take a high school class in 8th grade, the class may count toward [NCAA](#) eligibility.
- 2. COURSE REQUIREMENTS** – In order to graduate from Cumberland Valley High School, all students must pass certain subjects and credits (included within the 23.0 credits required for graduation) as follows:
 - CORE COURSES**
 - ENGLISH 4.0 credits:** English 9-12
 - SOCIAL STUDIES 3.0 credits:** Students are required to pass the following:
 - World History (1.0 credit)
 - Government and Economics (0.5 credit each)
 - US History (1.0 credit)
 - MATHEMATICS 3.0 credits:** Students are required to pass the following:
 - Algebra 1
 - Geometry
 - SCIENCE 3.0 credits:** Students are required to pass:
 - A earth processes course (i.e., Environmental Science, AP Environmental Science, Intro to AFNR, OR Meteorology & Astronomy)
 - Biology
 - A physical science (i.e., Chemistry OR Physics)
 - ADDITIONAL CORE COURSES:** Students must pass **2.0 additional credits** of social studies, mathematics, and science in any combination. Please note that students attending a CPAVTS Program for 3 years only need to earn 1.0 additional core course credit.
 - HEALTH/PHYSICAL EDUCATION 1.5 credits**
 - INTEGRATED ARTS/ELECTIVE COURSES 6.5 credits:** Agriculture Sciences, Art (Visual), Business and Information Sciences, Digital Media, Family Living and Human Services, Graphic Communication, Health and Wellness, Internships/Practical Job Experience, Mathematics, Military Sciences, Performing Arts, Sciences, Technology and Engineering, and World Languages

- i. **PLEASE NOTE:** It is strongly recommended that the third year course in any one world language and a fourth year in Math, Science and Social Studies be completed by students intending to enroll in a four year college/university.

3. KEYSTONE EXAM REQUIREMENTS – The Keystone Exams are state mandated assessments in Algebra I, Biology and English Literature. A Keystone Exam is intended to be an end of year exam. If students take Algebra I, Biology and/or 10th grade English, they will take the Keystone Exam at the end of the course.

Core Course Scheduling Guide

	English	Mathematics	Science	Social Studies	Health & Physical Education	World Language**	ACES
9 th Grade	1111/1112/1113 - English 9	3013/3015 - Algebra I, 3021/3023/3025 - Geometry, 3031/3033/3035 - Algebra II, OR 3041/3043 - PreCalc/Trig	2090 - Environmental Science OR 2021 - Honors Biology	1011 - AP World History OR 1012/1013/1014/ 1015 - World History	5009 - Fitness I/ Wellness I	French German Spanish (See department section for appropriate course numbers)	5023/5033 - 9 th Grade ACES
10 th Grade	1121/1122/1123 - English 10	3021/3023/3025 - Geometry, 3031/3033/3035 - Algebra II, 3041/3043 - PreCalc/Trig, 3053 – Calculus, OR 3051 – AP Calculus AB	2021/2023/2025 - Biology OR 2051/2053/2054 - Chemistry	1021 - AP US Government, OR 1022/1023 - American Government, AND 1031 – AP Microeconomics 1032/1033 – Economics OR 1034 – Gov/Econ Skills	5018 - Team Sports, 5019 – Relationships/Domestic Violence/Self Defense 5022 - Strength Training, 5024 - Movement Exploration, 5026 - Net/Racquet Games, 5027 - American Red Cross First Aid/CPR/AED Certification, OR 5016 - Lifeguarding		5073/5083 - 10 th Grade ACES
11 th Grade	1151 - IB English HL1, 1153 - College English 101, 1154 - College English 102, 1155 - College Communications 101, 1131 - AP English Language and Composition, OR 1132/1133 - American Literature 11	3021/3023/3025 - Geometry, 3031/3033/3035 - Algebra II, OR 3041/3043 - PreCalc/Trig OR 3053 – Calculus 3051 – AP Calculus AB 3067 - Financial Algebra, 3070 - College Math 103, 3071 - AP Statistics, 3073 - Statistics, 4070 - Business Math, 3084 - IB Math Studies, 3081 - IB Math SL Year 2, 3086 - IB Mathematics: Applications & Interpretation SL, OR 3088 - IB Mathematics: Analysis & Approaches SL	2051/2053/2054 - Chemistry OR 2096 - AP Environmental Science	1041- AP US History, 1042 – College History 103, 1043 – College History 104, OR 1044/1045 – US History	5028 - Adventure Education, 5017 - Sport Performance, 5018 - Team Sports, 5019 - Relationships/Domestic Violence/Self Defense, 5020B - Sport Leadership, 5022 - Strength Training, 5024 - Movement Exploration, 5026 - Net/Racquet Games, 5027 - American Red Cross First Aid/CPR/AED Certification, OR 5016 - Lifeguarding		

	English	Mathematics	Science	Social Studies	Health & Physical Education	World Language**	ACES
12 th Grade	1152 - IB English HL2 1153 - College English 101, 1154 - College English 102, 1155 - College Communications 101, 1141 - AP English Literature and Composition 1142/1143 - World Literature 12	2.0 additional credits required of Social Studies, Mathematics, or Science Courses Aligned with Pathway. See department sections for qualifying courses.				Take World Language courses in sequence. See note below**.	

** World Language requirements can vary among post-secondary institutions. Many colleges will recommend at least two consecutive years of a World Language study, while more selective schools will require three to four years. Because not all colleges will recognize Middle School credits, it is important to investigate college requirements early, in order to make the best decision regarding World Language courses. Students should work closely with their parents and school counselors to decide what is best, while continuing to create opportunities in all areas of interest, learning, and achievement.

SCHEDULE CONSTRUCTION

Students who have not submitted their course selection sheet and/or do not have the proper signatures by the established deadline will forfeit their right to the course selection process. In this case, building the student schedule will then be left up to the discretion of the student's counselor.

Students should thoroughly study this Program of Studies, and in consultation with their teachers, counselor, and parents make wise course selections for the school year. Adequate schedule planning, budgeting, and efficient curriculum management can take place only when school personnel can consider course selections final and binding. Students should choose courses and levels (honors, IB, AP, college prep, etc.) that are appropriate to their needs, abilities, and the competitive realities of college admissions and employment opportunities.

Being given the right to make decisions also includes the responsibility of fulfilling one's commitment, so students should choose their program carefully. Students are making a commitment as they elect their courses. Development of a student/teacher schedule has great impact on the allocation of staff, resources, and CV's ability to maintain an environment conducive to quality learning. Students are permitted to submit course change requests during the selection and verification stages of scheduling, from January through March. After April 1, course changes should not be requested (except for errors). Course change requests should follow the guidelines below.

New students need to have academic records and/or transcript in order to register for Honors, AP, and/or IB level courses.

CHANGING A COURSE OR INSTRUCTIONAL COURSE LEVELS

Students must meet with their counselor and complete a Course Change Form. **Course change requests** must meet also one of the following criteria:

- Academic misplacement as determined by previous subject grades, related standardized test scores, teacher information, evidence of sufficient student effort and building principal approval
- Missing a graduation requirement or college admissions recommendation
- Missing a course prerequisite
- Dropping a less difficult course for a more difficult course as approved by the building principal
- The schedule received and the course selection sheet do not match

ADDING AN ADDITIONAL COURSE

Students may **add** an additional course to their schedule only through the completion of the 2nd full cycle of classes. Changes will only be made provided there is room in the course and prerequisites have been met. Also, all missed work must be completed as determined by the instructor.

DROPPING A COURSE

To drop a course, students must adhere to the following:

- Students must maintain enrollment at or above required minimum credits
- Students may not drop a course necessary for graduation
- No credit will be given for the dropped course
- Grades for courses dropped **THROUGH September 30th (or February 27th for Semester 2 classes)** will show as **“W” (withdrew) on the transcript**
- Grades for courses dropped **AFTER September 30th (or February 27th for Semester 2 classes)** will show as **“WF” (withdrew/failing) on the transcript**

ACADEMIC DEADLINES FOR 2019-2020

February 9, 2019	Deadline to submit course request online
March 6, 2019	Deadline to change course/level requests
June 7, 2019	Tentative date for students to receive schedule
June 21, 2019	Deadline to submit course/level changes
September 4, 2019	Deadline to add a Semester 1 or Full Year course
September 27, 2019	Courses dropped after this date will be reflected on transcript as “WF” (withdrew/failing)
End of Semester 2 2nd cycle	Deadline to add a Semester 2 course
February 21, 2020	Semester 2 courses dropped after this date will be reflected on transcript as “WF”

COURSE FORMATS AND LEVELS

CVHS offers courses in various formats and levels to meet students’ instructional and learning needs. These formats and levels should be considered when selecting courses. Students should consult with their teachers, school counselors, and parents to determine what format and level is best for them in any given course.

BLENDED LEARNING

Cumberland Valley’s Blended Learning Program is an opportunity for students to engage in a flexible learning environment, which provides voice and choice in how and where students learn. In a blended course, students meet face-to-face with their teachers in a traditional class setting every other cycle day. Because the curriculum and pacing of the course content is the same as in a traditional classroom setting, on the alternate cycle days, students continue to learn and acquire content knowledge and skills, via the Schoology platform, by participating in online discussions, viewing guided videos, taking notes, doing research, etc. On these alternate cycle days, students will report to a learning commons location. All blended learning teachers are available on the independent learning days, so students or teachers can schedule time to meet together, individually or in a small group, for extended support or enrichment when needed.

BLENDED COURSES: Cumberland Valley blended courses follow the same curriculum as the traditional courses. Each course is aligned with the Pennsylvania Core Standards and meets graduation requirements. Blended courses, however, use technology tools to engage students, to customize lessons, and to enhance learning. CVHS blended courses, offered for the 2019-2020 school year, include:

English:

American Literature (L2)
World Literature (L2)
AP Language Composition
American Lit/US History (Paired) (L2)
World Lit/CGI (Paired) (L2)

Math:

Geometry (L2)
Algebra II (L2)
Statistics (L2)
AP Statistics

Science:

Honors Anatomy & Human Physiology

Social Studies:

American Government (L2)
Economics (L2)
US History (L2)
AP US History
Contemporary Global Issues (L2)
American Lit/US History (Paired) (L2)

Social Studies cont.:

World Lit/CGI (Paired) (L2)

World Language
German I
Honors German III

Students enrolled in the American Lit/CGI (Paired) or World Lit/CGI (Paired) will have both classes scheduled in the same period but on opposite cycle days, thus earning two credits in one period. Blended courses will also be designated with their department listing in this Program of Study.

OUR TEACHERS: All Blended Learning teachers are Pennsylvania certified teachers and teach both traditional and blended classes at Cumberland Valley High School. These teachers have been extensively trained in teaching in a blended environment.

OUR STUDENTS: Blended Learning is open to all high school students in the Cumberland Valley School District. Students are required to meet the prerequisites for all courses and should have access to laptop/tablet and internet.

COLLEGE IN THE HIGH SCHOOL AND DUAL ENROLLMENT

Cumberland Valley and Harrisburg Area Community College have partnered to provide an opportunity for students to begin taking college courses while a student at Cumberland Valley. Qualified juniors and seniors (some courses required placement testing or pre-requisites) have the opportunity to earn General Education Credits through HACC, while attaining CV high school credits.

College in the High School courses enable interested and qualified high school juniors and seniors to take college level courses at their high school during the regular school day taught by current CV teachers who are approved as adjuncts for HACC. Participants are enrolled as provisional students of Harrisburg Area Community College (HACC) for the specific purpose of completing CHS courses and are entitled to take CHS courses at a significantly reduced tuition rate. Upon successful completion of a course, students receive HACC college credits, which have a high rate of successful transfer to other colleges and universities along with high school credit. Any student who may pursue an athletic scholarship should check with their counselor and/or college(s) of choice for recommendations to participate in these dual credit courses.

Dual Enrollment courses allow students flexibility in building their own academic pathway, engage in high-quality academic experiences, and save thousands of dollars through dual enrollment opportunities. Dual credit courses are taught at CV High School by HACC faculty. Each course earns both college (3 or 4 credits) and high school Credits (1 CV credit per course). Any student who may pursue an athletic scholarship should check with their counselor and/or college(s) of choice for recommendations to participate in these dual credit courses.

Costs:

College in the High School- Students pay \$75 per HACC credit, as well as textbooks/materials for each course (fees subject to change based on HACC).

Dual Enrollment- Students pay \$125.00 per HACC credit, as well as textbooks/materials for each course (fees subject to change based on HACC).

Please see department pages for a list of HACC courses offered in each subject area.

EARLY COLLEGE ADMISSION

As per Policy 118, Independent Study, a student may, upon written request from a parent or guardian to the Superintendent of Schools, and in accordance with the provisions of this policy, be considered for Early College Admission. Application is made no later than March 1 of the junior year. The following standards should be met to be a candidate for this program:

1. Application is made no earlier than the start of the junior year and no later than March 1 of the junior year.
2. The student has demonstrated success in his/her prescribed academic courses, and has a minimum ninety percent (90%) cumulative grade point average.
3. The student is self-motivated, is an outstanding school citizen and a good moral character.
4. The student shall have completed a minimum of eighteen (18) credits by the close of his/her third year in high school. Such credits shall include those mandated by the Commonwealth of Pennsylvania and/or the State Department of Education and those prescribed by the School District.
5. The student shall have taken the College Board Test before a final determination is made and have a combined minimum PSAT score of 100 or a minimum score of 500 in each section of the SAT (Math & Critical Reading).
6. The student must have received written approval of acceptance from a recognized and accredited college or institution of higher learning in order to be eligible for the benefits of this policy. Tentative approval may be

given until acceptance to a college or institution of learning is gained. Acceptance must be received by June first of his/her third year of high school.

7. If approved by the District Superintendent and the Board, the student shall be granted a diploma after the successful completion of his/her first year of college. Among the credits carried must be a minimum of one (1) credit in English, one (1) credit in social studies, and one-half (1/2) credit in physical education.
8. The student must assume responsibility for having a college transcript sent to the principal of the high school at the completion of the first year but not later than June 1.

PLEASE NOTE: ALL college and tuition costs are the responsibility of the student and is/her parents. **Cumberland Valley School District WILL NOT pay any of the college expenses.**
8789 Partial Early College Admission

INDEPENDENT STUDIES

The Cumberland Valley School District in certain situations offers independent study courses. This initiative enables us to offer courses that might not otherwise be available. Independent study courses are not offered for courses that are part of the Program of Studies. Students should contact their school counselor if they are interested in an independent study course.

ONLINE COURSES

The Cumberland Valley School District in certain situations offers online courses (Note: a fee may be involved and is the student's responsibility). This initiative enables us to offer courses that might not otherwise be available. Online courses may be requested through a student's school counselor for the following reasons:

- Make up a failed course
- Course is not offered at CV
- Course that does not fit into your schedule
- Enrichment
- Additional credits for graduation
- Homebound instruction

All online course requests will be submitted to the building principal for approval. Parameters and timelines will be established by the school. Failure to comply with deadlines may result in lost credit. Please note that online courses are generally not [NCAA](#) approved.

SEMESTER III ACCELERATION COURSES

Semester III Acceleration Courses allow students to earn credits during the summer in required courses. Semester III Courses are open only to students entering grades 9 through 12.

Semester III courses are offered in a blended format. For full credit courses, 60 hours of face-to-face instruction will occur. For half credit courses, 30 hours of face-to-face instruction will occur. In both cases, students will also complete online coursework to supplement the face-to-face instruction.

Since Semester III courses operate under a compressed schedule, as compared to courses taken during the regular school year, work to be completed outside of the classroom will be significant. Students can expect at least two hours of blended learning/homework each night in each course.

Pending enrollment numbers the following Semester III courses that may be offered in the summer of 2019:

- American Government (.5 Credit)
- Contemporary Global Issues
- Economics (.5 Credit)
- United States History
- American Red Cross Adult & Pediatric First Aid/CPR/AED Certification (Health & Physical Education, .5 Credit)
- Strength Training (Health & Physical Education, .5 Credit)
- American Literature (11)
- World Literature (12)
- Geometry
- Chemistry

Students wishing to enroll in a Semester III course should sign up on their course selection form. Students who enroll in a Semester III course must be in good academic standing and receive a positive recommendation from the teacher of the preceding course. Students may not take Semester III courses as a means of credit recovery for a failed course. Students must provide their own transportation to and from the school.

COURSE LEVELS

The chart below provides information about the course levels offered at CVHS. Students should use this information, in consultation with their teachers, school counselors, and parents to select their appropriate level of courses. Please note that course levels are often determined by teacher recommendation during the course selection process. However, departments may develop separate guidelines for specific purposes.

Course Level	Weighting	Student Responsibility	PDE Standards Coverage	Homework	Projects	Test Prep Time Expected
IB/AP/ CHS/Dual Credit course	1.13	Students will hold primary responsibility for their success in this course. Students must possess independent academic skills. The teacher will present material and facilitate the student's success.	Course content is planned to meet AP / IB / College standards.	Will be assigned in class and used to introduce, review or extend concepts discussed in class.	Project(s) will be assigned that requires students to work at the upper levels of Webb's Depth of Knowledge.	Students will be expected to commit significant preparation time for each major unit test.
Honors	1.1	Students will hold significant responsibility for their success in this course. Teachers will expect students to see them for extra help when needed.	Course content exceeds the PDE academic standards.	Will be assigned in class and used to introduce review or extend concepts discussed in class.	Project(s) will be assigned that requires students to work at the upper levels of Webb's Depth of Knowledge.	Students will be expected to commit significant preparation time for each major unit test.
Level 2	1.0	Students must use class time conscientiously to complete assignments and review under the guidance of their teacher.	Course content is structured around the framework provided by the PDE academic standards.	Will be assigned and modeled in class and used to review concepts introduced in class.	Projects that follow a teacher prepared timeline may be assigned and completed as part of homework requirements.	Students will be expected commit to prep time outside of class for each major unit test.
Level 3	1.0	Students must use class time conscientiously to complete assignments and review under the guidance of their teacher.	Course content is structured around the framework provided by the PDE academic standards.	Students will be occasionally assigned work outside of class.	Projects will be assigned and time some time provided in class for completion.	Some prep time outside of class will be needed to prepare for tests & quizzes.

SPECIAL PROGRAMS

INTERNATIONAL BACCALAUREATE

The International Baccalaureate Diploma Programme (www.ibo.org) is a comprehensive and rigorous college-preparatory program designed to meet the needs of academically talented and highly motivated 11th and 12th grade students. Only schools authorized by the International Baccalaureate Organization in Geneva, Switzerland may offer the IB Diploma Programme. IB students throughout the world follow a prescribed course of study in six disciplines, sit for examinations, and fulfill additional requirements of the program. Costs incurred to participate in the IB Diploma Programme will be a one-time registration fee and exam fees.

The Pre-IB Experience (9th and 10th graders)

A rigorous academic experience in 9th and 10th grades is recommended in order to develop the scholastic skills and mastery of content required for success in the 11th and 12th grade IB Programme. The current 9th and 10th grade Honors and AP offerings comprise our Pre-IB program. Highly motivated and academically successful students who do not follow an Honors curriculum in 9th and 10th grade but are interested in pursuing IB may do so by speaking with their counselor or the IB Coordinator.

Requirements

Students take one subject from each IB group. At least three of the six subjects must be taken at the higher level of study (HL-240 hours over two years) and the remainder can be taken at the standard level (SL-150 hours over one or two years). Students in the full IB Diploma Programme are also required to complete three Core requirements: write an Extended Essay (EE), take the Theory of Knowledge Class (TOK) and fulfill the experiential learning requirements of Creativity, Activity & Service (CAS).

Group 1: Studies in language and literature	English HL*
Group 2: Language acquisition (all SL)	French, German, Spanish, Spanish ab initio
Group 3: Individuals and societies	History SL/HL*, Psychology SL
Group 4: Experimental sciences	Sports, Exercise and Health Science SL Chemistry HL/SL
Group 5: Mathematics	Math SL, Math HL, Math Studies SL
Group 6: The Arts or Elective	Visual Arts HL, Film HL Electives: Psychology SL, a second IB Science

*required course

IB Exams

Students are assessed through internal and external examinations which heavily emphasize a writing component. Each subject is graded on a scale of 1 to 7. A minimum of 24 points in the six academic subjects plus satisfactory completion of the Extended Essay, Theory of Knowledge course & CAS hours are required to earn the diploma. Extra points can be earned through Theory of Knowledge and the Extended Essay.

Scheduling

Students who do not participate in the full IB Diploma Programme can schedule any IB course from the six groups of courses. Full IB Diploma students will be given preferential consideration when determining class size for a particular IB course. Individual IB courses are described within each department section.

Suggested Course Sequencing Chart **

Groups	Subject	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Group I: Studies in Language & Literature	English HL	L2 or Honors English	L2 or Honors English	English HL I	English HL II
Group II: Language Acquisition IB students who do not follow the suggested	French SL	French II or Honors French III	Honors French III or French SL I	French SL I or French SL II/AP French	French SL II /AP French
	German SL	German II or Honors German III	Honors German III or German SL I	German SL I or German SL II/AP German	German SL II/AP German

Groups	Subject	9 th Grade	10 th Grade	11 th Grade	12 th Grade
course sequencing chart must meet with the World Language Supervisor and the IB Coordinator to determine proper placement.	Spanish SL	Spanish II or Honors Spanish III	Honors Spanish III, AP Spanish Language or Spanish SL I	Spanish SL I or Spanish SL II	Spanish SL II
	Spanish ab initio SL	Latin, German or French	Latin, German or French	Spanish ab initio SL I	Spanish ab initio SL II
Group III Individuals and Societies	History SL/HL	L2, Honors or AP World History	L2 or AP Gov/ Econ	History I SL	History II HL
	Psychology SL (1-year course)	n/a	n/a	n/a	Psychology SL
Group IV Experimental Sciences	Chemistry HL1	Biology	Chemistry	Chemistry HL 1	Chemistry HL 2
	Chemistry HL2	Biology	Chemistry	Chemistry HL1	Chemistry HL 2
	Sports, Exercise & Health Science SL	Biology	Chemistry	Sports, Exercise & Health Science SL	Sports, Exercise & Health Science SL
Group V Mathematics	Math Applications and Interpretation I SL	College Prep or Honors Geometry	College Prep or Honors Algebra II	Math Applications and Interpretation I SL	Option to continue Math Applications and Interpretation II HL
	Math Analysis and Approaches I SL	Honors Algebra II OR Honors Pre-Calc	L2/Honors Pre-Calculus & Trigonometry OR AP Stats	Math Analysis and Approaches I SL	Option to continue Math Analysis and Approaches II HL
2019-20 Final Year Offered	Math Studies SL (1-year course)	Algebra I, Geometry and Algebra II are prerequisites		Math Studies SL (11 or 12)	Math Studies SL (11 or 12)
Group VI The Arts	Visual Arts HL	Art course recommended but not required	Art course recommended but not required	Visual Arts HL I	Visual Arts HL II
	Film HL	n/a	n/a	Film SL I or HL I	Film SL II or HL II
Theory of Knowledge (TOK)	Theory of Knowledge	n/a	n/a	TOK I	TOK II

CUMBERLAND PERRY AREA VOCATIONAL TECHNICAL SCHOOL

Cumberland Perry Area Vocational Technical School (CPAVTS) serves students from fourteen high schools in Cumberland, Perry, York, and Adams County. CPAVTS is an extension of your high school, offering comprehensive instruction in 21 career and technical programs. Students attend CPAVTS for half of their school day, taking courses in their technical program plus social studies. Students attend their sending high school for English, Science, Mathematics, Physical Education, and other graduation requirements.

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

CPAVTS students are expected to be responsible and respectful, demonstrating safe work habits at all times. Students must be able to understand and comply with all school rules and procedures.

CPAVTS has a competitive application process. Students are admitted based on their application score and school district enrollment quotas. See your sending school counselor for an application. Clicking on the program names below will connect you to the program web page at www.cpavts.org.

CAREER PATHWAYS AND PROGRAMS AT CPAVTS

<u>CONSTRUCTION AND MAINTENANCE</u> Carpentry Electrical Construction and Maintenance Heating/Ventilation/Air Conditioning Horticulture/Landscaping Masonry	<u>ARTS & TECHNOLOGY</u> Advertising Art & Design Computer Networking Computer Programming
<u>MANUFACTURING</u> Automation, Robotics & Electronics Precision Machine Technology Welding Technology	<u>HEALTH SCIENCES</u> Dental Assistant Nurse/Nursing Assistant
<u>HUMAN SERVICES AND HOSPITALITY</u> Cosmetology Criminal Justice Culinary Arts Early Childhood Education	<u>TRANSPORTATION & LOGISTICS</u> Auto Collision Technology Automotive Technology Diesel Technology Logistics & Warehouse Management

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

Please see Appendix B for additional information about pathways at Cumberland-Perry Area Vocational Technical School.



Ship Start allows area high school students to earn college credits at Shippensburg University for a fraction of the price.

Through our Ship Start program, students will:

- Save money and time by getting a jump start on their college education
- Earn credits that count toward their Ship degree or can be transferred to another college of their choice
- Receive a 66% discount off our standard tuition rates
- Get prepared for college academics and life so they can make a seamless transition from high school to college
- Choose from Ship's diverse courses that are applicable to many programs of study such as English, psychology, communications, sociology, history, mathematics, geography, and science
- Increase their likelihood of graduation by reducing the time it will take them to earn their degree

How much?

Tuition is a reduced \$100 per credit — that's a savings of \$600 per three-credit class. You also pay an educational services fee and technology fee per credit.

Who is eligible?

High school juniors and seniors with proven readiness for college-level work based on their high school performance and their SAT, ACT, and/or AP scores

When?

Ship Start courses are offered during our fall and spring semesters, as well as during our two summer terms. Eligible students who have completed 10th grade can enroll in Ship Start classes as early as the summer between their sophomore and junior year.

For more information, talk to your school counselor or contact Shippensburg University's Office of Admissions at 717-477-1231 or admiss@ship.edu.

INTERNSHIPS

Cumberland Valley School District partners with the local community, businesses, and organizations in order to provide authentic internship opportunities. Sophomores, juniors and seniors can elect to participate in an internship. These students will be able to work with area businesses and professions during the school day, after school, or in the summer. The purpose of the internship is to help students gain a better understanding and appreciation of the career field in which they are interested. Credit is determined by the hours spent at the internship site. CV's internships fall under five different pathways, where each pathway has different opportunities based on students' interests:

- Arts & Communications
- Business, Finance, & Information Technology
- Engineering & Industrial Technology
- Human Services
- Science & Health

Please see Cumberland Valley's Internship Website for information on internship requirements.

Course Number	Course Title	Recommended Grade	Number of Semesters	Periods per Cycle	Credits	Weighted Value
8846	Arts & Communications Internship	10-12	1 or 2	6	Max 2	1.0
8847	Business, Finance, & Information Technology Internship	10-12	1 or 2	6	Max 2	1.0
8848	Engineering & Industrial Technology Internship	10-12	1 or 2	6	Max 2	1.0
8849	Human Services Internship	10-12	1 or 2	6	Max 2	1.0
8851	Science & Health Internship	10-12	1 or 2	6	Max 2	1.0

8846 Arts & Communications Internship

Grades 10-12

Max of 2.0 cr

Students interested in fine and performing arts can learn more about careers in his area. Weekly journals, employer evaluations and a final reflection report are required to fulfill program requirements. Pre-approval by Mrs. Consevage is required in order to earn credit. Internship hosts/partners include:

- The Playhouse at Allenberry
- Whitaker Center's Sunoco Theater
- Digital Media @ CVSD Athletics Department

Please see the CVSD Internship Website for specific information about internship hosts/partners.

8847 Business, Finance, & Information Technology Internship

Grades 10-12

Max of 2.0 cr

Students interested in information sciences, business, and e-commerce can learn more about careers in his area. Weekly journals, employer evaluations and a final reflection report are required to fulfill program requirements. Pre-approval by Mrs. Consevage is required in order to earn credit. Internships hosts/partners include:

- The Ames Company
- CVSD District Office Administrative Assistant
- CVSD District Office Business Office

Please see the CVSD Internship Website for specific information about internship hosts/partners.

8848 Engineering & Industrial Technology

Grades 10-12

Max of 2.0 cr

Students interested in design, engineering, construction, and advanced manufacturing can learn more about careers in this area. Weekly journals, employer evaluations and a final reflection report are required to fulfill program requirements. Pre-approval by Mrs. Consevage is required in order to earn credit. Internships hosts/partners include:

- ACE Internship Program
- Advantage Engineers
- Crabtree, Rohrbaugh & Associates Architects.

Please see the CVSD Internship Website for specific information about internship hosts/partners.

8849 Human Services Internship**Grades 10-12****Max of 2.0 cr**

Students interested in education, government and public administration, hospitality and tourism, law, public safety, corrections, and security can learn more about careers in this area. Weekly journals, employer evaluations and a final reflection report are required to fulfill program requirements. Pre-approval by Mrs. Consevage is required in order to earn credit. Internships hosts/partners include:

- Aldersgate Preschool
- Carlisle Firefighter/Pre-EMT Internship Program
- Chick-fil-A Hospitality and Leadership
- Cumberland-Goodwill EMT Internship Program
- Cumberland Valley Elementary Education
- Dilworth Paxson, LLP (Legal)
- Kiddie Academy
- The JDK Group
- Tender Years Child Development Center
- West Shore Junior Leadership Internship Program

Please see the CVSD Internship Website for specific information about internship hosts/partners.

4451 Science & Health Internship 8843**Grades 10****Max of 2.0 cr**

Students interested in careers in science and health can learn more about careers in this area. Weekly journals, employer evaluations and a final reflection report are required to fulfill program requirements. Pre-approval by Mrs. Consevage is required in order to earn credit.

- CNA HACC Internship Program
- CVSD/Central Pennsylvania Rehabilitation Services Athletic Training
- Geisinger Holy Spirit Health Careers Program
- Hershey Medical Center
- UPMC Carlisle Regional Health Internship Program
- UPMC Pinnacle Internship Program

Please see the CVSD Internship Website for specific information about internship hosts/partners.

CO-OP EDUCATION WORK PROGRAM

Course Number	Course Title	Recommended Grade	Number of Semesters	Periods per Cycle	Credits	Weighted Value
4094	Cooperative Education Theory I	11-12	2	1	3	1
4095	Cooperative Education Theory II	12	2	1	3	1
4097	Co-op Work Experience	11-12	2	6		

Cooperative Education work experience is a planned instructional program developed through a signed cooperative arrangement among school representatives, students, parents, and employers in the community. The purpose of the program is to provide students with an opportunity to alternate in-school academic instruction with entry-level paid employment in a career-oriented occupational field.

4094 Cooperative Education Theory I**Grades 11-12****3.0 cr**

Prerequisite: [Complete Cooperative Education Program Application with Teacher Recommendation \(Appendix F\).](#) **Return to Mrs. Consevage, Career Coordinator. Must be scheduled with Co-Op Work Experience (4097)**

Students who are enrolling in their first year of Cooperative Education must enroll in this class which will meet two days out of every six-day cycle. See section under “Programs” for a complete description of the Cooperative Education Program.

4095 Cooperative Education Theory II**Grade 12****3.0 cr**

Prerequisite: [Complete Cooperative Education Program Application with Teacher Recommendation \(Appendix F\)](#). Return to Mrs. Consevage, Career Coordinator. Must be scheduled with Co-Op Work Experience (4097)

Students who are enrolling in their second year of Cooperative Education must enroll in this class which will meet two days out of every six-day cycle. See section under “Programs” for a complete description of the Cooperative Education Program.

4097 Co-op Work Experience (3 periods)**Grades 11-12**

Prerequisite: Must be scheduled with Cooperative Education Theory (4094/4095)

The goal of cooperative education is to provide on-the-job work experience to familiarize students with their chosen careers. It is the student’s responsibility to find a career-oriented job prior to the start of school. Students are not permitted to work in a business owned by their parents or a family member. Students must work a minimum of 15 hours per week, Monday through Saturday, immediately after release from school as stated in the PDE regulations. Throughout the school year, students must work a minimum of 150 school days and may only change employers one time. All positions must have the approval of the coordinator and it is the student's’ responsibility to find a career-oriented job prior to the start of school. The coordinator will assist students who are experiencing problems locating acceptable work. Students in the program will have their required subjects scheduled in the morning so that they will be able to work in the afternoon. In addition, students will be scheduled for a class entitled “Cooperative Education” which will meet two days out of every six-day cycle. In this class students will discuss job problems and strategies for improving job skills and performance. This program is open to all students. To apply for this program, pick up an application form in the Counseling and Career Office. Applications must be received by July 31, of the year entering the program. Training Agreements, Training Plans and volunteer clearances must be in place by the first day of school.

CUMBERLAND VALLEY HIGH SCHOOL PATHWAYS

Pathway: Military Science (JROTC)

Type: CV Designated

U.S. Army Junior ROTC is a full-credit, high school elective with the mission to motivate young people to be better citizens. This is accomplished by developing six core abilities: building your capacity for lifelong learning; communication skills; taking responsibility for your choices and actions; service to others; treating self and others with respect; and applying critical thinking skills. There is NO military obligation associated with this course and the skills are useful for any future career.

JROTC EXTRACURRICULAR ACTIVITIES (Available only to students enrolled in JROTC)

- **DRILL TEAM and COLOR GUARD** – The Drill Team and Color Guard execute precision drill and ceremonies as demonstrations for school and community events, present the colors (national and state flags) for sporting events and ceremonies, and compete in annual JROTC drill competitions.
- **RAIDER TEAM** – The Raider Team is a physical fitness and adventure skills team that competes in annual JROTC competitions. The team's training and competition promote leadership, teamwork, and self-confidence among JROTC cadets.
- **ACADEMIC TEAM AND LEADERSHIP TEAM** – The Academic Team and Leadership Team compete in annual online competitions among JROTC programs worldwide.
- **SERVICE LEARNING PROJECTS AND COMMUNITY SERVICE** – Cadets plan, organize, and execute a variety of intra-curricular projects throughout the year for the benefit of the school and community.

	Grade 9	Grade 10	Grade 11	Grade 12
Pathway Requirement: (4 credits minimum)	2001 - JROTC LET 1	2001 - JROTC LET 1 2002 – JROTC LET 2	2001 - JROTC LET 1 2002 – JROTC LET 2 2003 – JROTC LET 3	2001 - JROTC LET 1 2002 – JROTC LET 2 2003 – JROTC LET 3 2004 – JROTC LET 4
Additional Pathway Electives:	7522 - Sports Nutrition	8580 - Grow Our Agricultural Leaders 8590 - Dynamics of Youth Leadership Development I & II 7522 - Sports Nutrition	8580 - Grow Our Agricultural Leaders 8590 - Dynamics of Youth Leadership Development I & II 5020 - Sport Leadership 5017 - Sport Performance 5027- First Aid/CPR/AED 7522 - Sports Nutrition	8580 - Grow Our Agricultural Leaders 8590 - Dynamics of Youth Leadership Development I & II 5020 - Sport Leadership 5017 - Sport Performance 5027 - First Aid/CPR/AED 7522 - Sports Nutrition

Career Cluster: Arts & Communications**Pathway:** [Audio & Video Technology & Film](#)**Type:** Student Designed

Broadly, individuals that work in the AV communications industry manufacture, sell, rent, design, install, integrate, operate and repair the equipment of audio visual communications. They are involved in the presentation of sound, video and data to groups in such venues as corporate boardrooms, hotels, convention centers, classrooms, theme parks, stadiums and museums. The major activity sectors in the AV communications industry are distributive service firms (AV dealers, rental companies, consultants, designers, and related firms), manufacturers of AV presentations and communications products and large end-users.

Most observers expect the job growth rate within the Audio and Video (AV) industries to be at 12 percent for the foreseeable future. More audio and video technicians should be needed to set up new equipment or upgrade and maintain old, complex systems for a variety of organizations, as well as support the increased use of AV equipment in schools, hospitals and hotels.¹

There were about 1.8 million current jobs in America related to this pathway.² The median annual salary of broadcast and sound engineering technicians was \$42,650 in 2017. The 2017 median annual salary of film and video editors and camera operators was \$48,210.

	Grade 9	Grade 10	Grade 11	Grade 12
Pathway Requirement: (5 credits minimum)	6150 - Film 1 6174 - Photo & Visual Communication 1 6106 - Drawing & Painting 1 6102 - Abstraction & Media 1 7060 - TV Production	6152 - Film 2 66095 - IB Film 2 6176 - Photo & Visual Communication 2 7061 - Advanced TV Production- Year 2	6162 - Digital Portfolio 1 6176 - Photo & Visual Communication Portfolio 1 7062 - Advanced TV Production- Year 3	6164 - Digital Portfolio 2 6176 - Photo & Visual Communication Portfolio 2 7063 - Advanced TV Production- Year 4 <i>Culminating Experience</i>
Additional Pathway Electives: (3 credits minimum)	4091 - Entrepreneurship I 4081 - Introduction to Business 4093 - Sports and Entertainment Marketing 4057 - Webpage Design 6570 - Music Technology 6676 - Music Theater	4091 - Entrepreneurship I 4092 - Entrepreneurship II 4081 - Introduction to Business 4093 - Sports and Entertainment Marketing 4057 - Webpage Design 6570 - Music Technology 6676 - Music Theater	4060 – College CIS105 4086 - College MKTG201 4091 - Entrepreneurship I 4092 - Entrepreneurship II 4093 - Sports and Entertainment Marketing 4057 - Webpage Design 6570 - Music Technology 6676 - Music Theater	4060 – College CIS105 4086 - College MKTG201 4091 - Entrepreneurship I 4092 - Entrepreneurship II 4093 - Sports and Entertainment Marketing 4057 - Webpage Design 6570 - Music Technology 6676 - Music Theater

Culminating Experience: Arts & Communications Pathway Internship (0.5-2 credits)

¹ <https://succeed.naviance.com/career-cluster/index/detail/id/3#>

² <https://www.bls.gov/careeroutlook/2015/article/career-clusters.htm#Arts,%20audio/video%20technology%20and%20communications>

Career Cluster: Arts & Communications**Pathway:** [Printing Technology & Graphic Communication](#)**Type:** Student Designed

The printing process has three stages: prepress, press and binding and postpress. Prepress workers prepare material for printing presses. They perform a variety of tasks involved with transforming text and pictures into finished pages and making printing plates of the pages. Desktop publishing poses new challenges for the printing industry. The printing industry is rapidly moving toward complete digital imaging, by which customers' material received digitally is converted directly into printing plates. Other innovations in prepress work are digital color page makeup systems, electronic page layout systems and off-press color proofing systems. Printing press operators prepare, operate and maintain the printing presses in a pressroom. Computers allow them to perform many of their tasks electronically. With this equipment, press operators monitor the printing process on a control panel or computer monitor, which allows them to electronically adjust the press electronically. In most shops, press operators also perform preventive maintenance.

Prepress workers currently hold about 36,000 jobs, and press operators hold about 167,000 jobs.³ The median annual wage for graphic designers was \$48,700 in May 2017. Employment of graphic designers is projected to grow 4 percent from 2016 to 2026, slower than the average for all occupations. Graphic designers are expected to face strong competition for available positions.⁴

	Grade 9	Grade 10	Grade 11	Grade 12
Pathway Requirement: (5 credits minimum)	4057 - Webpage Design 7050 - Foundations of Graphic Communication 6106 – Drawing & Painting 1 6150 - Film 1 6170 - Photography & Visual Communication 1	4057- Webpage Design 6108 – Drawing & Painting 2 6152 - Film 2 6172 - Photography & Visual Communication 2	4057 - Webpage Design 6174 - Photography & Visual Communication Portfolio 1 6162 - Digital Portfolio 1 6158 - Digital Design & Fabrication 1 6110 - 2D Portfolio 1	4057 - Webpage Design 6112 - 2D Portfolio 2 6114 - AP 2D Design 6116 - AP Drawing 6092 - IB Art HL 1 6093 - IB Art HL 2 <i>Culminating Experience</i>
Additional Pathway Electives: (3 credits minimum)	4053 - Academic Microsoft Office 5051 - Argus 4091 - Entrepreneurship I 4081 - Introduction to Business	4053 - Academic Microsoft Office 5051 - Argus 4091 - Entrepreneurship I 4092 - Entrepreneurship II 4081 - Introduction to Business	4080 – College BUS101 4060 – College CIS105 4086 - College MKTG201 4091 - Argus 4091 - Entrepreneurship I 4092 - Entrepreneurship II	4080 – College BUS101 4060 – College CIS105 4086 - College MKTG201 4091 - Argus 4091 - Entrepreneurship I 4092 - Entrepreneurship II

Culminating Experience: Arts & Communications Pathway Internship (0.5-2 credits)

³ <https://succeed.naviance.com/career-cluster/index/detail/id/3#>

⁴ <https://www.bls.gov/ooh/arts-and-design/graphic-designers.htm>

Career Cluster: Arts & Communications**Pathway:** [Visual Arts](#)

Visual artists create art to communicate ideas, thoughts or feelings. They use a variety of methods - painting, sculpting or illustrating - and an assortment of materials, including oils, watercolors, acrylics, pastels, pencils, pen and ink, photography, plaster, clay and computers. Their works may be realistic, stylized or abstract and may depict objects, people, nature or events. Visual artists are categorized in two groups: Fine artists create art to satisfy their need for self-expression while illustrators and graphic designers put their artistic skills at the service of commercial clients, such as major corporations; retail stores; and advertising, design and publishing firms.

Visual artists currently hold about 310,000 jobs. Nearly 7 out of 10 are self-employed. Self-employed, visual artists are either graphic designers who freelance, offering their services to advertising agencies, publishing houses and other businesses, or fine artists who earn income when they sell a painting or other work of art. Median annual wages for these occupations ranged from \$24,220 for floral designers to \$83,000 for art directors.⁵

	Grade 9	Grade 10	Grade 11	Grade 12
Pathway Requirement: (5 credits minimum)	6106 – Drawing & Painting 1 6102 - Abstraction & Media 1 6130 - Ceramics 1 6134 - Sculpture 1 6150 - Film 1 6174 - Photo & Visual Communication 1 7510 - Textiles, Fashion, and Apparel Studio 1 7512 - Housing and Interior Design	6104 Abstraction & Media 2 6108 – Drawing & Painting 2 6132 - Ceramics 2 6136 - Sculpture 2 6152 - Film 2 6172 - Photography & Visual Communication 2 7510 - Textiles, Fashion, and Apparel Studio 1 7511 - Advanced Textiles, Fashion, and Apparel Studio 7512 - Housing and Interior Design	6174 - Photography & Visual Communication Portfolio 1 6162 - Digital Portfolio 1 6158 - Digital Design & Fabrication 1 6138 - 3D Portfolio 1 6110 - 2D Portfolio 1 7510 - Textiles, Fashion, and Apparel Studio 1 7511 - Advanced Textiles, Fashion, and Apparel Studio 7512 - Housing and Interior Design	6112 - 2D Portfolio 2 6114 - AP 2D Design 6116 - AP Drawing 6092 - IB Art HL 1 6093 - IB Art HL 2 6140 - 3D Portfolio 2 6142 - AP 3D Design 6160 - Digital Design & Fabrication 2 6164 - Digital Portfolio 2 6176 - Photography & Visual Communication Portfolio 2 7510 - Textiles, Fashion, and Apparel Studio 1 7511 - Advanced Textiles, Fashion, and Apparel Studio 7512 - Housing and Interior Design <i>Culminating Experience</i>
Additional Pathway Electives: (3 credits)	5051 - Argus 4091 - Entrepreneurship I 4081 - Introduction to Business 4093 - Sports and Entertainment Marketing 4057 - Webpage Design 7000 - Introduction to Engineering & Design 7005 - Foundations of Technology 7050 - Foundations of Graphics	5051 - Argus 4083 - Business Law I 4091 - Entrepreneurship I 4092 - Entrepreneurship II 4081 - Introduction to Business 4082 - Personal Money Management 4093 - Sports and Entertainment Marketing 4057 - Webpage Design 7010 - Principles of Engineering 7015 - Technical CAD	4080 – College BUS101 4060 – College CIS105 4086 - College MKTG201 4091 - Argus 4083 - Business Law I 4084 - Business Law II 4091 - Entrepreneurship I 4092 - Entrepreneurship II 4082 - Personal Money Management 4093 - Sports and Entertainment Marketing 4057 - Webpage Design 7020 - Civil Engineering & Architecture 7025 - Architectural Drafting & Design	4080 – College BUS101 4060 – College CIS105 4086 - College MKTG201 4091 - Argus 4083 - Business Law I 4084 - Business Law II 4091 - Entrepreneurship I 4092 - Entrepreneurship II 4082 - Personal Money Management 4093 - Sports and Entertainment Marketing 4057 - Webpage Design 2095 - H Anatomy & Physiology

Culminating Experience: Arts & Communications Pathway Internship (0.5-2 credits)

⁵ <https://succeed.naviance.com/career-cluster/index/detail/id/3#>

Career Cluster: Arts & Communications**Pathway:** [Performing Arts](#)**Type:** Student Designed

A variety of businesses and groups involved in theatrical and musical performances are included in this pathway. Theatrical production companies, for example, coordinate all aspects of producing a play or theater event. Agents represent actors and assist them in finding jobs. Costume design management companies design costumes. Lighting and stage crews handle the technical aspects of productions. Dance studios, schools and halls provide places for professional and amateur dancers to practice, perform and learn. Performers of live musical entertainment include musical artists, dance bands, orchestras, jazz musicians and various modern bands. Orchestras range from major professional orchestras to community orchestras.

Actors, directors and producers hold close to 200,000 jobs in motion pictures, stage plays, television and radio, with job growth expected to be 10 percent over the next decade due to strong demand from the public for more movies and television shows, as well as an increased demand from foreign audiences for U.S.-produced films. Professional dancers and choreographers hold an average of about 20,000 jobs at any one time. Musicians, singers and related workers currently hold about 173,000 jobs.⁶ The median annual wage for occupations in this pathway was \$42,010 in May 2017.⁷

	Grade 9	Grade 10	Grade 11	Grade 12
Pathway Requirement: (5 credits minimum)	6571 - Music Theory 6575 - Music Appreciation 6676 - Music Theater 6066 – 9 th Grade Choir 6067 - 9 th Grade Band 6064 - Symphonic Winds 6065 - 9 th Grade Orchestra 6068 - Marching Band 6570 - Music Technology	6571 - Music Theory 6572 - AP Music Theory 6575 - Music Appreciation 6676 - Music Theater 6060 - Choir 10-12 6059 - Soaring Voices 6063 - Concert Band 6064 - Symphonic Winds 6062 - Orchestra 10-12 6068 - Marching Band 6570 - Music Technology 6573 - Guitar I 6674 - Guitar II 6574 - Guitar Ensemble	6571 - Music Theory 6572 - AP Music Theory 6575 - Music Appreciation 6676 - Music Theater 6060 - Choir 10-12 6059 - Soaring Voices 6063 - Concert Band 6064 - Symphonic Winds 6062 - Orchestra 10-12 6068 - Marching Band 6570 - Music Technology 6573 - Guitar I 6674 - Guitar II 6574 - Guitar Ensemble	6571 - Music Theory 6572 - AP Music Theory 6575 - Music Appreciation 6676 - Music Theater 6060 - Choir 10-12 6059 - Soaring Voices 6063 - Concert Band 6064 - Symphonic Winds 6062 - Orchestra 10-12 6068 - Marching Band 6570 - Music Technology 6573 - Guitar I 6674 - Guitar II 6574 - Guitar Ensemble
Additional Pathway Electives: (3 credits)	4053 - Academic Microsoft Office 4091 - Entrepreneurship I 4081 - Introduction to Business 4093 - Sports and Entertainment Marketing 4057 - Webpage Design	4053 - Academic Microsoft Office 4091 - Entrepreneurship I 4092 - Entrepreneurship II 4081 - Introduction to Business 4082 - Personal Money Management 4093 - Sports and Entertainment Marketing 4057 - Webpage Design	4080 – College BUS101 4060 – College CIS105 4086 - College MKTG201 4091 - Entrepreneurship I 4092 - Entrepreneurship II 4082 - Personal Money Management 4093 - Sports and Entertainment Marketing 4057 - Webpage Design	4080 – College BUS101 4060 – College CIS105 4086 - College MKTG201 4091 - Entrepreneurship I 4092 - Entrepreneurship II 4082 - Personal Money Management 4093 - Sports and Entertainment Marketing 4057 - Webpage Design

Culminating Experience: Arts & Communications Pathway Internship (0.5-2 credits)

⁶ <https://succeed.naviance.com/career-cluster/index/detail/id/3#>

⁷ <https://www.bls.gov/ooh/entertainment-and-sports/home.htm>

Career Cluster: Arts & Communications**Pathway:** [Journalism & Broadcasting](#)**Type:** Student Designed

News analysts, reporters and correspondents gather information, prepare stories and make broadcasts that inform the public about local, state, national and international events; present points of view on current issues; and report on the actions of public officials, corporate executives, special interest groups and others who exercise power. Broadcast and sound technicians install, test, repair, set up, and operate the electronic equipment used to record and transmit radio and television programs, cable programs and motion pictures. Chief engineers, broadcast field supervisors and transmission engineers supervise the technicians who operate and maintain broadcasting equipment.

Announcers hold about 52,500 jobs at present. News analysts, reporters and correspondents currently hold approximately 54,400 jobs. Continuing consolidation of radio and television stations and declining advertising revenue in radio, newspapers, and television will negatively impact the employment growth for these occupations over the coming decade. Employment of broadcast and sound engineering technicians is projected to grow 7 percent through 2024.⁸ The median salary for reporters, correspondents, and broadcast news analysts was \$40,910 in 2017.⁹

	Grade 9	Grade 10	Grade 11	Grade 12
Pathway Requirement: (5 credits minimum)	7060 - TV Production 6150 - Film 1 5061 - CV Eye	7061 - Advanced TV Production- Year 2 6152 - Film 2 5061 - CV Eye	7062 - Advanced TV Production- Year 3 6162 - Digital Portfolio 1 6174 - Photography & Visual Communication Portfolio 1 5061 - CV Eye	7063 - Advanced TV Production- Year 4 6164 - Digital Portfolio 2 6176 - Photography & Visual Communication Portfolio 2 5061 - CV Eye <i>Culminating Experience</i>
Additional Pathway Electives: (3 credits)	4053 - Academic Microsoft Office 5051 - Argus 4093 - Sports and Entertainment Marketing 4057 - Webpage Design 7050 - Foundations of Graphic Communications 6102 - Abstraction & Media 1 6106 - Drawing & Painting 1	4053 - Academic Microsoft Office 5051 - Argus 4093 - Sports and Entertainment Marketing 4057 - Webpage Design 6102 - Abstraction & Media 1 6106 - Drawing & Painting 1	4060 – College CIS105 4086 - College MKTG201 5051 - Argus 4093 - Sports and Entertainment Marketing 4057 - Webpage Design 6102 - Abstraction & Media 1 6106 - Drawing & Painting 1 6570 - Music Technology	4060 – College CIS105 4086 - College MKTG201 5051 - Argus 4093 - Sports and Entertainment Marketing 4057 - Webpage Design 6102 - Abstraction & Media 1 6106 - Drawing & Painting 1 6570 - Music Technology

Culminating Experience: Arts & Communications Pathway Internship (0.5-2 credits)

⁸ <https://succeed.naviance.com/career-cluster/index/detail/id/3#>

⁹ <https://www.bls.gov/ooh/media-and-communication/home.htm>

Career Cluster: Arts & Communications**Pathway:** [Telecommunications](#)**Type:** Student Designed

Telecommunications specialists focus on the interaction between computer and communications equipment.

Telecommunications equipment is computerized and can communicate a variety of information, including data, graphics and video. The workers who set up and maintain this sophisticated equipment are telecommunications equipment technicians, installers and repairers.

Telecommunications equipment technicians, installers and repairers currently hold about 218,000 jobs. Employment is declining in the telecommunications industries, specifically in wired telecommunications carriers, which employs most of these workers. Consumers are increasingly demanding wireless and mobile services, which often require less installation, instead of landline-based services. Some job opportunities should come from the need to replace workers who leave the occupation.¹⁰

	Grade 9	Grade 10	Grade 11	Grade 12
Pathway Requirement: (5 credits minimum)	7000 - Introduction to Engineering & Design 7005 - Foundations of Technology 7060 - TV Production 6174 - Photo & Visual Communication 1	7010 - Principles Of Engineering 7016 - Circuit Analysis 7061 - Advanced TV Production- Year 2 6172 - Photography & Visual Communication 2	7021 - Digital Electronics 7026 - Electricity & Control 7062 - Advanced TV Production- Year 3 6174 - Photography & Visual Communication Portfolio 1 6162 - Digital Portfolio 1 6158 - Digital Design & Fabrication 1	7030 - Engineering Design & Development 7040 - NuPaths Tech Support & Security 7063 - Advanced TV Production- Year 4 6160 - Digital Design & Fabrication 2 6164 - Digital Portfolio 2 6176 - Photography & Visual Communication Portfolio 2 7015 - Technical CAD <i>Culminating Experiences</i>
Additional Pathway Electives: (3 credits)	4053 - Academic Microsoft Office 4091 - Entrepreneurship I 4081 - Introduction to Business 4057 - Webpage Design	4053 - Academic Microsoft Office 4091 - Entrepreneurship I 4092 - Entrepreneurship II 4081 - Introduction to Business 4082 - Personal Money Management 4093 - Sports and Entertainment Marketing 4057 - Webpage Design 7050 - Foundations of Graphic Communications	4080 – College BUS101 4060 – College CIS105 4086 - College MKTG201 4091 - Entrepreneurship I 4092 - Entrepreneurship II 4082 - Personal Money Management	4080 – College BUS101 4060 – College CIS105 4086 - College MKTG201 4091 - Entrepreneurship I 4092 - Entrepreneurship II 4082 - Personal Money Management 4093 - Sports and Entertainment Marketing 4057 - Webpage Design

Culminating Experiences: Arts & Communications Pathway Internship (0.5-2 credits)

¹⁰ <https://succeed.naviance.com/career-cluster/index/detail/id/3#>

Career Cluster: Business, Finance, & Information Technology**Pathway:** [Business Management & Administration](#)**Type:** Student Designed

There are many challenging educational and training opportunities within the high-skilled world of Business Management and Administration. Learners need a solid background in math, science and technical skills. Education and training can be obtained in high schools, technical colleges/institutes, and universities.

The Business Management and Administration Pathway prepares learners for careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Career opportunities are available in every sector of the economy and require specific skills in organization, time management, customer service and communication.

Nearly half of all jobs are in managerial and professional occupations, and nearly one-fourth of all workers are self-employed. The business management and administration services industry is one of the highest paying industries. Most job openings in the business management and administration cluster are projected to be in occupations assigned to the administrative support pathway including customer service representatives, the occupation expected to have the largest number of job openings in the pathway.¹¹ The median annual wage for management occupations was \$102,590 in May 2017, which was the highest wage of all the major occupational groups.¹² However, the median annual wage for office and administrative support occupations was \$34,740, below the median for all occupations.

	Grade 9	Grade 10	Grade 11	Grade 12
Pathway Requirement: (5 credits minimum)	4053 - Academic Microsoft Office 4091 - Entrepreneurship I 4081 - Introduction to Business 4093 - Sports and Entertainment Marketing 4057 - Webpage Design	4053 - Academic Microsoft Office 4073 - Accounting I 4083 - Business Law I 4091 - Entrepreneurship I 4092 - Entrepreneurship II 4081 - Introduction to Business 4082 - Personal Money Management 4093 - Sports and Entertainment Marketing 4057 - Webpage Design	4075 - College ACC101 4080 - College BUS101 4060 - College CIS105 4086 - College MKTG201 4083 - Business Law I 4084 - Business Law II 4091 - Entrepreneurship I 4092 - Entrepreneurship II 7525 - Hospitality and Tourism Management 4082 - Personal Money Management 4093 - Sports and Entertainment Marketing 4057 - Webpage Design	4075 - College ACC101 4080 - College BUS101 4060 - College CIS105 4086 - College MKTG201 4083 - Business Law I 4084 - Business Law II 4091 - Entrepreneurship I 4092 - Entrepreneurship II 7525 - Hospitality and Tourism Management 4082 - Personal Money Management 4093 - Sports and Entertainment Marketing 4057 - Webpage Design <i>Culminating Experience</i>
Additional Pathway Electives: (3 credits)	5051 - Argus	5051 - Argus	5051 - Argus	5051 - Argus

Culminating Experience: Arts & Communications Pathway Internship (0.5-2 credits)

¹¹ <https://succeed.naviance.com/career-cluster/index/detail/id/4>

¹² <https://www.bls.gov/ooh/management/home.htm>

Career Cluster: Business, Finance, & Information Technology**Pathway:** [Finance](#)**Type:** Student Designed

There are thousands of challenging educational and training opportunities within the high-skilled world of finance. Learners need a solid background in math, science and technical skills. Education and training can be obtained in high schools, technical colleges, two-year community colleges, four-year colleges, and career technical schools/ institutes.

The Finance Pathway prepares learners for careers in financial and investment planning, banking, insurance and business financial management. Career opportunities are available in every sector of the economy and require specific skills in organization, time management, customer service and communication.

The finance industry is a critical sector of the United States economy with over 5 million people employed in finance-related occupations. Although some of the finance occupations project only moderate growth through the year 2024, the advances in technology and trends in digital marketing provide exciting and challenging opportunities for careers across all areas of the cluster, especially in the banking services pathway. In the next few years, many new jobs will be added and many openings will result from the need to replace experienced workers who leave jobs.¹³ This median annual wage for business and financial occupations was \$67,710 in May 2017.¹⁴

	Grade 9	Grade 10	Grade 11	Grade 12
Pathway Requirement: (5 credits minimum)	4053 - Academic Microsoft Office 4091 - Entrepreneurship I 4081 - Introduction to Business 4093 - Sports and Entertainment Marketing 4057 - Webpage Design	4053 - Academic Microsoft Office 4073 - Accounting I 4083 - Business Law I 4091 - Entrepreneurship I 4092 - Entrepreneurship II 4081 - Introduction to Business 4082 - Personal Money Management 4093 - Sports and Entertainment Marketing 4057 - Webpage Design	4075 - College ACC101 4080 – College BUS101 4060 – College CIS105 4086 - College MKTG201 4083 - Business Law I 4084 - Business Law II 4091 - Entrepreneurship I 4092 - Entrepreneurship II 4082 - Personal Money Management 4093 - Sports and Entertainment Marketing 4057 - Webpage Design	4075 - College ACC101 4080 – College BUS101 4060 – College CIS105 4086 - College MKTG201 4083 - Business Law I 4084 - Business Law II 4091 - Entrepreneurship I 4092 - Entrepreneurship II 7525 - Hospitality and Tourism Management 4082 - Personal Money Management 4093 - Sports and Entertainment Marketing 4057 - Webpage Design <i>Culminating Experience</i>
Additional Pathway Electives: (3 credits)			7525 - Hospitality and Tourism Management	7525 - Hospitality and Tourism Management

Culminating Coursework: Business, Finance, and Information Technology Internship (0.5-2 credits)

¹³ <https://succeed.naviance.com/career-cluster/index/detail/id/6>

¹⁴ <https://www.bls.gov/ooh/business-and-financial/home.htm>

Career Cluster: Business, Finance, & Information Technology**Pathway:** [Information Technology](#)**Type:** Student Designed

IT careers involve the design, development, support and management of hardware, software, multimedia and systems integration services. The IT industry is a dynamic and entrepreneurial working environment that has a revolutionary impact on the economy and society. In addition to careers in the IT industry, IT careers are available in every sector of the economy from Financial Services to Medical Services, from Business to Engineering and Environmental Services.

Anyone preparing for an IT career should have a solid grounding in math and science.

A career in IT is challenging and ever-changing. Those who pursue jobs in the IT sector will quickly discover ongoing opportunities to learn about and work with exciting new technologies that are transforming the world. IT education can be obtained in in high schools, technical colleges/institutes and universities.

Employment of computer and information technology occupations is projected to grow 12 percent over the next decade, in part due to a greater emphasis on cloud computing, the collection and storage of big data, more everyday items becoming connected to the internet in what is commonly referred to as the “internet of things,” and the continued demand for mobile computing. The median annual wage for computer and information technology occupations is \$79,390, ranging from \$46,620 for computer user support specialists to \$98,430 for computer network architects.¹⁵

	Grade 9	Grade 10	Grade 11	Grade 12
Pathway Requirement: (5 credits minimum)	3091 – Intro to Computer Science 4053 - Academic Microsoft Office 4057 - Webpage Design 7000- Introduction to Engineering & Design	3093 – Computer Science & Programming 4053 - Academic Microsoft Office 4057 - Webpage Design 7010 - Principles of Engineering 7016 - Circuit Analysis	3095 – AP Computer Science & Programming 4060 – College CIS105 4057 - Webpage Design 7021 - Digital Electronics 7026 - Electricity & Control	<i>Culminating Experiences</i> 4060 – College CIS105 4057 - Webpage Design 7030 - Engineering Design & Development 7040 - NuPaths Tech Support & Security (2 credits)
Additional Pathway Electives: (3 credits)	4081 - Introduction to Business	4081 - Introduction to Business	4080 – College BUS101 4086 - College MKTG201	4080 – College BUS101 4086 - College MKTG201 2085 - AP Physics C

Culminating Experiences:

- 7040 - *NuPaths Tech Support & Security*: This dual enrollment course with Harrisburg University is comprised of four areas of study: Foundations of Information Technology, Fundamentals of Productivity Software, Fundamentals of Networks and Security, & Technical Support for the Modern Enterprise. Students have the potential to earn 6 industry certifications (CompTIA IT Fundamentals, Microsoft Office Specialist – Excel & Outlook, Microsoft Technical Associate – Networking Fundamentals, Microsoft Technical Associate – Security Fundamentals, CompTIA A+) and 10 college credits from Harrisburg University. **Please note there may be a fee per college credit attempted for this course.** (Interested students should see their school counselor for more information)
- 3096 – Computer Science Independent Study
- Business, Finance, and Information Technology Internship (0.5-2 credits)

¹⁵ <https://succeed.naviance.com/career-cluster/index/detail/id/11>

Career Cluster: Business, Finance, & Information Technology**Pathway:** [Marketing](#)**Type:** Student Designed

There are many challenging educational and training opportunities within the high-skilled world of marketing. Learners need a solid background in communication, math and technical skills. Education and training can be obtained in high schools, technical colleges/institutes and universities.

This diverse Career Cluster prepares learners for careers in planning, managing and performing marketing activities to reach organizational objectives.

According to the latest statistics, there are about 15.3 million jobs in the marketing cluster, one of the largest in terms of jobs. Advertising, marketing, promotions, public relations and sales managers hold more than 600,000 jobs. Employment opportunities for retail salespeople are expected to be good. Individuals with a college degree or computer skills will be sought for managerial positions in marketing management, professional sales, merchandising, marketing communications, and marketing research. Median annual wages for these occupations range from \$18,960 for cashiers to \$123,220 for marketing managers.¹⁶

	Grade 9	Grade 10	Grade 11	Grade 12
Pathway Requirement: (5 credits minimum)	4053 - Academic Microsoft Office 4091 - Entrepreneurship I 4081 - Introduction to Business 4093 - Sports and Entertainment Marketing 4057 - Webpage Design 7050 - Foundations of Graphic Communications	4053 - Academic Microsoft Office 4073 - Accounting I 4083 - Business Law I 4091 - Entrepreneurship I 4092 - Entrepreneurship II 4081 - Introduction to Business 4082 - Personal Money Management 4093 - Sports and Entertainment Marketing 4057 - Webpage Design	4075 - College ACC101 4080 - College BUS101 4060 - College CIS105 4086 - College MKTG201 4083 - Business Law I 4084 - Business Law II 4091 - Entrepreneurship I 4092 - Entrepreneurship II 7525 - Hospitality and Tourism Management 4082 - Personal Money Management 4093 - Sports and Entertainment Marketing 4057 - Webpage Design	4075 - College ACC101 4080 - College BUS101 4060 - College CIS105 4086 - College MKTG201 4083 - Business Law I 4084 - Business Law II 4091 - Entrepreneurship I 4092 - Entrepreneurship II 7525 - Hospitality and Tourism Management 4082 - Personal Money Management 4093 - Sports and Entertainment Marketing 4057 - Webpage Design <i>Culminating Experience</i>
Additional Pathway Electives: (3 credits)	6106 - Drawing & Painting 1 6102 - Abstraction & Media 1 6150 - Film 1 6174 - Photo & Visual Communication 1 6190 - AP Art History	6104 Abstraction & Media 2 6108 - Drawing & Painting 2 6152 - Film 2 6172 - Photography & Visual Communication 2	6174 - Photography & Visual Communication Portfolio 1 6162 - Digital Portfolio 1 6158 - Digital Design & Fabrication 1 6138 - 3D Portfolio 1 6110 - 2D Portfolio 1	6112 - 2D Portfolio 2 6114 - AP 2D Design 6116 - AP Drawing 6092 - IB Art HL 1 6093 - IB Art HL 2 6140 - 3D Portfolio 2 6142 - AP 3D Design 6160 - Digital Design & Fabrication 2 6164 - Digital Portfolio 2 6176 - Photography & Visual Communication Portfolio 2

Culminating Experience: Business, Finance, and Information Technology Internship (0.5-2 credits)

¹⁶ <https://succeed.naviance.com/career-cluster/index/detail/id/14>

Career Cluster: Engineering & Industrial Technology**Pathway:** [Architecture & Construction](#)**Type:** Student Designed

The Architecture and Construction Pathway prepares learners for careers in designing, planning, managing, building and maintaining the built environment. People employed in this cluster work on new structures, restorations, additions, alterations and repairs.

Architecture and construction comprise one of the largest industries in the United States. Based on the latest statistics, this career cluster has 7.8 million jobs. In the next few years, many new jobs will be added and many employment opportunities will result from the need to replace experienced workers who leave jobs.¹⁷ Median annual wages for these occupations ranged from \$23,940 for landscaping and groundskeeping workers to \$84,410 for construction managers.¹⁸

	Grade 9	Grade 10	Grade 11	Grade 12
Pathway Requirement: (5 credits minimum)	7000 - Honors Introduction to Engineering Design 7005 - Foundations of Technology 6106 – Drawing & Painting 1 6130 - Ceramics 1 6134 - Sculpture 1 6174 - Photo & Visual Communication 1	7010 - Honors Principles of Engineering 7025 - Architectural Drafting & Design 6108 – Drawing & Painting 2 6132 - Ceramics 2 6136 - Sculpture 2 6172 - Photography & Visual Communication 2	7020 - Civil Engineering & Architecture 7017 - Materials & Production 6174 - Photography & Visual Communication Portfolio 1 6162 - Digital Portfolio 1 6158 - Digital Design & Fabrication 1 6138 - 3D Portfolio 1 6110 - 2D Portfolio 1	7030 - Engineering Design & Development 6114 - AP 2D Design 6116 - AP Drawing 6092 - IB Art HL 1 6093 - IB Art HL 2 6140 - 3D Portfolio 2 6142 - AP 3D Design 6160 - Digital Design & Fabrication 2 6164 - Digital Portfolio 2 6176 - Photography & Visual Communication Portfolio 2 2081/2083/2084 - Physics
Additional Pathway Electives: (3 credits)	4053 - Academic Microsoft Office 4081 - Introduction to Business 7512 - Housing and Interior Design	4053 - Academic Microsoft Office 4081 - Introduction to Business 4082 - Personal Money Management 8620 – Agricultural Power & Technology 7015 - Technical CAD 7512 - Housing and Interior Design	4080 – College BUS101 4060 – College CIS105 4082 - Personal Money Management 8576 - Agriculture Fabrication 7512 - Housing and Interior Design	4080 – College BUS101 4060 – College CIS105 4082 - Personal Money Management 8620 - Agriculture Power & Technology 2085 - AP Physics C 7512 - Housing and Interior Design

Culminating Experience: Engineering & Industrial Technology Internship (0.5-2 credits)

¹⁷ <https://succeed.naviance.com/career-cluster/index/detail/id/2>

¹⁸ <https://www.bls.gov/careeroutlook/2015/article/career-clusters.htm#Architecture%20and%20construction>

Career Cluster: Engineering & Industrial Technology

Pathway: [Advanced Manufacturing](#)

Type: CV Designated

There are many challenging educational and training opportunities within the high-skilled world of Advanced Manufacturing. Learners need a solid background in math, science and technical skills. Education and training can be obtained in high schools, technical colleges/institutes and universities.

Industry plays a major role in training and career development by supporting apprenticeships, training, joint industry/school programs and industry training leading to certification and college/university credit.

This diverse pathway prepares learners for careers in planning, managing, and performing the processing of materials into intermediate or final products. Careers also include related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.

There are approximately 12 million jobs in the occupations that are assigned to the manufacturing cluster. Technological advancements are replacing many of the manufacturing workers that make up a large share of the production occupations. Fewer workers are needed in the manufacturing sector as many processes have become computer-controlled. While production occupations are projected to decline 3 percent through 2024, installation, maintenance, and repair occupations are projected to grow 6 percent, about as fast as the average for all occupations. Median annual wages for these occupations range from \$21,490 for sewing machine operators to \$78,350 for nuclear power reactor operators.¹⁹

	Grade 9	Grade 10	Grade 11	Grade 12
Pathway Requirement: (4 credits minimum)	7000 - Honors Introduction to Engineering Design	7010- Honors Principles of Engineering	7022 – Computer Integrated Manufacturing	7030- Engineering Design & Development 2081/2083/2084 - Physics

Culminating Experience: Engineering & Industrial Technology Internship (0.5-2 credits)

¹⁹ <https://succeed.naviance.com/career-cluster/index/detail/id/13>

Career Cluster: Engineering & Industrial Technology**Pathway:** [Transportation, Distribution, & Logistics/Heavy Equipment Operations](#)**Type:** CV Designated

There are many challenging educational opportunities within the high-skilled world of Transportation, Distribution and Logistics. Students can begin preparing in high school or middle school. Learners need a solid background in communications, math, science and technology.

This diverse pathway exposes students to careers and businesses involved in the planning, management, and movement of people, materials, and products by road, air, rail and water. It also includes related professional and technical support services such as infrastructure planning and management, logistic services, and the maintenance of mobile equipment and facilities.

Transportation, distribution and logistics is a critical sector of the United States economy. Over 10 million people are employed in transportation or transportation-related occupations. The Bureau of Labor Statistics projects an increase in employment in this sector through 2024. There will be a growing number of career opportunities in a variety of professional and technical occupations as well as high-paid, entry-level occupations that can provide career advancement opportunities. Median annual wages for these occupations range from \$19,500 for parking lot attendants to \$121,280 for air traffic controllers.²⁰

	Grade 9	Grade 10	Grade 11	Grade 12
Pathway Requirement: (4 credits minimum)	7000 - Honors Introduction to Engineering Design 7005 - Foundations of Technology	7010 - Honors Principles of Engineering 7018 – Energy, Power, & Transportation	7021 - Digital Electronics 7028 - Transportation R&D	<i>Culminating Experiences</i> 7030 - Engineering Design & Development
Additional Pathway Electives:	4057 - Webpage Design	4057 - Webpage Design 7016 - Circuit Analysis	4082 - Personal Money Management 7026 - Electricity & Control	4082 - Personal Money Management 2081/2083/2084 - Physics 7015 - Technical CAD

Culminating Experiences:

- *HACC Transportation & Logistics Industry:* Students will learn about industry requirements, career pathways, and opportunities in the transportation and logistics industry. Participants will earn their OSHA 10 Safety credential and first aid and safety certification. Field trips to local employer are included. (Interested students should contact their school counselor for more information).
- Engineering & Industrial Technology Internship (0.5-2 credits)

²⁰ <https://succeed.naviance.com/career-cluster/index/detail/id/16>

Career Cluster: Human Services**Pathway:** [Education & Training](#)**Type:** Student Designed

There are many challenging educational and training opportunities within the high-skilled world of Education and Training. Learners need a solid background in academic, technical and presentation/ facilitation skills.

This diverse pathway prepares learners for careers in planning, managing and providing education and training services, and related learning support services. Each year many learners train for careers in education and training in a variety of settings that offer academic instruction, career technical instruction, and other education and training services.

A growing emphasis on improving education and making it available to more Americans will increase the overall demand for workers in the education and training cluster. Employers are expected to devote greater resources to job-specific training programs in response to the increasing complexity of many jobs and technological advances that can leave employees with obsolete skills. A substantial number of older teachers are expected to reach retirement age through 2024. Their retirement will increase the need to replace workers who leave the occupation. This will result in a particularly strong demand for training and development specialists across all industries.²¹ Median annual wages for these occupations ranged from \$24,000 for teacher assistants to \$105,080 for postsecondary law teachers.²²

Students enrolled in this pathway are strongly encouraged take College Math 103 and College English 101 during their 11th or 12th grade years.

	Grade 9	Grade 10	Grade 11	Grade 12
Pathway Requirement: (5 credits minimum)	7500 - Child Development 7502 - Preschool Experience	7500 - Child Development 7502 - Preschool Experience 7501 - Family Dynamics	7500 - Child Development 7502 - Preschool Experience 7501 - Family Dynamics	Culminating Experiences
Additional Pathway Electives: (3 credits)		1071 – AP Psychology 1084 - Anthropology	1071/1072/1073 – Psychology 1084 - Anthropology	1071/1072/1073 – Psychology 1083 – Sociology 1084 - Anthropology

Culminating Experiences:

- *Shippensburg University's EDC210 – The Early Childhood Profession:* Students in this course will be introduced to professional topics and competencies in early childhood education and will be given examples of the value of and strategies for creating a community of learners. Students will also be provided opportunities for practicing professional dispositions and behaviors in a variety of inclusive settings. Field hours are required. **Please note that there is a fee per college credit attempted for this course.** (Dual Enrollment Course – See your counselor for more information) AND
- Human Services Internship (0.5-2 credits)

²¹ <https://succeed.naviance.com/career-cluster/index/detail/id/5>

²² <https://www.bls.gov/careeroutlook/2015/article/career-clusters.htm#Education%20and%20training>

Career Cluster: Human Services**Pathway:** [Hospitality & Tourism](#)**Type:** CV Designated

There are many challenging educational and training opportunities within the high-skilled world of Hospitality and Tourism. Learners need a solid background in math, science and technical skills. Education and training can be obtained in high schools, technical colleges/institutes and universities.

The Hospitality and Tourism Pathway prepares learners for careers in the management, marketing and operations of restaurants and other food services, lodging, attractions, recreational events and travel-related services. Hospitality operations are located in communities throughout the world.

The hospitality and tourism industry directly supports over 5 million jobs and is one of the biggest job generators in the US, generating over 9 percent of the country's employment. Salaries depend on the employee's skills, education and job level at a hotel, restaurant, tourism office, recreation facility, amusement park or attraction site. Median annual salaries for these occupations range from \$18,330 for combined food preparation and serving workers to \$66,200 for gaming managers. This industry is known for promoting within and for its large number of young managers.²³

	Grade 9	Grade 10	Grade 11	Grade 12
Pathway Requirement: (4 credits minimum)	4053 - Academic Microsoft Office 4081 - Introduction to Business 4093 - Sports and Entertainment Marketing 7520 - Culinary Essentials I 7521 - Culinary Essentials II 7522 - Sports Nutrition	4053 - Academic Microsoft Office 4073 - Accounting I 4083 - Business Law I 4081 - Introduction to Business 4082 - Personal Money Management 4093 - Sports and Entertainment Marketing 7520 - Culinary Essentials I 7521 - Culinary Essentials II 7522 - Sports Nutrition 7523 - Food Works 7524 - Global Cuisine	4075 - College ACC101 4080 - College BUS101 4060 - College CIS105 4086 - College MKTG201 4083 - Business Law I 4084 - Business Law II 7525 - Hospitality and Tourism Management 4082 - Personal Money Management 4093 - Sports and Entertainment Marketing 7520 - Culinary Essentials I 7521 - Culinary Essentials II 7522 - Sports Nutrition 7523 - Food Works 7524 - Global Cuisine	<i>Culminating Experience</i> 4075 - College ACC101 4080 - College BUS101 4060 - College CIS105 4086 - College MKTG201 4083 - Business Law I 4084 - Business Law II 7525 - Hospitality and Tourism Management 4082 - Personal Money Management 4093 - Sports and Entertainment Marketing 7520 - Culinary Essentials I 7521 - Culinary Essentials II 7522 - Sports Nutrition 7523 - Food Works 7524 - Global Cuisine

Culminating Experience: Human Services Internship (0.5-2 credits)

²³ <https://succeed.naviance.com/career-cluster/index/detail/id/9>

Career Cluster: Human Services**Pathway:** [Human Services](#)**Type:** Student Designed

There are many challenging educational and training opportunities within the high-skilled world of Human Services. Learners need a solid background in communication, science and technical skills. Education and training can be obtained in high schools, technical colleges/institutes and universities.

This diverse pathway prepares individuals for employment in career pathways related to families and human needs.

Based on the latest statistics, approximately 5 million people are employed in human services occupations. Faster than average employment growth through the year 2024, coupled with high turnover, should create numerous employment opportunities. Median annual wages for these occupations vary. For example, the median annual wage for shampooers is \$18,510, and the wage for industrial-organizational psychologists is \$80,330.²⁴

	Grade 9	Grade 10	Grade 11	Grade 12
Pathway Requirement: (5 credits minimum)	7500 - Child Development 7502 - Preschool Experience	7500 - Child Development 7502 - Preschool Experience 7501 - Family Dynamics	7500 - Child Development 7502 - Preschool Experience 7501 - Family Dynamics	7500 - Child Development 7502 - Preschool Experience 7501 - Family Dynamics
Additional Pathway Electives: (3 credits)		1071 – AP Psychology 1084 - Anthropology	1071/1072/1073 – Psychology 1084 - Anthropology	1071/1072/1073 – Psychology 1083 – Sociology 1084 - Anthropology

Culminating Experience: Human Services Internship (0.5-2 credits)

²⁴ <https://succeed.naviance.com/career-cluster/index/detail/id/10>

Career Cluster: Science & Health**Pathway:** [Agriculture Science](#)**Type:** CV Designated

The Agriculture Science Pathway prepares learners for careers in the planning, implementation, production, management, processing, and/or marketing of agricultural commodities and services, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products. It also includes related professional, technical and educational services.

Employment opportunities will continue to increase for those who provide and market an expanding array of food, forest, and veterinary medical consumer products to a growing world population. Continued globalization of the food, agricultural and natural resources system will increase opportunities for graduates who understand the socio-economic factors that define international markets. Graduates who know how to satisfy the diverse consumer needs and preferences in different cultures, and who have the language skills to communicate effectively, will have the best opportunities to be employed by the growing number of multinational businesses.²⁵ Median annual wages for these occupations ranged from \$18,710 for crop, nursery, and greenhouse farmworkers and laborers to \$116,840 for natural science managers.²⁶

	Grade 9	Grade 10	Grade 11	Grade 12
Pathway Requirement: (4 credits minimum)	2090 - Environmental Science 8500 - Intro to Agriculture, Food and Natural Resources	8510 - CASE Plant Science 8550 – CASE Animal Science 8620 - Agriculture Power & Technology 8585 – Supervised Agricultural Experience	8560 - CASE Food Science and Safety 8575 - Agriculture Fabrication 8580 – Grow Our Agricultural Leaders 8585 – Supervised Agricultural Experience 8590 – Dynamics of Youth Leadership Development 1 & 2 8525 – Plant Science Systems Lab Manager	8570 - Animal and Plant Biotechnology 8576 – Agricultural Construction 8565 – Animal Science Systems Lab Manager 8585 – Supervised Agricultural Experience 8590 – Dynamics of Youth Leadership Development 1 & 2



²⁵ <https://succeed.naviance.com/career-cluster/index/detail/id/1>

²⁶ <https://www.bls.gov/careeroutlook/2015/article/career-clusters.htm#Agriculture,%20food,%20and%20natural%20resources>

Career Cluster: Science & Health**Pathway:** [Health Science](#)**Type:** Student Designed

There are many challenging educational and training opportunities within the high-skilled world of Health Science. Learners need a solid background in math, science, communications, and technical skills. Education and training can be obtained in high schools, technical colleges/institutes and universities

This Health Science Pathway orients students to careers that promote health, wellness, and diagnosis as well as treat injuries and diseases. Some of the careers involve working directly with people, while others involve research into diseases or collecting and formatting data and information. Work locations are varied and may be in hospitals, medical or dental offices or laboratories, cruise ships, medivac units, sports arenas, space centers, or within the community.

Employment of healthcare occupations is projected to grow 19 percent through 2024, much faster than the average for all occupations. This growth is expected due to an aging population and because federal health insurance reform should increase the number of individuals who have access to health insurance.

The median annual wage for healthcare practitioners and technical occupations (such as registered nurses, physicians and surgeons, and dental hygienists) is \$61,710, which is higher than the median annual wage for all occupations in the economy of \$35,540. However, healthcare support occupations (such as home health aides, occupational therapy assistants, and medical transcriptionists) has a median annual wage of \$26,440, lower than the median annual wage for all occupations in the economy.

Home health aides are predicted to grow by 38 percent, medical assistants will grow by 23 percent, and physician assistants will grow by 30 percent. The continued growth in both the aging and general population, as well as an increase in several chronic diseases, such as diabetes, will drive the need for more healthcare jobs.²⁷

	Grade 9	Grade 10	Grade 11	Grade 12
Pathway Requirement: (5 credits minimum)	<i>Child Development</i> Sports Nutrition	1071 – AP Psychology 1084 – Anthropology <i>Child Development</i> Sports Nutrition	3071/3073 – Statistics 1071/1072/1073 – Psychology 1084 – Anthropology 2033 – AP Biology 2061 – AP Chemistry	<i>Culminating Experiences</i> 8940 – College Biology 111 2095 - Anatomy & Physiology 2070 - Biochemistry 1083 - Sociology 2031 – Zoology & Botany
Additional Pathway Electives: (3 credits)		8550 – CASE Animal Science	2081/2083/2084 - Physics	2081/2083/2084 - Physics

Culminating Experiences:

- HACC [Applied Medical Science](#): This course is designed for students interested in a career in various health science careers. The curriculum is centered on the standard training to be an emergency medical technician. This training provides basic skills that can then be transferred to health science careers such as nursing, physician assisting, hospital/medical technology, etc. The EMT course is 220 hours of instruction that covers the following in accordance with the National EMS Education Standards:
 - Anatomy and physiology
 - Assessment of injuries and illnesses (Medical and Trauma)
 - Cardiopulmonary resuscitation (CPR) & Automated External Defibrillation (AED)
 - Pediatric and geriatric emergencies
 - Environmental emergencies
 - Lifting, moving and transportation of patients
 - Assisting patients with their own prescribed medications
 - The overall roles and responsibilities of the EMT

This course will prepare student to take the National Registry of Emergency Medical Technician Certification Exam. Please see your school counselor for more information.

Science & Health Internship (0.5-2 credits)

²⁷ <https://succeed.naviance.com/career-cluster/index/detail/id/8>

Career Cluster: Science & Health**Pathway:** [Science, Technology, Engineering, & Mathematics](#)**Type:** Student Designed

There are many challenging educational and training opportunities within the high-skilled world of Science, Technology, Engineering and Mathematics. Learners need a solid background in math, science and technical skills. Education and training can be obtained in high schools, technical colleges/institutes and universities.

A career in science, technology, engineering or mathematics is exciting, challenging, and ever-changing. Learners who pursue one of these fields will be involved in planning, managing, and providing scientific research and professional and technical services including laboratory and testing services, and research and development services.

Given the critical nature of much of the work in science, technology, engineering and mathematics, job possibilities abound even in times of economic downturn. More scientists, technologists and engineers will be needed to meet environmental regulations and to develop methods of cleaning up existing hazards. A shift in emphasis toward preventing problems rather than controlling those that already exist, as well as increasing public health concerns, also will spur demand for these positions. Median annual wages for these occupations range from \$38,310 for social science research assistants to \$132,320 for petroleum engineers.²⁸

	Grade 9	Grade 10	Grade 11	Grade 12
Pathway Requirement: (5 credits minimum)	7000 - Introduction to Engineering Design 7005 - Foundations of Technology	7010 - Principles of Engineering 7015 - Technical CAD 7016 - Circuit Analysis 7017 - Materials & Production 7018 - Energy Power & Transportation	7020 - Civil Engineering & Architecture 7021 - Digital Electronics 7022 - Computer Integrated Manufacturing 7025 - Architectural Drafting & Design 7026 - Electricity & Control 7027 - Manufacturing Enterprise 7028 - Transportation R&D 3071/3073 – Statistics 2035 - Wildlife Biology 2092 - Meteorology & Oceanography 2081/2083/2084 - Physics 2097 - Astronomy 2094 - IRIS	<i>Culminating Experiences</i> 7030- Engineering Design 3071/3073 – Statistics 8940 – College Biology 111 2095 - Anatomy & Physiology 2070 - Biochemistry 2031 – Zoology & Botany 2096 - AP Environmental Science 2038 - IB Chemistry 2045 - IB Sports Exercise & Health Science 2033 - AP Biology 2061 – AP Chemistry 2085 - 2081/2083/2084 - Physics 8620 - Animal and Plant Biotechnology
Additional Pathway Electives: (3 credits)		8550 – CASE Animal Science	1071/1072/1073 – Psychology	1083 - Sociology

Culminating Experiences:

- HACC **Applied** Medical Science: This course is designed for students interested in a career in various health science careers. The curriculum is centered on the standard training to be an emergency medical technician. This training provides basic skills that can then be transferred to health science careers such as nursing, physician assisting, hospital/medical technology, etc. The EMT course is 220 hours of instruction that covers the following in accordance with the National EMS Education Standards:
 - Anatomy and physiology
 - Assessment of injuries and illnesses (Medical and Trauma)
 - Cardiopulmonary resuscitation (CPR) & Automated External Defibrillation (AED)
 - Pediatric and geriatric emergencies
 - Environmental emergencies

²⁸ <https://succeed.naviance.com/career-cluster/index/detail/id/15>

- Lifting, moving and transportation of patients
- Assisting patients with their own prescribed medications
- The overall roles and responsibilities of the EMT

This course will prepare student to take the National Registry of Emergency Medical Technician Certification Exam. Please see your school counselor for more information.

- Science & Health Internship (0.5-2 credits)

Pathway: Student Designed

Type: [Student Designed](#)

Cumberland Valley High School Students may elect to create their own student designed pathway if their career plans do not fit with one of other student designed pathways described elsewhere in this Program of Studies.

A student designed pathway is defined as five or more credits that focus on specific jobs or careers. Courses in a student designed pathway require pre-approval and must be aligned with a student's high school career plan.

To set up a Student Designed Pathway, students should contact their school counselors

COURSE OFFERINGS BY DEPARTMENT

ACES

ACES 9th Grade

5023 Last Name – A-K

0.25 cr

5033 Last Name – L-Z

0.25 cr

ACES stands for Academic, Career/College, Emotional and Social Development. All freshmen must enroll in this seminar style class with their school counselor. This course will meet one day per cycle for the 1st semester. Information is disseminated pertinent to orientation, careers, course selection, aptitude testing, time management, cyber safety, peer relationships, vocational interest testing, vocational—technical school information and application, grading and credits, and IMC information, as is applicable to students in their specific curriculum. Presentations are made by counselors, administrators, and department supervisors.

ACES 10th Grade

5073 Last Name – A-K

0.25 cr

5083 Last Name – L-Z

0.25 cr

ACES stands for Academic, Career/College, Emotional and Social Development. All sophomores must enroll in this seminar style class with their school counselor. This course will meet one day per cycle for the 3rd marking period. Information is disseminated pertinent to careers, course selection, aptitude testing, college and career search tools, and resume writing.

AGRICULTURAL SCIENCE EDUCATION

Course Number	Course Title	Grade	Credits	Prerequisites
8500	Introduction to Agriculture Food and Natural Resources (AFNR)*	9	1.0	None
8510	<i>CASE Plant Science*</i>	10-12	1.0	Intro to AFNR, or Zoology & Botany
8550	<i>CASE Animal Science*</i>	10-12	1.0	Intro to AFNR, or Zoology & Botany
8580	<i>Grow Our Agriculture Leaders (GOAL)</i>	10-12	1.0	Intro to AFNR
8590	<i>Dynamics of Youth Leadership Development 1 & 2</i>	11-12	1.0	GOAL
8585	<i>Supervised Agriculture Experience</i>	10-12	.25-1.0	Instructor Approval & Intro to AFNR
8620	<i>Agricultural Power & Technology</i>	10-12	1.0	Intro to AFNR (Unavailable in 19-20)
8575	<i>Agriculture Fabrication</i>	10-12	1.0	Intro to AFNR
8576	<i>Agricultural Construction</i>	10-12	1.0	Intro to AFNR (Unavailable in 19-12)
8525	<i>Plant Science Systems Lab Manager</i>	11-12	1.0	Instructor Approval & Plant Science/Landscape
8565	<i>Animal Science Systems Lab Manager</i>	11-12	1.0	Instructor Approval & Animal Science
8560	<i>CASE Food Science and Safety*</i>	11-12	1.0	Plant Science or Animal Science, or two courses from the FCS Food Science & Nutrition thread
8570	<i>CASE Animal and Plant Biotechnology*</i>	12	1.0	Food Science and Safety, Plant Science, or AP Biology

Prerequisite required for all courses in *italics*/**bold** text: See chart and course description for details.

*Course available as Science Elective Credit

8500 CASE Intro to AFNR	Grade 9	1.0 cr
This course is designed to introduce students to the four pathways that are offered through the CASE Agricultural Science program. In addition to a brief overview of animal science, plant science, natural resources, and agricultural technology and systems, students will explore FFA, leadership, and science in agriculture.		
8510 CASE Plant Science	Grades 10-12	1.0 cr
Prerequisite: Intro to AFNR, Environmental Science, or Zoology & Botany		
The course will expose students to the world of agricultural plant science and related careers, as well as demonstrate the value of plant production and its impact on the individual, the local, and the global economy. The course is structured to enable all students to gain the foundation necessary to continue in advanced Agriculture courses.		
8550 CASE Animal Science	Grades 10-12	1.0 cr
Prerequisite: Intro to AFNR, Environmental Science, or Zoology & Botany		
This course will expose students to the world of agricultural animal science and related careers, as well as study the anatomy, behavior, nutrition, reproduction and health of animal species. The course is structured to enable all students to gain the foundation necessary to continue into advanced Agriculture courses.		
8580 Grow Our Agricultural Leaders (GOAL)	Grade 10-12	1.0 cr
Prerequisite: Intro to AFNR		
The purpose of GOAL is to assist students in developing their knowledge, attitudes, skills and aspirations regarding leadership development in an agricultural setting or provide them with the beginning foundations of leadership skills for any setting. The goal of this course is to encourage students to be knowledgeable, caring, and responsible decision makers. Students in this course are in charge of departmental, FFA, and school-related activities, and are responsible for successfully organizing, conducting, and evaluating the activities.		
8590 Dynamics of Youth Leadership Development I & II	Grades 10-12	1.0 cr
Prerequisite: Grow Our Agricultural Leaders (GOAL)		
Dynamics of Youth Leadership Development I and II is designed to provide students the opportunity to develop leadership skills in the areas of teamwork, community service, responsibility, initiative, creativity, committee work, and public speaking. Students will set goals and manage the activities of the Cumberland Valley FFA chapter.		
8585 Supervised Agricultural Experience	Grades 10-12	0.25-1.0 cr
Prerequisite: AFNR AND instructor approved application		
This independent study project will allow students to qualify for FFA membership without being enrolled in an Agriculture course. This course will use the FFA Supervised Agricultural Experience as its model and can be scheduled for as a quarter, semester or year-long course. Students must collaborate with the instructor outside of a traditional class setting and meet individualized project deadlines. Several visits to the project site are part of this course.		
8565 Animal Science Systems Lab Manager	Grades 11-12	1.0 cr
Prerequisite: CASE Animal Science AND instructor approved application		
The purpose of this course is to expand upon the concepts and experience from the previous Animal Science course. Students enrolled in this course will design their own program of study, including their own learner objectives and course outline. Lab Managers supervise facility operations, courses, and program events. Students will maintain a Supervised Agricultural Experience (SAE). Applications are available from the agricultural instructors.		
8525 Plant Science Systems Lab Manager	Grades 11-12	1.0 cr
Prerequisite: CASE Plant Science and Landscape & Floral Design AND instructor approved application		
The purpose of this course is to expand upon the concepts and experience from the previous Plant Science course. Students enrolled in this course will design their own program of study, including their own learner objectives and course outline. Lab Managers supervise facility operations, courses and program events. Students will maintain a Supervised Agricultural Experience (SAE). Applications are available from the agricultural instructors.		
8560 CASE Food Science & Safety	Grades 11-12	1.0 cr
Prerequisite: CASE Animal Science or CASE Plant Science, or two courses from the FCS Food & Nutrition thread		
The course provides experiences in food science and safety, which allows students to apply scientific knowledge and processes to the development and preservation of food products. Related issues are examined from a scientific and technological perspective while students develop personal viewpoints related to the production and preservation of food products.		

8570 CASE Animal & Plant Biotechnology **Grade 12** **1.0 cr****Prerequisite:** CASE Food Science & Safety, or AP Biology

This course provides opportunities for students to develop their understanding of fundamental biotechnology concepts. Students will complete hands-on activities, projects, and problems designed to build content knowledge and technical skills during industry-appropriate investigations.

8576 Agricultural Construction (Available again in 2020-21) **Grades 10-12** **1.0 cr****Prerequisite:** Intro to AFNR or Environmental Science

This course will introduce students to basic construction principles used in the agricultural industry. Students will gain a foundation in each of the following construction areas, then apply their knowledge to complete an end-of-course building project of their choice: masonry, electrical wiring, building/construction, and plumbing.

8575 Agriculture Fabrication **Grades 10-12** **1.0 cr****Prerequisite:** Intro to AFNR or Environmental Science

Agricultural Fabrication will introduce students to basic metal fabrication and welding techniques. Students will learn the basic principles of Arc Welding (SMAW), Metal Inert Gas (MIG) Welding, Tungsten Inert Gas (TIG) Welding, Oxy-Acetylene cutting, and brazing. The course will begin with an introduction of these fabrication methods and conclude with a project utilizing these various fabrication techniques.

8620 Agricultural Power & Technology (Available again in 2021-22) **Grades 10-12** **1.0 cr****Prerequisite:** Intro to AFNR or Environmental Science

This course will introduce students to small gas engine theory, basic construction principles, and safe machinery operation. Students will become familiar with the ignition and compression systems within a 4-stroke engine and be responsible for disassembly and reassembly of a 1-HP small gas engine. Basic agricultural engineering principles will be introduced as become familiar with designing agricultural structures, masonry techniques, and common plumbing fixtures. Safe machinery operation will be emphasized and students will be given the opportunity to become certified in Safe Tractor Driving.

ART

Course Number	Course Title	Recommended Grade	Number of Semesters	Periods per Cycle	Credits	Weighted Value
6092	<i>IB. Art HL 1 diploma yr. 1</i>	11	2	6	1.0	1.13
6093	<i>IB Art HL 2 diploma yr. 2</i>	12	2	6	1.0	1.13
6094	<i>IB Film HL I</i>	11	2	6	1.0	1.13
6095	<i>IB Film HL II</i>	12	2	6	1.0	1.13
6102	2D Design Abstraction & Media 1	9-12	2	6	1.0	1.0
6104	2D Design Abstraction & Media 2	10-12	2	6	1.0	1.0
6106	2D Design Drawing & Painting 1	9-12	2	6	1.0	1.0
6108	2D Design Drawing & Painting 2	10-12	2	6	1.0	1.0
6110	<i>2D Portfolio 1</i>	11-12	2	6	1.0	1.0
6112	<i>2D Portfolio 2</i>	12	2	6	1.0	1.0
6114	<i>*AP Studio 2D Design</i>	11-12	2	6	1.0	1.13
6116	<i>*AP Studio Drawing</i>	11-12	2	6	1.0	1.13
6130	Ceramics 1	9-12	2	6	1.0	1.0
6132	<i>Ceramics 2</i>	10-12	2	6	1.0	1.0
6134	3D Design Sculpture 1	9-12	2	6	1.0	1.0
6136	<i>3D Design Sculpture 2</i>	10-12	2	6	1.0	1.0
6138	<i>3D Portfolio 1</i>	11-12	2	6	1.0	1.0
6140	<i>3D Portfolio 2</i>	12	2	6	1.0	1.0
6142	<i>*AP Studio 3D Design</i>	11-12	2	6	1.0	1.13
6150	Film 1	9-12	2	6	1.0	1.0

Course Number	Course Title	Recommended Grade	Number of Semesters	Periods per Cycle	Credits	Weighted Value
6152	Film 2	10-12	2	6	1.0	1.0
6158	3D Digital Design and Fabrication 1	9-12	2	6	1.0	1.0
6160	3D Digital Design and Fabrication 2	10-12	2	6	1.0	1.0
6162	3D Digital Portfolio 1	11-12	2	6	1.0	1.0
6164	3D Digital Portfolio 2	12	2	6	1.0	1.0
6170	Photo & Visual Communication 1	9-12	2	6	1.0	1.0
6172	Photo & Visual Communication 2	10-12	2	6	1.0	1.0
6174	Photo & Visual Comm. Portfolio 1	11-12	2	6	1.0	1.0
6176	Photo & Visual Comm. Portfolio 2	12	2	6	1.0	1.0
6190	*AP Art: History	9-12	2	6	1.0	1.13

It is recommended that students earn at least a 77% average to advance to the next level and have teacher recommendation.

Prerequisite required for all courses in *italics/bold* text: See course description for details.

6092/6093 *IB Art HL1/HL2

Grade 11, 12

1.0 cr

Supporting the International Baccalaureate mission statement and learner profile, this course explores the visual arts within and across a variety of local, regional, national, international and intercultural contexts. Students are prepared for the I.B. Art assessment in visual arts. Content focuses on contexts of history and culture, methods and processes, and ways of communication through art making practices. I.B. theoretical practice and curatorial practice in art require students to produce a comparative study, a process portfolio, and 8-10 work for exhibition. Students must create an exhibit of 8-11 works with accompanying text for each, and a curatorial rationale.

6094/6095 *IB Film HL I/HL 2

Grade 11, 12

1.0 cr

Through the study and analysis of film texts and exercises in filmmaking, this course explores film theory and history. The course will develop students' critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. Students are encouraged to develop the professional and technical skills (including organizational skills) needed to express themselves creatively in film. The IB film course emphasizes the importance of working individually and as a member of a group. At the core of IB film is a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis achieved through practical engagement in the art and craft of film. Film production is a complex process requiring students to develop creative and analytical skills as well as meticulous organization and the ability to collaborate effectively with others. Students learn the overall structure of film-making, the nature of the relationships in a production team, and the need for discipline and protocol on set or location. Students are encouraged to work in a variety of roles to enable them to explore their skills and aptitude in different fields. Please note that this course may require students to view films with that have a MPAA rating of R.

6102 2D Design Abstraction and Media 1

Grades 9-12

1.0 cr

This class is for the art student who is interested in exploring 2D design concepts rooted in the exploration of abstraction, collage, and multimedia process. Drawing and design concepts will be explored through the study of both traditional and contemporary methods of production and idea development. Visual manipulation, layering processes, and intuitive expression will be stressed. An understanding of basic drawing skills will be developed while applying them to concepts of abstraction. This class would benefit students interested in art and design, graphic design, fashion and textile design.

6104 2D Design Abstraction and Media 2

Grades 10-12

1.0 cr

Pre-requisite 2D Design Abstraction & Media 1

This course continues the development of the abstract minded design student. Research in art history, critical analysis, and aesthetics is explored through art materials and processes and will serve as a catalyst in idea development. Visual manipulation, layering processes, and intuitive expression will continue to be stressed, along with the development of a personal voice and expression in the artwork. Journaling methods will be introduced as another means of idea development. Visual research and the development of a "working sketchbook" will be a required part of the course.

6106 2D Design Drawing & Painting 1**Grades 9 – 12****1.0 cr**

This class is an introductory class in drawing and design. The focus is to develop the confidence to draw, paint, and understand design according to their own tastes and preferences. Students will use a variety of media from graphite and charcoal, acrylic paint and pastel to drawing on digital tablets. This visual training is good for any student interested in art and design, publishing, architecture and engineering, illustration, cartooning, animation, fashion, industrial design as well as digital design in multiple fields.

6108 2D Design- Drawing & Painting 2**Grades 10 – 12****1.0 cr****Prerequisite: 2D Design Drawing & Painting 1**

This class develops design and drawing skill according to your own tastes and preferences. Students will use a variety of media from graphite and charcoal, acrylic paint and pastel to drawing on digital tablets. This visual training is preparation in art and design, publishing, architecture and engineering, illustration, cartooning, animation, fashion, industrial design as well as digital design in multiple fields. This course develops a portfolio of works demonstrating proficiency with media, observation skills, creating a range of expressive use of value, color, composition.

6110 2D Portfolio 1**Grades: 11****1.0 cr****Prerequisite: Advanced level studio course and teacher recommendation**

Art Portfolio is an exploration of various media and key strategies to developing an artistic voice through making images and objects. Students will develop skills for making personal imagery that communicates using two and three-dimensional media, as well as digital media. Preparation of a portfolio that shows breadth and depth of artistic work will be the goal. Students will investigate meaning, both personal and global through making images. All will be practiced in a studio setting.

6112 2D Portfolio 2**Grade 12****1.0 cr****Prerequisite: 2D Portfolio 1**

This course is for fourth year students in the art department. In a studio setting, students will continue to make imagery and other artistic objects of their choice. Students will have multiple options to explore: (a) build and maintain a website or blog that will serve as an online portfolio of all class activities, (b) produce two Community Connection assignments (one for each semester), (c) keep a sketchbook and or journal, (d) write creatively about personal artwork, and (e) participate in the annual CV Art Show.

6114 *Advanced Placement Studio: 2D Design**Grade 11, 12****1.0 cr****Prerequisite: Advanced Drawing and Painting, Journaling and Media, Advanced Photography**

AP Art courses require students to submit three components for submission. Five college level work in two-dimensional design exhibits understanding of design in concept, composition, and execution. Twelve works which describe and in-depth exploration of design principles like unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, and figure/ground relationship through visual elements. Twelve works can explore a wide range of media and techniques in design, including photographic, digital, graphics, and still images from video. Portfolios are digitally documented then uploaded for evaluation.

6116 *Advanced Placement Studio: Drawing**Grade 11, 12****1.0 cr****Prerequisite: Advanced Drawing and Painting, Journaling and Media**

AP Art courses require students to submit three components for submission. Five works which exhibit best drawing skills in concept, composition, and execution. Twelve works which describe and in-depth exploration of a particular drawing concern like line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth, and mark-making. Twelve works can explore a wide range of media and techniques in drawing. Portfolios are digitally documented then uploaded for evaluation.

6130 Ceramics 1**Grades 9 – 12****1.0 cr**

In this introduction to ceramic materials and processes, students will design and create works using hand-building processes and well as throwing at the potter's wheel. Students will also complete the glazing process on a ceramic form. Possible career paths include: Ceramicist, Ceramic Science and Engineering, Industrial Ceramics and Manufacturing, Product Design, Glaze Calculations Technician, Ceramics Art Therapy, Art Education, Art Curation, Art Restoration, and Archaeology.

6132 Ceramics 2**Grades 10 – 12****1.0 cr****Prerequisite: Ceramics**

This is a second year course. Students will be given a general concept in which to develop a design. They will choose to either use the hand-building or wheel throwing process to create form. They will also explore higher level throwing skills through concepts such as altered forms. Surface design and materials become a focus at the advanced level.

Possible career paths include: Ceramicist, Ceramic Science and Engineering, Industrial Ceramics and Manufacturing, Product Design, Glaze Calculations Technician, Ceramics Art Therapy, Art Education, Art Curation, Art Restoration, and Archaeology.

6134 3D Design Sculpture 1**Grades 9- 12****1.0 cr**

3D Design is for the art student who is interested in exploring 3D concepts. An understanding of the principles of design as they relate to relief, subtractive, and additive sculptural forms will be developed. The materials used include, but are not limited to; paper, foam, plaster, wood, metals, fibers, PVC, and wire. Concepts explored include the kirigami, the human figure, wearable sculpture, assemblage, and abstraction. A small studio fee may be charged.

6136 3D Design Sculpture 2**Grades 10-12****1.0 cr****Prerequisite: 3D Design Sculpture 1 (Teacher recommendation required)**

This course full year is built upon previous skills and aesthetic understanding developed in 3D Design. Advanced projects are concept based which allow for individual interpretation. New concepts such as morphing are explored and concepts such as abstraction and found object sculpture are practiced in greater depth. For several concepts students will develop their idea using the creative process from ideas/research, sketching and planning, to execution of their design. A small studio fee may be charged.

6138 3D Portfolio 1**Grades 11-12****1.0 cr****Prerequisite-Advanced Ceramics OR Advanced Sculpture**

This course is designed for artists interested in further exploring sculptural, hand building and/or wheel thrown processes. Students will be given a form concept and they will then choose the process that they would like to use to achieve the form. Portfolio development will be explored. Students will be responsible for maintaining an online Instagram account documenting their challenges, creative process, and finished work.

6140 3D Portfolio 2**Grade 12****1.0 cr****Prerequisite: 3D Portfolio Class**

Students will build upon their prior knowledge and develop a portfolio integrating new media and processes. Integration of found objects, photography, painting, and other processes will be explored to further develop the student's interest. Senior Portfolio may be taken along with AP 3-D Portfolio, Portfolio 3-D, or the year following these courses. Students in Senior Portfolio must be currently taking or have previously taken either Portfolio 3-D or AP 3-D.

6142 Advanced Placement Studio: 3D Design**Grades 11-12****1.0 cr****Prerequisite-Advanced Ceramics OR Advanced Sculpture**

Students will develop both *concentration* and *breadth* in concept, process, and product. The students will explore new concepts as well as further develop concepts according to their personal portfolio goals. This course also enables students to develop *quality* in concept. Students may then select from a series of new processes to add *breadth* to their portfolio. Critiquing, journaling (online "Instagram"), and rubrics will provide regular feedback to students. In May a final portfolio will be submitted.

6150 Film 1**Grades 9-12****1.0 cr**

Students will use video cameras to create short films. The basics of film are covered from concept to product. Students learn camera angles, how to storyboard an idea, and how to edit using Adobe Premiere Pro. Students learn the manual operation of DSLR cameras, microphones, recording systems, and sound design. Students work in fictional cinema to develop storytelling skills. Through the study and analysis of film texts and exercises in filmmaking, this course explores film theory and history. Students will learn visual literacy and media analysis skills. The course will challenge students to relate critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. Students are encouraged to develop the professional and technical skills (including organizational skills) needed to express themselves creatively in film. Please note that this course may require students to view films with that have a MPAA rating of R.

6152 Film 2**Grades 10 – 12****1.0 cr****Prerequisite: Film 1**

Second year students build on creative solutions from Film I. Students work in a variety of production types including narrative, documentary, and experimental cinema. This level of study will expand software knowledge for more in depth use of the compositing software, After Effects. Students will learn visual literacy and media analysis skills. Through the evaluation of film texts and formulation of original works in film, this course explores film theory and history. Students will learn visual literacy and media analysis skills. The course will further develop students' critical abilities, enabling them to judge the multiplicity of cultural and historical perspectives in film. Students organize and assemble the professional and technical skills (including organizational skills) needed to express themselves creatively in film. Become a visual storyteller, a multimedia artist and a creative communicator!

6158 3D Digital Design and Fabrication 1**Grades 9 – 12****1.0 cr**

This course offers an exploration of computer-aided design and manufacture from concept and modeling through file creation and cutting processes, and addresses the aesthetic and critical concerns of its use in an artistic context. Digital Fabrication includes a series of processes that transform software models into 3d Prints. Students learn basic modeling methods as well as 3D scanning. These skills are prerequisite for product, packaging, entertainment, industrial and environmental design.

6160 3D Digital Design and Fabrication 2**Grades 10-12****1.0 cr****Prerequisite: 6158-3D Digital Design and Fabrication 1**

This course builds on previous 3D digital design skills and introduces students to animation storytelling. Students identify animation skills and principles and examine their relationship to motion media design applications. Motion media design skills universally apply to the field of interactive design such as web and mobile design, video games, virtual reality and app development, as well as fields in communication, arts, and entertainment such as animation and motion graphics in film and television.

6162 3D Digital Portfolio 1**Grades: 11-12****1.0 cr****Prerequisite: 6034 Film II or 6036 3D Animation**

This course is for **third year** students in the art department. In a studio setting, students will continue to work with time based media and digital fabrication to make digital productions of their choice. This course focuses student's aim to develop an artistic aesthetic voice in digital media. Preparation of the artist's portfolio (reel) and other individual projects will be emphasized for students who are taking these courses with the intent of pursuing a career in the fields of 3D digital design and fabrication, animation and film. Students prepare for professional careers and hone their collaboration expertise. Under the guidance of faculty, students refine their effective communication, efficient management, adaptive thinking and creative problem- solving skills by working collaboratively with peers from multiple disciplines to research, develop and conceptualize creative solutions for design challenges. Investigation of contextual perspectives of film and animation, and culture through outside assignments are required

6164 3D Digital Portfolio 2**Grade 12****1.0 cr****Prerequisite: 6162 3D Digital Portfolio 1**

This course is for **fourth year** students in the art department. In a studio setting, students will continue to work with time based media and digital fabrication to make digital productions of their choice. This course focuses student's aim to further develop an artistic aesthetic voice in digital media. Preparation of the artist's portfolio (reel) and other individual projects will be emphasized for students who are taking these courses with the intent of pursuing a career in the field of 3D digital design and fabrication, animation and film. Students prepare for professional careers and hone their collaboration expertise through recommended projects with external partners. Under the guidance of faculty, students refine their effective communication, efficient management, adaptive thinking and creative problem- solving skills by working collaboratively with peers from multiple disciplines to research, develop and conceptualize creative solutions for design challenges. Investigation of contextual perspectives of film and animation, and culture through outside assignments are required.

6170 Photography & Visual Communication 1**Grades 9-12****1.0cr**

This course introduces seeing, thinking, and creating through the photographic form. Students will learn the fundamentals of using a digital single lens reflex camera (DSLR) while exploring a variety of photographic concepts and techniques including composition, lighting, and digital editing software. Members of the class must be prepared to work independently and in groups.

6172 Photography & Visual Communication 2**Grades 10-12****1.0 cr****Prerequisite: 6170 Photography & Visual Communication 1**

This course refines and expands digital imaging skills learned in Photography 1 with an emphasis on directing students toward creating a body of work representative of the commercial marketplace using advanced photography skills as well as graphics, layout/design, and publishing techniques. A variety of concepts will be covered including portraiture, photojournalism, advertising, and manipulation of the photographic form. Students will use digital software to edit, manipulate, and enhance their work with the ultimate goal of developing a visual voice and artistic expression through each assignment.

6174 Photo & Visual Communication Portfolio 1**Grades 11-12****1.0 cr**

This course introduces seeing, thinking, and creating with a critical mind and eye to provide understanding of the construction and manipulation of photographic form and meaning. Students will use digital software to edit, manipulate, and enhance their work with the ultimate goal of creating a portfolio that showcases visual voice and artistic expression through both concentration and breadth work.

6176 Photo & Visual Communication Portfolio 2**Grades 12****1.0 cr****Prerequisite: 6174 Photo & Visual Communication Portfolio (Teacher recommendation required)**

This course also introduces seeing, thinking, and creating with a critical mind and eye to provide understanding of the construction and manipulation of photographic form and meaning. Students will use digital software to edit, manipulate, and enhance their work with the ultimate goal of creating a portfolio that showcases visual voice and artistic expression through both concentration and breadth work.

6190 *Advanced Placement Art History**Grades: 9-12****1.0 cr**

The AP Art History course is an introductory college-level survey of art history. This course involves critical thinking to develop knowledge of diverse contexts of architecture, sculpture, painting, and other media. Students will study major forms of artistic expression from history and world cultures. Learning to frame a written argument that relates how AND why works of art communicate is an important component to this course. Many colleges and universities offer advanced placement credit to students who have performed successfully on the AP Art History Exam.

BUSINESS, COMPUTER & INFORMATION TECHNOLOGY DEPARTMENT

Course Number	Course Title	Recommended Grade	Number of Semesters	Periods per Cycle	Credits	Weighted Value
4053	Academic Microsoft Office	9-12	2	6	1.0	1.0
4057	Webpage Design	9-12	1	6	0.5	1.0
4060	<i>*College Computer Information Systems 105</i>	11-12	1	6	1.0	1.13
4070	<i>Business Mathematics</i>	10-12	2	6	1.0	1.0
4073	Accounting I	10-12	2	6	1.0	1.0
4075	<i>*College Accounting 101</i>	11-12	1	6	1.0	1.13
4080	<i>*College Business 101</i>	11-12	1	6	1.0	1.13
4081	Introduction to Business	9-10	2	6	1.0	1.0
4082	Personal Money Management	10-12	1	6	0.5	1.0
4083	Business Law I	10-12	2	6	1.0	1.0
4084	<i>Business Law II</i>	11-12	2	6	1.0	1.0
4086	<i>*College Marketing 201</i>	11-12	1	6	1.0	1.13
4091	Entrepreneurship I	9-12	2	6	1.0	1.0
4092	<i>Entrepreneurship II</i>	10-12	2	6	1.0	1.0
4093	Sports & Entertainment Marketing	9-12	2	6	1.0	1.0
5051	<i>Argus – Yearbook</i>	9-12	2	6	1.0	1.0
7525	Hospitality and Tourism Management	11-12	2	12	2.0	1.0

*Prerequisite required for all courses in *italics/bold* text: See course description for details

**Computer Programming courses are listed in the Math Department

4053 Academic Microsoft Office**Grades 9-12****1.0 cr**

Students will master Word and Excel through project-oriented units. **Word:** Learn critical applied skills such as formatting collegiate research papers, advanced table construction, merging documents, and creating a professional newsletter. **Excel:** master worksheets, charting, sorting and filter data sets, and use of formulas, functions and grouping/linking worksheets.

4057 Webpage Design**Grades 9-12****0.5 cr**

This is a laboratory course designed for students who wish to explore current trends in website authoring using Adobe Dreamweaver CC. Topics include: developing a standards-compliant website; navigating website structure; creating CSS to control format and layout; building interactive forms; and utilizing behaviors, graphics and multimedia to enhance web pages. An introduction to developing mobile websites with jQuery will also be explored.

4060 *COLLEGE Computer Information Systems 105**Grades 11-12****HACC 3.0 - 1.0 cr**

Prerequisite: Students must pass the HACC Placement Test

This hands-on, project-oriented course provides a fundamental understanding of computer hardware and responsibilities of an operating system. Emphasis is placed on the use of microcomputers and software applications including: Word, Excel and Access. Students must meet the same requirements as college students taking the course at HACC and are required to purchase the textbook/SIMnet access code (\$100). Upon successful completion, students will receive 3 transferable HACC credits.

4070 Business Mathematics**Grades 10-12****1.0 cr**

Prerequisite: Algebra I, Geometry and Algebra II

Students will explore the use of mathematics in many areas of business including saving, borrowing, investing, buying, and selling, payroll and taxes, transportation, income and expenses, and profit and loss statements. One of the aims of this course is to take a student from his/her viewpoint as a consumer to the viewpoint of a business person. **This course may be used as one of the mathematics credits required for graduation.**

4073 Accounting I**Grades 10-12****1.0 cr**

Accounting is the language of business. This course is for students who plan to enroll in accounting or any related business programs 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 financial statements. A real-life simulation involving the preparation of records for a small business is included.

4075 *College Accounting 101**Grades 11-12****HACC 4.0 - 1.0 cr**

Prerequisite: Students must pass the HACC Placement Test

Introduces students to the accounting principles as they pertain to external financial reports. This course addresses the accounting cycle, accounting systems, theories and policies relative to asset valuation, liability measurement, and income determination. Emphasis is placed on accounting for sole proprietorships and partnerships. Students are required to purchase the HACC textbook/access code (\$195). This course can be taken independently or as a follow-up to Accounting I.

4080 *College Business 101**Grades 11-12****HACC 3.0 - 1.0 cr**

Prerequisite: Students must pass the HACC Placement Test

Introduces students to the broad field of business. This course covers an overview of the basic functions of business including management, marketing, finance, accounting, and human resources. The course also introduces students to basic economic systems and discusses the importance of ethics and corporate social responsibility to business success. Students are required to purchase the HACC textbook (\$90) and will earn 3 transferable HACC credits upon successful completion.

4081 Introduction to Business**Grades 9-10****1.0 cr**

This is an introductory/sampler course all students should take to prepare them for future business courses and to be a knowledgeable *consumer*, well-prepared *employee*, and effective *citizen* in our economy. Units covered include business in the global economic environment; business organization and management; business operations and technology; and personal financial management.

4082 Personal Money Management**Grades 10-12****0.5 cr**

This course is designed for students who wish to learn more about money management and become fiscally responsible consumers. Students will cover topics including: financial institutions, budgets, credit, loans, saving, investing, and stocks/bonds/mutual funds. Other topics will include: taxes, insurance and retirement. Several simulations and on-line games are used to reinforce current topics.

4083 Business Law I**Grades 10-12****1.0 cr**

This course is open to students who wish to learn about our legal system. Topics include: minors' rights and responsibilities, consumer's role in society, criminal and civil law and the court system, contracts, credit, insurance and legal implications in owning property. The class will observe an actual trial at the Dauphin County Courthouse. This course will help students pursuing careers as an attorney, paralegal, police officer, probation & parole, or any position in the law enforcement field.

4084 Business Law II**Grades 11-12****1.0 cr****Prerequisite: Business Law I**

This course picks up where Business Law I ended. Topics include: consumer laws; sales contracts; ownership and risk of loss; property and bailments; and laws in employment and business ownership. Students will observe an actual trial at the Dauphin County Courthouse and compete in a Mock Trial against their peers.

4086 *College Marketing 201**Grades 11-12****HACC 3 - 1.0 cr****Prerequisite: Students must pass HACC English Placement Test**

This course presents the functions involved in the marketing of consumer and industrial goods to their users. Emphasis is placed upon a management's development of marketing strategies concerning product, place, promotion and price. Students must meet the same requirements as college students taking the course at HACC and are required to purchase the textbook (\$180). Upon successful completion, students will receive 3 transferable HACC credits.

4091 Entrepreneurship I**Grades 9-12****1.0 cr**

This course is designed for those students who wish to learn how to run and manage a business. Topics include selecting a location, raising capital, organizing operations, establishing service and credit policies, buying merchandise, preparing goods for sale, pricing, advertising, display, selling techniques, keeping accurate records, economics and government regulations.

4092 Entrepreneurship II (Eagle Emporium)**Grades 10-12****1.0 cr****Prerequisite: Entrepreneurship I OR Sports & Entertainment Marketing OR College Marketing, AND Teacher AND Grade Level Principal Recommendation**

Students will operate and manage the Eagle Emporium—including selecting, designing and buying merchandise; advertising and displaying merchandise; inventory management; maintaining accurate sales and bookkeeping records. Responsibility in making management decisions and the importance of human relations of business operations will be discussed. Students will be scheduled to work in the Eagle Emporium to cover operating hours—resource and all lunches—as well as special events.

4093 Sports & Entertainment Marketing**Grades 9-12****1.0 cr**

This is an introductory marketing course designed to incorporate business and marketing principles and procedures into the sports and entertainment industries. Students will learn and integrate the concepts of marketing, the marketing mix, public relations, career choices, profit, basic economics, staffing and using technology to effectively run and operate marketing functions in the sports and entertainment industries.

7525 Hospitality and Tourism Management**Grades 11-12****2.0 cr**

This blocked course is designed for students interested in the hospitality industry. Topics include: employability and management skills related to the hospitality industry. Upon successful completion of two exams and 100 hours in the industry (some hours are built into the course), students will earn a professional certification from the American Hotel & Lodging Educational Institute - Certified Hospitality and Tourism Management Professional (CHTMP). ***CHTMP certification is optional, and requires students to complete a related internship with a local business. Prior to starting an internship, students must complete an internship application and be approved by Mrs. Consevage, Career Coordinator.***

ENGLISH

Course Number	Course Title	Grade	Summer Work	Number of Semesters	Periods per Cycle	Credits	Weighted Value
1111	*H English 9	9	Yes	2	6	1.0	1.1
1112	English 9 L2	9		2	6	1.0	1.0
1113	English 9 L3	9		2	6	1.0	1.0
1121	*H English 10	10	Yes	2	6	1.0	1.1

Course Number	Course Title	Grade	Summer Work	Number of Semesters	Periods per Cycle	Credits	Weighted Value
1122	English 10 L2	10		2	6	1.0	1.0
1123	English 10 L3	10		2	6	1.0	1.0
1131	*AP English Language and Composition	11	Yes	2	6	1.0	1.13
1131B	*AP English Language and Composition Blended	11	Yes	2	3	1.0	1.13
1132	American Lit L2	11		2	6	1.0	1.0
1132B	American Lit L2 Blended	11		2	3	1.0	1.0
S1132	Semester III American Lit L2	11		1	N/A	1.0	1.0
1133	American Lit L3	11		2	6	1.0	1.0
1211B	Blended American Lit & US History (Paired)	11		2	6	2.0	1.0
1141	*AP English Literature and Composition	12	Yes	2	6	1.0	1.13
1142	World Lit 12 L2	12		2	6	1.0	1.0
1142B	World Lit 12 L2 Blended	12		2	3	1.0	1.0
S1142	Semester III World Lit 12 L2	12		1	N/A	1.0	1.0
1143	World Lit 12 L3	12		2	6	1.0	1.0
1212B	Blended World Lit & Contemporary Global Issues (Paired)	12		2	6	2.0	1.0
8911	*COLLEGE English 101	11-12		1	6	1.0 & 3 HACC	1.13
8912	*COLLEGE English 102	11-12		1	6	1.0 & 3 HACC	1.13
8916	*COLLEGE Communications 101	11-12		1	6	1.0 & 3 HACC	1.13
1127	Literacy	9-12		2	3	0.5	1.0
1151	*IB English HL I	11 or 12	Yes	2	6	1.0	1.13
1152	*IB English HL II	12	Yes	2	6	1.0	1.13
1086	History & Literature of Black Civil Rights	11-12		1	6	0.5	1.0

1111 *H English 9 (Pre-AP, Pre-IB)

Grade 9

1.0 cr

1112 English 9 L2

Grade 9

1.0 cr

1113 English 9 L3

Grade 9

1.0 cr

The ninth grade English course connects reading instruction with writing for multiple purposes; practice and study of informational and literary reading and writing. Students read extensively from a variety of sources, and draft, revise, and edit their own writing. Critical reading, writing, and analytical skill development will be emphasized, along with grammar/conventions and vocabulary study.

1121 *H English 10 (Pre-AP, Pre-IB)

Grade 10

1.0 cr

1122 English 10 L2

Grade 10

1.0 cr

1123 English 10 L3

Grade 10

1.0 cr

The 10th grade English course builds on the previous year's critical reading and analytical writing instruction in order to analyze literature and informational text on a deeper level. Integral parts of this course include the following: literary analysis and argumentative writings, literary and film analysis, poetry study, vocabulary development, critical thinking, and research. Formal class presentations and writing are also important components of this course.

1132 American Literature L2	Grade 11	1.0 cr
1132B Blended American Literature L2	Grade 11	1.0 cr
S1132 Semester III American Literature L2	Grade 11	1.0 cr
1133 American Literature L3	Grade 11	1.0 cr
1211B Blended American Lit & US History (Paired)	Grade 11	2.0 cr

The 11th grade English course will explore American literature from the Puritan era to Post-Modernism, paying specific attention to the history of the periods and the influences of race, class, and gender on society. This course, through the analysis of each work, will study history through literature. Texts will include the novel, drama, non-fiction, poetry, and short story. In addition, various forms of media will be utilized throughout this course to enhance the study of the texts. Students will also learn the value of and proper methods of research, culminating in a research-based argumentative writing and speech.

1131 *AP English Language and Composition	Grade 11	1.0 cr
1131B *Blended AP English Language and Composition	Grade 11	1.0 cr

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

1151 *IB English HL I	Grades 11-12	1.0 cr
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This course develops and understanding of the techniques involved in literary criticism and promotes the ability to form independent judgements. This course offers the formal analysis of texts and a wide coverage of a variety of literature -- both in the language of the subject and in translated texts from other cultural domains -- is combined with a study of the way literary conventions shape responses to texts. Students will have a thorough knowledge of range of texts and an understanding of other cultural perspectives.

8911*College English 101	Grades 11-12	1.0 cr
Prerequisite: HACC Placement Test		

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

8912 * College English 102	Grades 11-12	1.0 cr
Prerequisite: Successful completion of HACC English 101		

Builds on COLLEGE English 101, connecting thinking, reading and writing. Research, interpretation, and argumentation emphasized.

8916 *College Communications 101	Grades 11-12	1.0 cr
Prerequisite: HACC Placement Test		

Introduces the fundamentals of oral communication with emphasis on helping the student increase competence as a communicator in public speaking contexts.

1142 World Literature L2	Grade 12	1.0 cr
1142B Blended World Literature L2	Grade 12	1.0 cr
S1142 Semester III World Literature L2	Grade 12	1.0 cr
1143 World Literature L3	Grade 12	1.0 cr
1212B Blended World Literature & Contemporary Global Issues	Grade 12	2.0 cr.

The 12th grade English course provides students with opportunities to explore and respond to multiple genres from various global, historical, and social contexts. Students will read and analyze texts from ancient to modern day, and will consider the context that shaped the novels, epic poems, short stories, and dramas. The culminating assessment of the course is the Philosophy of Life project; this includes an oral presentation to the class, a written paper, and the creation of an audio/visual product.

1152 *IB English HL II	Grade 12	1.0 cr
Prerequisite: IB English HL I		

This course is an extension of IB English HL I. The first semester expands the previous course. With a broader understanding of literary forms in mind, the second semester returns to the novel; students will need to demonstrate their

own understandings of those texts through discussion, an individual commentary, written essays, a course midterm exam, and the culminating IB English Exam in May.

1141 *AP English Literature and Composition

Grade 12

1.0 cr

The AP English Literature and Composition course provides the experience of a typical introductory college literature course. It includes intensive study of representative works from various genres, periods, and cultures, concentrating on works of recognized literary merit. Students will consider the social and historical values a work reflects and embodies. Careful attention to both textual detail and historical context provides a foundation for interpreting a text. Writing assignments in the course will address the critical analysis of literature and will include expository, analytical, and argumentative essays.

1086 History & Literature of Black Civil Rights

Grade 11-12

0.5 cr

The struggle for Black equality in the United States has been hard fought, fiercely contested, and incomplete. Throughout this interdisciplinary course, we will explore the historical past of the movement along with the relationship between historical events and the response of artists (writers). Beginning with the boycott in Montgomery through present day, this course will also analyze the continued struggle for justice and equality.

READING

1127 Literacy

Grades 9-12

0.5 cr

This course is designed to accelerate the rate of growth in reading for students who demonstrate a need to achieve higher levels of performance in meeting the Pennsylvania Core Standards in English/Language Arts. A certified reading specialist provides focused strategy instruction for students who are scheduled for this class, based on their historical and projected reading data performance. Curriculum is focused on the PA Common Core informational text standards.

ENGLISH LANGUAGE DEVELOPMENT (ESL/ELD)

Course Number	Course Title	Recommended Grade	Number of Semesters	Periods per Cycle	Credits	Weighted Value
4000	ESL Foundations of English	9-12	2	6	1.0	1.0
4001	ESL English 9	9	2	6	1.0	1.0
4002	ESL English 10	10	2	6	1.0	1.0
4003	ESL English 11	11	2	6	1.0	1.0
4004	ESL English 12	12	2	6	1.0	1.0
4008	ESL Support	9-12	2	6	0.0	0.0
4009-4012	ESL Literacy	9-12	2	6	1.0	1.0

*Students receiving ESL services must have at least one of these courses as recommended by ESL staff.

4000 ESL Foundations of English

Grades 9-12

1.0 cr

Prerequisite: ESL teacher recommendation required

This course is for students with very minimal English language comprehension or usage. The focus will be on listening, speaking, reading, and writing in English, with special explicit instruction in phonemic awareness, phonics, and fluency.

4001 ESL English 9

Grade 9

1.0 cr

Prerequisite: ESL teacher recommendation required

Students enrolled in ESL English 9 are English language learners with a moderate level of English language comprehension and usage. ESL English 9 will engage students in challenging, theme-based curriculum designed to develop their Cognitive Academic Language Proficiency (CALP). Themes will be based on the content of 9th grade classes.

4002 ESL English 10

Grade 10

1.0 cr

Prerequisite: ESL teacher recommendation required

Students enrolled in ESL English 10 are English language learners with a moderate level of English language comprehension and usage. ESL English 10 will engage students in challenging, theme-based curriculum designed to develop their Cognitive Academic Language Proficiency (CALP). Themes will be based on the content of 10th grade classes.

4003 ESL English 11**Grade 11****1.0 cr****Prerequisite: ESL teacher recommendation required**

Students enrolled in ESL English 11 are English language learners with a moderate level of English language comprehension and usage. ESL English 11 will engage students in challenging, theme-based curriculum designed to develop their Cognitive Academic Language Proficiency (CALP) in listening, speaking, reading, and writing. Themes will be based on the content of 11th grade classes.

4004 ESL English 12**Grade 12****1.0 cr****Prerequisite: ESL teacher recommendation required**

Students enrolled in ESL English 12 are English language learners with a moderate level of English language comprehension and usage. ESL English 12 will engage students in challenging, theme-based curriculum designed to develop their Cognitive Academic Language Proficiency (CALP) in listening, speaking, reading and writing. Themes will be based on the content of 12th grade classes.

4008 ESL Support**Grades 9-12**

In this course, students with limited English proficiency receive support and guidance with assignments, school procedures, and other subjects as needed in order to enhance listening, speaking, reading, and writing acquisition. The class is limited to English language learners and provides them with an opportunity for individualized support as they work on subject area courses.

4009 ESL Literacy 9**Grade 9****1.0 cr****4010 ESL Literacy 10****Grade 10****1.0 cr****4011 ESL Literacy 11****Grade 11****1.0 cr****4012 ESL Literacy 12****Grade 12****1.0 cr****Prerequisite: ESL teacher recommendation required**

This course is for students with minimal English language comprehension or usage. The focus will be on listening, speaking, reading, and writing in English, with special explicit instruction in reading strategies and writing conventions.

FAMILY & CONSUMER SCIENCES

Course Number	Course Title	Recommended Grade	Number of Semesters	Periods per Cycle	Credits	Weighted Value
7500	Child Development	9-12	1	6	0.5	1.0
7501	Family Dynamics	10-12	1	6	0.5	1.0
7502	<i>Preschool Lab Experience I</i>	9-12	1	6	0.5	1.0
7503	<i>Preschool Lab Experience II</i>	10-12	1	6	0.5	1.0
7504	<i>Preschool Lab Experience III</i>	11-12	1	6	0.5	1.0
7510	Textiles, Fashion, and Apparel Studio	9-12	2	6	1.0	1.0
7511	<i>Advanced Textiles, Fashion, and Apparel Studio</i>	10-12	2	6	1.0	1.0
7512	Housing and Interior Design	9-12	1	6	0.5	1.0
7520	Culinary Essentials I	9-12	1	6	0.5	1.0
7521	<i>Culinary Essentials II</i>	9-12	1	6	0.5	1.0
7522	Sports Nutrition	9-12	1	6	0.5	1.0
7523	<i>Food Works</i>	10-12	1	6	0.5	1.0
7524	<i>Global Cuisine</i>	10-12	1	6	0.5	1.0
4082	Personal Money Management	10-12	1	6	0.5	1.0
7525	Hospitality and Tourism Management	11-12	2	12	2.0	1.0

*Prerequisite required for all courses in *italics/bold* text: See course description for details

7500 Child Development**Grades 9-12****0.5 cr**

A study of the physical, social, emotional, and intellectual development for infants and toddlers is addressed in this course. The relationship of play, safety, health care, and discipline to a child's growth and development are also studied.

7501 Family Dynamics	Grades 10-12	0.5 cr
In this course, you will have the opportunity to explore roles, responsibilities, and dynamics of interpersonal relationships as they relate to the family. Topics will include personal development, strong families, relationships, parenting, child development, balancing work and family, resource management, personal and family crisis, aging adults, and community service. You will have the opportunity to work with the RealCare Baby in this course.		
7502 Preschool Lab Experience I	Grades 9-12	0.5 cr
Prerequisite: 77% in Child Development OR Family Dynamics		
7503 Preschool Lab Experience II	Grade 10-12	0.5 cr
Prerequisite: 85% in Preschool Lab Experience I		
7504 Preschool Lab Experience III	Grade 11-12	0.5 cr
Prerequisite: 93% in Preschool Lab Experience II		
This is an advanced child development course that provides the students with opportunities to develop skills interacting with three, four, and five year olds. Students will learn to develop and implement activities for young children. This is a rigorous course that demands self-motivation and independent work both in and out of the classroom. During the advanced levels of preschool, students will expand upon the knowledge of the previous level. Projects are tailored for each individual level.		
7510 Textiles, Fashion, and Apparel Studio	Grades 9-12	1.0 cr
Welcome to the exciting world of textiles, fashion, and apparel. This course is designed to learn the basics of apparel construction, including basic hand and machine techniques and how to use a pattern. Skills learned will enable students to construct outfits and accessories to wear or use. In addition, basic fashion design and merchandising concepts are covered. Note: Students are required to furnish their own materials and supplies for approved projects.		
7511 Advanced Textiles, Fashion, and Apparel Studio	Grades 10-12	1.0 cr
Prerequisite: Textile, Fashion, and Apparel Studio and Instructor Recommendation		
This class is for students who desire to learn more skills and complete more advanced work in the field of clothing and textiles. Information will be reviewed from previous clothing classes and new concepts will be taught. This class allows more flexibility when choosing projects than the first clothing class. Students must furnish their own materials for projects.		
7512 Housing and Interior Design	Grades 9-12	0.5 cr
This class is designed to help students identify and make housing and interior design decisions based upon the preferences and needs of the consumer. Students will learn about housing needs, architectural and furniture styles and the elements and principles of design. Students will use this information to create plans for interior environments to meet the need of individuals and families.		
7520 Culinary Essentials I	Grades 9 -12	0.5 cr
Culinary Essentials I is a foods and nutrition course that provides opportunities to practice food preparation and food safety methods. Students taste and evaluate all foods prepared in this class. Nutrition, food science, and consumer concepts are interwoven with the selection and preparation of food. Student activities explore choices and techniques of food preparation that are compatible with today's lifestyle.		
7521 Culinary Essentials II	Grades 9-12	0.5cr
Prerequisite: Culinary Essentials I with passing grade		
All students successfully passing Culinary Essentials I can elect Culinary Essentials II. This course continues the study of food preparation with emphasis on new specialized units. Students participate in lab activities and acquire background knowledge involving nutrition, food science, and consumer information. This course is recommended for those who want to learn an independent living skill or for those who are considering a career in the food industry.		
7522 Sports Nutrition	Grades 9-12	0.5 cr
This course is designed to help the student athlete or active students improve their performance and health through a deeper understanding of nutrition. This course will guide athletes through the questions and myths of the major nutrients such as water, carbohydrates, protein, fat, vitamins and minerals. By the end of the course students will be able to make better food choices that will help them to improve their general health and athletic performance. A few food labs are incorporated in each unit, but the main emphasis is on the academics of sports nutrition. (Pair with Physical Education course #5017-- Sport Performance to earn 1.0 credit)		

7523 Food Works**Grades 10-12****0.5 cr****Prerequisite Culinary Essentials I with passing grade**

All students who successfully passed Culinary Essentials I can elect to take FoodWorks I. This is a food science and nutrition course for specific culinary skills, with emphasis on baking and pastry techniques. Students participate in lab activities and acquire background knowledge involving nutrition, food science, and consumer information

7524 Global Cuisine**Grades 10-12****0.5 cr****Prerequisite: Culinary Essentials I with passing grade**

Do you enjoy learning about the customs and cuisine of other countries? Do you like tasting new and different foods? This course is like a trip around the world. It allows you to look at how food customs have developed through the climate, geography, and cultures of countries worldwide. American regional cuisine is also investigated. Preparation and tasting of food is an important aspect of the course. A desire to taste different foods is expected!

7525 Hospitality and Tourism Management**Grades 11-12****2.0 cr**

This blocked course is designed for students interested in the hospitality industry. Topics include: employability and management skills related to the hospitality industry. Upon successful completion of two exams and 100 hours in the industry (some hours are built into the course), students will earn a professional certification from the American Hotel & Lodging Educational Institute - Certified Hospitality and Tourism Management Professional (CHTMP). ***CHTMP certification is optional, and requires students to complete a related internship with a local business. Prior to starting an internship, students must complete an internship application and be approved by Mrs. Consevage, Career Coordinator.***

4082 Personal Money Management**Grades 10-12****0.5 cr**

This course is designed for students who wish to learn more about money management and become fiscally responsible consumers. Students will cover topics including: financial institutions, budgets, credit, loans, saving, investing, and stocks/bonds/mutual funds. Other topics will include: taxes, insurance and retirement. Several simulations and on-line games are used to reinforce current topics.

HEALTH/PHYSICAL EDUCATION

Course Number	Course Title	Recommended Grade	Number of Semesters	Periods per Cycle	Credits	Weighted Value
5009	Fitness I/Wellness I	9	2	3	0.5	1.0
5028	Adventure Education	11-12	1	6	0.5	1.0
5017	Sport Performance	11-12	1	6	0.5	1.0
5018	Team Sports	10-12	1	6	0.5	1.0
5019	Relationships/Domestic Violence/Self Defense	11-12	1	6	0.5	1.0
5020B	<i>Leadership</i>	11-12	1	3	0.5	1.0
5022	<i>Strength Training</i>	11-12	1	6	0.5	1.0
S5022	<i>Semester III Strength Training</i>	11-12	1	6	0.5	1.0
5024	Movement Exploration	10-12	1	6	0.5	1.0
5026	Net/Racquet Games	10-12	1	6	0.5	1.0
5027	American Red Cross Adult & Pediatric/CPR/AED Certification	10-12	1	6	0.5	1.0
S5027	Semester III American Red Cross Adult & Pediatric/CPR/AED Certification	10-12	N/A	N/A	0.5	1.0
5016	<i>Lifeguard Certification</i>	10-12	1	6	0.5	1.0

*Prerequisite required for all courses in *italics/bold* text: See course description for details

5009 Fitness I / Wellness I**Grade 9****0.5 cr**

Fitness I: The fitness part of this course is intended to help incoming freshmen explore different and effective ways of exercising. Students will have units take place in the weight room, cardio room, and pool to learn how to properly use the equipment in these facilities as well apply training principles to a variety of workouts.

Wellness I: The wellness part of this course will take place in a physical activity setting as well as a classroom setting. Students will study the dimensions of wellness that make up an individual's overall health. Students will discover how the dimensions of wellness are interrelated and will affect one another.

5028 Adventure Education**Grade 11-12****0.5 cr**

Outdoor and adventure activities with an emphasis on team building, shared responsibility and open communication. Team building activities and pursuing outdoor activities. Additionally students will explore camping, kayaking, hiking, archery, and concepts in “leave no trace.”

5017 Sport Performance**Grade 11-12****0.5 cr**

This course is designed for all athletes who would like to improve their athletic performance. Student athletes will learn more about themselves kinesthetically, mentally, and emotionally. They will spend time in the classroom learning about human movement and the correlating science that accompanies it. Students will set specific goals and have space and time to improve strength, speed, agility, and quickness through use of the school’s athletic facilities. We will also delve into the psychological side of sports. Athletes will be introduced to strategies they can use before, during and after competition to improve their mental edge. (Pair with Family and Consumer Sciences course #7522 Sports Nutrition to earn 1.0 credit)

5018 Team Sports**Grade 10-12****0.5 cr**

The team sports course is for students who love to participate in what are called *invasion games*: sports such as ultimate Frisbee, basketball, flag football, soccer, lacrosse, and water polo. These games have many overlapping strategies, and we will learn about the similarities and differences between these sports. Students will learn how to be a better teammate and apply these different strategies to the games we play.

5019 Relationships/Domestic Violence/Self Defense**Grade 11-12****0.5 cr**

This course is designed for students to explore what a healthy relationship is and to be able to identify what an unhealthy relationship looks like. Different types of relationships (i.e. parents, siblings, children, friends, significant other) will be covered. There will be a partial physical aspect of this course which incorporates self-defense.

5020B Leadership**Grade 11-12****0.5 cr****Prerequisite: Current HPE Teacher Recommendation**

In this blended, classroom-based course, students will investigate influential leaders in sports and reflect on how they can all become better leaders. Students will use contemporary books and media to experience diverse leadership skills and reflect on what style suits their personality. This course will culminate with a school/community wide event that the student leaders design and host.

5022 Strength Training**Grade 11-12****0.5 cr****Prerequisite: Current HPE Teacher Recommendation****S5022 Semester III Strength Training****Grade 11-12****0.5 cr****Prerequisite: Current HPE Teacher Recommendation**

This course is designed for students interested in advancing their knowledge of strength training. Students in this course will apply fitness concepts and principles into the development of their own fitness program. This course enables students to set specific personal goals for themselves. This is primarily an activity course.

5024 Movement Exploration**Grade 10-12****0.5 cr**

Do you want to be physically active but sports are just not for you? In this course, students will engage in activities that challenge the body and mind. Activities include yoga, dance, Pilates, body weight exercises, tabata and progressive relaxation. This will primarily be an activity course.

5026 Net/Racquet Games**Grade 10-12****0.5 cr**

Net & Racquet Sports is an elective course designed for students who are interested in expanding their knowledge and skills in a variety of individual and team net and racquet sports. Students will learn skills and strategies in a competitive setting. Examples of activities covered in this class are but are not limited to tennis, pickleball, volleyball, ping pong and badminton.

5027 American Red Cross**Adult & Pediatric First Aid / CPR / AED Certification****Grade 10-12****0.5 cr****S5027 Semester III American Red Cross****Adult & Pediatric First Aid / CPR / AED Certification****Grade 10-12****0.5 cr**

Students who wish to attend college majoring in a health sciences field or want to work at camps or pools in the summer should plan to take this elective. Students will learn how to administer first aid and CPR in emergency situations as part of the American Red Cross Certification. **There will be a fee for Red Cross certification (approximately \$30). Students must be 15 years old to be certified. Students may take the course without certification.**

5016 Lifeguard Certification**Grade 10-12****0.5 cr**

Prerequisites: Minimum age of 15 at time of certification. Swim 300 yards continuously, using these strokes in the following order: 100 yards of front crawl.

Students will be certified in CPR for the Professional Rescuer and Lifeguarding through the American Red Cross. This course trains students in surveillance skills to help you recognize and prevent injuries, rescue skills in the water and on land, first aid training and CPR for the professional rescuer, as well as professional lifeguarding responsibilities. **There will be a fee for American Red Cross certification and materials (approximately \$40). Students may take the course without certification.**

INTERNATIONAL BACCALAUREATE

IB Core Requirements

The following required courses are only for students enrolled in the full IB Diploma Programme:

Course Number	Course Title	Recommended Grade	Number of Semesters	Periods per Cycle	Credits	Weighted Value
4200*	Theory of Knowledge I	11	2	3	.5	1.0
4201*	Theory of Knowledge II	12	2	3	.5	1.0
4204*	Creativity, Activity, Service I	11	2	n/a	.25	1.0
4202*	Creativity, Activity, Service II	12	2	n/a	.25	1.0
4205*	Extended Essay I	11	2	n/a	.25	1.0
4203*	Extended Essay II	12	2	n/a	.25	1.0

4200 Theory of Knowledge 1**Grade 11****0.5 cr****4201 Theory of Knowledge II****Grade 11****0.5 cr**

Prerequisite: IB Diploma Candidates only

Unlike traditional courses that focus on specific subject areas, Theory of Knowledge explores the central question, “*How do we know?*” Students make interdisciplinary connections while examining the role of perspectives and beliefs in the construction of knowledge. TOK allows students to reflect critically on different areas of knowledge and ways of knowing while considering the nature of cross-cultural understanding. This is a core requirement of the IB Diploma Programme and the course is limited to full diploma students.

4204 Creativity, Activity, Service I**Grade 11****0.25 cr****4202 Creativity, Activity, Service II****Grade 12****0.25 cr**

Prerequisite: IB Diploma Candidates only

CAS is at the heart of the IB Diploma Programme and enables students to enhance their personal and interpersonal development through experiential learning. Students are required to engage in purposeful activities and reflection on their personal learning. CAS occurs continuously over 18 months and consists of ongoing activities including one project. Although it is not a scheduled course, students receive support from a CAS supervisor who monitors their goals and progress. Students earn a P/F grade for CAS.

4205 Extended Essay I**Grade 11****0.25 cr****4203 Extended Essay II****Grade 12****0.25 cr**

Prerequisite: IB Diploma Candidates only

Each IB Diploma candidate is required to complete an extended essay (maximum 4000 words) on a topic of their choice from the approved subject area fields. The extended essay requirement prepares students for college-level research and allows them to engage in personal exploration of their topic. The student must select a mentor from the faculty with whom they will meet for approximately five hours during the course of the writing process. There is no formal class, but the students will be required to meet as a group at certain times during the process and complete research and writing tasks as scheduled. The extended essay receives a P/F grade.

JUNIOR RESERVE OFFICERS' TRAINING CORPS (JROTC)

Course Number	Course Title	Recommended Grade	Number of Semesters	Periods per Cycle	Credits	Weighted Value
2001	Leadership Education and Training 1 (LET 1) ⁺	9-12	2	6	1.0	1.0
2002	<i>Leadership Education and Training 2 (LET 2) ⁺</i>	10-12	2	6	1.0	1.0
2003	<i>*Leadership Education and Training 3 (LET 3) ⁺</i>	11-12	2	6	1.0	1.1
2004	<i>*Leadership Education and Training 4 (LET 4) ⁺</i>	12	2	6	1.0	1.1

Prerequisite required for all courses in *italics/bold text*: See course description for details.

*Weighted courses

2001 Leadership Education and Training (LET) 1⁺ Grade 9-12 1.0 cr

LET 1 introduces the student to the JROTC program, including its mission and goals, military customs and courtesies, rank and organization, and extracurricular opportunities. The majority of this course focuses on providing the student with foundations for success, including: self-awareness; personal learning styles; and study, communication, and conflict resolution skills. LET 1 also provides an introduction to leadership theory and its application.

2002 Leadership Education and Training (LET) 2 Grade 10-12 1.0 cr

Course Prerequisite: LET 1⁺

LET 2 addresses the benefits of achieving a healthy lifestyle, including basic principles of good nutrition, fundamentals of first aid, and drug awareness. The course explores citizenship in American history and government, and introduces map reading skills. Students take on additional leadership responsibilities, and learn how to provide instruction in drill and physical training.

2003* Leadership Education and Training (LET) 3⁺ Grade 11-12 1.0 cr

Course Prerequisite: LET 2⁺

LET 3 builds on the previous two courses and covers various leadership strategies, including decision-making and problem-solving processes, and additional foundations for success. These include: public speaking, managing conflict, career/college exploration and planning, time-management, goals and goal setting, and financial planning. In LET 3, students assume higher level leadership roles within the student chain of command.

2004 * Leadership Education and Training (LET) 4 Grade 12 1.0 cr

Course Prerequisite: LET 3⁺

LET 4 is the capstone course in the JROTC program. It completes and integrates the previous instruction with a focus on applied citizenship and leadership. LET-4 students assume primary leadership roles and responsibilities within the student chain of command, and mentor and assist younger students. LET-4 involves numerous individual and group projects.

+Prerequisites: In addition to the course prerequisites listed above, all students must meet the following standards to be enrolled in JROTC and to continue in the program.

- Cadets must maintain an acceptable standard of academic achievement and standing. They may not have excessive absences.
- Cadets must maintain an acceptable standard of conduct, including demonstrating honesty, self-reliance, self-discipline, and respect for constituted authority through observance of laws, rules, and regulations.
- Students must wear the cadet uniform and participate in the physical fitness program one day each week.
- At the discretion of the Senior Army Instructor, and with the approval of the high school principal, cadets not meeting these standards may be removed from the program.

MATHEMATICS

Course Number	Course Title	Recommended Grade	Number of Semesters	Periods per Cycle	Credits	Weighted Value
3006	Math Foundations	9	2	6	1.0	1.0
3007	Fundamental Math	9-12	2	6	1.0	1.0
3013	<i>Algebra I L2</i>	9	2	6	1.0	1.0
3015	<i>Algebra I L3</i>	9	2	6	1.0	1.0

Course Number	Course Title	Recommended Grade	Number of Semesters	Periods per Cycle	Credits	Weighted Value
3018	<i>Algebra Support</i>	9	2	3	0.5	1.0
3021	<i>*H Geometry</i>	9-10	2	6	1.0	1.1
3023	<i>Geometry L2</i>	9-10	2	6	1.0	1.0
3023B	<i>Geometry L2 Blended</i>	9-10	2	3	1.0	1.0
3025	<i>Geometry L3</i>	9-10	2	6	1.0	1.0
3031	<i>*H Algebra II</i>	9-11	2	6	1.0	1.1
3033	<i>Algebra II L2</i>	9-11	2	6	1.0	1.0
3033B	<i>Algebra II L2 Blended</i>	9-11	2	3	1.0	1.0
3035	<i>Algebra II L3</i>	9-11	2	6	1.0	1.0
3041	<i>*H PreCalculus with Trig</i>	9-12	2	6	1.0	1.1
3043	<i>PreCalculus with Trig L2</i>	9-12	2	6	1.0	1.0
3051	<i>*AP Calculus AB</i>	11-12	2	6	1.0	1.13
3053	<i>Calculus L2</i>	11-12	2	6	1.0	1.0
3061	<i>*AP Calculus BC</i>	11-12	2	6	1.0	1.13
3067	<i>Financial Algebra</i>	11-12	2	6	1.0	1.0
3070	<i>*COLLEGE Math 103 (College Algebra)</i>	11-12	2	6	1.0 & 3 HACC	1.13
3071	<i>*AP Statistics</i>	11-12	2	6	1.0	1.13
3071B	<i>*Blended AP Statistics</i>	11-12	2	3	1.0	1.13
3073	<i>Statistics L2</i>	11-12	2	6	1.0	1.0
3073B	<i>Blended Statistics L2</i>	11-1	2	3	1.0	1.0
3081	<i>*IB Mathematics SL II</i>	11-12	2	6	1.0	1.13
3083	<i>*IB Mathematics HL II</i>	12	2	6	1.0	1.13
3084	<i>*IB Mathematical Studies SL</i>	11-12	2	6	1.0	1.13
3086	<i>*IB Mathematics Application and Interpretation I SL</i>	11-12	2	6	1.0	1.13
3088	<i>*IB Mathematics Analysis and Approaches I SL</i>	11-12	2	6	1.0	1.13
3091	<i>Intro to Computer Science⁺</i>	9-12	2	6	1.0	1.0
3093	<i>Comp Science/Programming⁺</i>	10-12	2	6	1.0	1.0
3095	<i>* AP Comp Science/ Programming⁺</i>	11-12	2	6	1.0	1.13
3096	<i>Computer Science Independent Study⁺</i>	12	2	1-6	0.25-1.0	1.0
4070	<i>Business Math</i>	11-12	2	6	1.0	1.0

Prerequisite required for all courses in *italics/bold text*: See course description for details.

*Weighted courses

⁺*Intro to Computer Science (3091), Computer Science/Programming (3093), AP Computer Science/Programming (3095), Computer Science Independent Study (3096) are math elective credits only and may not be used to fulfill the math credit requirement for graduation.*

3006 Math Foundations

Grade 9

1.0 cr

Department Supervisor recommendation needed.

Math Foundations is a year-long course. This course is intended for those students who have not yet mastered the prerequisite skills necessary for Algebra I. It focuses on concepts that are the foundation for Algebra. Students will learn a range of topics, many involving real world applications. These topics include percent-proportion problems, surface area, volume, and linear equations.

3007 Fundamental Math

Grade 9-12

1.0 cr

Department Supervisor recommendation needed.

Fundamental Math is a year-long course. This course is intended for those students who have not yet mastered the prerequisite skills necessary for Math Foundations. It focuses on concepts that are the foundation for PreAlgebra. Students will learn a range of topics, many involving real world applications.

3013 Algebra I L2	Grade 9	1.0 cr
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3015 Algebra I L3	Grade 9	1.0 cr
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The Algebra I course is designed to move students' mathematical development from concrete to abstract reasoning. The primary themes are problem solving, graphing data and functions, writing and solving equations, using ratios, and manipulation of algebraic symbols. The Algebra Keystone exam is administered at the end of this course.

3018 Algebra Support	Grade 9	0.5 cr
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Students may sign up for both 3015 Algebra I L3 & 3018 Algebra Support. Students that choose to take both classes will have an algebra class every day of the cycle and the algebra support class every other day of the cycle for a total of nine periods of math per cycle. The algebra support class will provide extra help with the algebra program and review fundamental skills. The program is designed to help students perform at grade level so they are prepared for later high school courses and are ready for the Algebra Keystone exam at the end of this course. This course is designed to accomplish the same goals as the Algebra I L2 course but does not go as in depth on some topics and proceeds at a slower pace.

3021 *H Geometry (Pre-AP, Pre-IB)	Grades 9-10	1.0 cr
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Prerequisite: At least 93% in Algebra I L2/8th grade Algebra

3023 Geometry L2	Grades 9-10	1.0 cr
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Prerequisite: At least 77% in Algebra I L2/8th grade Algebra or at least 93% in Algebra I L3

3023B Geometry L2 Blended	Grades 9-10	1.0 cr
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Prerequisite: At least 77% in Algebra I L2/8th grade Algebra or at least 93% in Algebra I L3

3025 Geometry L3	Grades 9-10	1.0 cr
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Prerequisite: At least 70% in Algebra I L2 or L3

This course introduces important geometric concepts such as properties of two and three dimensional figures while maintaining student's algebra skills. Note: Students who choose the blended version of this course will only meet with the teacher 3 times in a 6 day cycle.

3031 * H Algebra II (Pre-AP, Pre-IB)	Grades 9-11	1.0 cr
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Prerequisite: At least 93% in Algebra I AND at least 86% in *H Geometry or at least 93% in Geometry L2

3033 Algebra II L2	Grades 9-11	1.0 cr
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Prerequisite: At least 77% in Algebra I L2 and Geometry L2 OR at least 93% in Algebra I L3 and Geometry L3

3033B Algebra II L2 Blended	Grades 9-11	1.0 cr
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Prerequisite: At least 77% in Algebra I L2 and Geometry L2 OR at least 93% in Algebra I L3 and Geometry L3

3035 Algebra II L3	Grades 9-11	1.0 cr
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Prerequisite: At least 70% in Algebra I L3 and in Geometry L3

This course builds on and extends the concepts learned in Algebra I and Geometry. Emphasis is placed on problem solving, representing real situation with mathematical models, analyzing and graphing functions with emphasis on non-linear functions, working with systems of equations, and developing mathematical reasoning and communication skills. Note: Students who choose the blended version of this course will only meet with the teacher 3 times in a 6 day cycle.

3041 *H PreCalculus with Trigonometry (Pre-AP, Pre-IB)	Grades 9-12	1.0 cr
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Prerequisite: At least 86% in *H Algebra II or at least 93% in Algebra II L2

3043 PreCalculus with Trigonometry L2	Grades 9-12	1.0 cr
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Prerequisite: At least 86% in Algebra II L2 or at least 93% in Algebra III/Trig

This course is intended as a prerequisite for students who will be going on to study Calculus.

3051 *AP Calculus AB	Grades 11-12	1.0 cr
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Prerequisite: At least 86% in *H PreCalculus with Trigonometry

This course consists of all of the work in Calculus I and part of the work in Calculus II at the college level. Students in this course will be prepared for and expected to take the AB Calculus Advanced Placement Test to seek credit/advanced placement from the college they plan to attend.

3053 Calculus L2	Grades 11-12	1.0 cr
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Prerequisite: At least 86% in PreCalculus with Trigonometry L2

Most colleges and universities now require a calculus course for those students entering many business and social science fields. This course is designed to introduce students to the primary concepts of derivatives, integrals, and limits from an inductive rather than a theoretical approach.

3061 *AP Calculus BC	Grades 11-12	1.0 cr
Prerequisite: Taken and Passed *AP Calculus AB		
This course extends the work started in *AP Calculus AB and is primarily intended for those students who plan to enter career fields involving extensive mathematics. Topics include Improper Integrals, Infinite Series and Taylor Polynomials, polar and parametric equations, conic sections, vectors and vector functions, and an introduction to multivariable differentiation and integration. Students enrolled in this course are expected to take the BC Calculus Advanced Placement test.		
3067 Financial Algebra	Grades 11-12	1.0 cr
Prerequisite: At least 86% in Algebra II L3		
Financial Algebra is a college-preparatory course that will use sophisticated mathematics to give you the tools to become a financially responsible young adult. The course employs algebra, probability and statistics, and geometry to solve financial problems that occur in everyday life. This course may be taken concurrently with PreCalculus or Calculus.		
3070 *COLLEGE Math 103 (College Algebra)	Grades 11-12	1.0 cr
Prerequisite: At least 77% in Algebra II L2, must pass HACC's placement test for entry		
This course is designed for students who plan to go to college. Covers the fundamental algebraic operations, exponents and radicals, systems of equations, higher degree equations, logarithms, matrices, and inequalities. This course will reinforce the concepts from Algebra I and II as well as preview some pre-calculus topics in order to prepare students for success in a Pre-Calculus course at CV or in college.		
3071 *AP Statistics	Grades 11-12	1.0 cr
Prerequisite: At least 77% in *H PreCalculus or 86% in PreCalculus L2.		
3071B *Blended AP Statistics	Grades 11-12	1.0 cr
Prerequisite: At least 77% in *H PreCalculus or 86% in PreCalculus L2.		
This course is designed for those students who have an interest in learning the concepts of statistics and data analysis. Some of the topics covered are measures of central tendency, variance, hypothesis testing, several types of data graphs, and various kinds of distribution. Students enrolled in this course are expected to take the Statistics Advanced Placement test. This course may be taken concurrently with Calculus.		
3073 Statistics L2	Grades 11-12	1.0 cr
Prerequisite Recommendation: at least 77% in Algebra II L2 or an 86% in Algebra II L3		
3073B Blended Statistics L2	Grades 11-12	1.0 cr
Prerequisite Recommendation: at least 77% in Algebra II L2 or an 86% in Algebra II L3		
This course is a full year course designed to be an introduction to statistical concepts. Topics explored will include describing sets of data both numerically and graphically, data collection issues related to sampling distributions, hypothesis testing, regression analysis, and confidence intervals for normal distributions. This course may be taken concurrently with PreCalculus or Calculus.		
4070 Business Mathematics	Grades 11-12	1.0 cr
Prerequisite: Geometry and Algebra II		
This course builds basic mathematical skills, vocabulary, and problem solving techniques. Students will explore the use of mathematics in many areas of business including saving, borrowing, investing, buying, and selling, payroll and taxes, transportation, income and expenses, and profit and loss statements. One of the aims of this course is to take a student from his/her viewpoint as a consumer to the viewpoint of a business person. Although this is a Business Course, it may be used as one of the mathematics credits required for graduation.		
3091 Intro to Computer Science	Grades 9-12	1.0 cr
Prerequisite: At least 77% in Algebra I or similar middle school course		
Intro to Computer Science is a hands-on computer course for students who wish to learn about the history of computers and programming languages, how a computer operates, how it can be used in real life situations, and basic computer programming. Students will use the Python, BASIC and Visual BASIC languages to learn about basic computer science concepts such as variables, logic statements, loops, and arrays. Students will also learn how to create advanced forms using various tools such as sliders and list boxes, and they will learn advanced concepts such as capturing keyboard or mouse input. A heavy emphasis will be placed on hands-on programming activities, graphics, and animation. This course may not be used as one of the mathematics credits for graduation.		

- 3093 Computer Science / Programming (Pre-AP)** **Grades 10-12** **1.0 cr**
Prerequisite: At least 77% in course 3091 recommended and teacher recommendation. While the experience of course 3091 is recommended, proficient upperclassmen may begin in course 3093 upon completion of an exemption exam/teacher recommendation.
A class intended primarily for students wishing to pursue computer science at the college level, this is a hands-on computer science / programming course for students who understood and enjoyed the basics of computer programming taught in course 3091 and want to take their understanding to the next level. It will demonstrate programming concepts in the C++ and Java languages. Topics will include the introduction of object-oriented programming concepts such as functions and classes. Topics will also include multi-dimensional arrays and a variety of sorting and searching algorithms. **This course may not be used as one of the mathematics credits for graduation.**
- 3095 *AP Computer Science / Programming** **Grades 11-12** **1.0 cr**
Prerequisite: At least 77% and teacher recommendation from course 3093
Designed for students wishing to pursue computer science at the college level, students enrolled in this course are expected to take the AP Computer Science A exam. This course is for students who enjoy programming and want to pursue it to an even deeper level. Programming skills will be enhanced through the study of the Java language and HTML. The Java language is used on the AP Computer Science Exam and gives students experience working with modern object-oriented programming. Students participating in this course will be required to complete the three AP Computer Science Case Studies during the school year. **This course may not be used as one of the mathematics credits for graduation.**
- 3096 Computer Science Independent Study** **Grade 12** **0.25-1.0 cr**
Prerequisite: Senior student with at least 77% and teacher recommendation from course 3095
Students in this course will present the teacher with a project proposal(s) which will then be worked on throughout the school year during an agreed upon schedule of classes. Sample project ideas include designing a program for teacher/school use, learning a new programming language, or creating a website. **This course may not be used as one of the mathematics credits for graduation.**
- 3081 *IB Mathematics SL II** **Grades 11-12** **1.0 cr**
Prerequisite: Mathematics SL (Year 1)
This course is the second half of the IB Mathematics Standard Level course which focuses primarily on vectors, lines and planes in space, and Calculus, including limits, derivatives, integrals and their applications.
- 3083 *IB Mathematics HL II** **Grade 12** **1.0 cr**
Prerequisite – IB Mathematics HL Year One
This is the second year of the rigorous two-year course designed to prepare students for the IB External and Internal Examinations. Students will be required to complete a summer assignment. They will also complete their Internal Assessment. Students will be assessed through unit quizzes and tests in the context of the IB Curriculum and will be prepared to take the IB Mathematics External Examination at the end of the year. The IB External Examination is a three part test composed of both short-response and extended-response questions.
- 3084 * IB Mathematical Studies SL** **Grades 11-12** **1.0 cr**
Prerequisite – Algebra II
IB Math Studies SL introduces students to a variety of numerical and algebraic concepts and applications, explores functions and applies them to mathematical situations, continues the study of trigonometric and circular functions, logic, calculator applications, extends the study of probability and statistics and introduces the basic concepts and techniques of calculus. This course prepares students for the IB Math Studies SL exam and the further study of AP Statistics.
- 3086 *IBMathematics Application and Interpretation I SL** **Grades 11-12** **1.0 cr**
Prerequisite: At least 86% in Alg. II L2 or at least 77% Honors Algebra II
This course caters to students who anticipate a need for a sound mathematical background in preparation for future studies of fields including social sciences, natural sciences, medicine, statistics, business, psychology, design and humanities. It includes a real world application of mathematics with emphasis on statistics, modelling and use of technology. Students may wish to pursue IB Mathematics Application and Interpretation II HL available beginning 2020-21. Topics include Number and Algebra, Functions, Geometry and Trigonometry, Statistics and Probability, Calculus (emphasis on Statistics).

3088 *IB Mathematics Analysis and Approaches I SL**Grades 11-12****1.0 cr****Prerequisite** – at least a 86% in Honors PreCalculus or 93% in PreCalculus L2

This course is designed for students who intend to pursue future studies of fields including mathematics, engineering, physical sciences, and some fields of economics. It includes an emphasis on calculus, analytic methods, development of mathematical arguments, problem solving and exploring real and abstract applications. Students may wish to pursue IB Mathematics Analysis and Approaches II HL available beginning 2020-21. Topics include Number and Algebra, Functions, Geometry and Trigonometry, Statistics and Probability, Calculus (emphasis on Calculus).

MUSIC

Course Number	Course Title	Recommended Grade	Number of Semesters	Periods per Cycle	Credits	Weighted Value
6571	Music Theory	9-12	2	6	1.0	1.0
6573	Guitar I	10-12	1 (Sem. 1)	6	0.5	1.0
6674	<i>Guitar II</i>	10-12	1 (Sem. 2)	6	0.5	1.0
6574	<i>Guitar Ensemble</i>	10-12	2	6	1.0	1.0
6575	Music Appreciation	9-12	1 Sem. (1)	6	0.5	1.0
6570	Music Technology	9-12	2	6	1.0	1.0
6059	Soaring Voices	10-12	2	6	1.0	1.0
6060	Choir	10-12	2	6	1.0	1.0
6062	Orchestra	10-12	2	6	1.0	1.0
6067	9 th Grade Band	9	2	6	1.0	1.0
6063	Concert Band	10-12	2	6	1.0	1.0
6064	<i>Symphonic Winds</i>	9-12	2	6	1.0	1.0
6065	9 th Grade Orchestra	9	2	6	1.0	1.0
6066	9 th Grade Choir	9	2	6	1.0	1.0
6078/6076	Choir/9 th Grade Band	9	2	3/3	0.5/0.5	1.0
6070/6073	Choir/Concert Band	10-12	2	3/3	0.5/0.5	1.0
6071/6074	<i>Choir/Symphonic Winds</i>	10-12	2	3/3	0.5/0.5	1.0
6070/6077	Choir/9 th Orchestra	9	2	3/3	0.5/0.5	1.0
6071/6072	Choir/Orchestra	10-12	2	3/3	0.5/0.5	1.0
6572	<i>*Advanced Placement Music Theory</i>	10-12	2	6	1.0	1.13
6068	<i>Marching Band</i>	9-12	1 st marking period	Rehearsal schedule	0.25	0.25
6576	History of American Rock & Roll	9-12	1 (Semester 2)	6	.5	1.0
6676	Music Theater	9-12	1 (Semester 2)	6	0.5	1.0

Prerequisite required for all courses in *italics/bold* text: See course description for details

6571 Music Theory**Grades 9-12****1.0 cr**

Music Theory is designated for the aspiring musician and/or college music major and provides a comprehensive study of written harmony, sight-reading, ear training and composition. Students will learn the fundamentals that are necessary for AP Music Theory and/or college entrance exams.

6572 *Advanced Placement Music Theory**Grades 10-12****1.0 cr**

Prerequisite: Students interested in taking AP Music Theory music must have permission of the teacher prior to scheduling the course.

AP Music Theory is an advanced level theory course for students interested in an extensive study of melody, harmony, form, composition and music analysis, and should be taken by those individuals interested in pursuing a music major or a career in music. The fundamentals of music as well as the development of aural skills and dictation will be emphasized. Preparation for the AP Music Theory Exam will also be an important aspect of this course. **There will be a \$35 fee for the purchase of a consumable text.**

6573 Guitar I (Semester 1)**Grades 10-12****0.5 cr**

Guitar I is designed as a beginning instruction course in guitar playing realizing that all CV students have received an introduction to guitar playing while in middle school. School-owned guitars will be provided.

6674 Guitar II (Semester 2)	Grades 10-12	0.5 cr
Prerequisite: Guitar I		
Guitar II is a continuation of Guitar I and is designed for those students who would like to develop their playing skills more extensively and master more difficult music and playing techniques at the intermediate level		
6574 Guitar Ensemble	Grades 10-12	1.0 cr
Prerequisite: Conference with Instructor		
Guitar Ensemble will provide guitarists, intermediate through advanced levels, with a structured environment in which to further their craft. Students will perform solos, duets, trios, quartets, quintets as well as large ensemble works for guitar ensemble from a wide variety of genres and styles.		
6575 Music Appreciation (Semester 1)	Grades 9-12	0.5 cr
Music Appreciation is a chronological study of the history of music. This course provides an approach to perceptive listening and an introduction to musical elements, forms, and stylistic periods. The discussions of composers' lives, individual styles, and representative listening examples aim to impart facts and stimulate curiosity and enthusiasm for music and its history. This course is intended to help heighten the student's love of music as well as to develop and expand their listening skills.		
6570 Music Technology	Grades 9-12	1.0 cr
In Music Technology, students will explore sound production, recording and transmission, electronic music composition and arranging, live audio reinforcement, multi-track studio recording, editing, mixing, and mastering. Students will examine contemporary legal and ethical issues regarding digital music and the recording industry. The activities in this course provide students with a foundation in the materials and techniques of current music technology, and includes real-life applications and curriculum-related career paths. Students will be assessed through in-class activities and projects dependent on specific computer software. Regular school attendance is essential for success in this course.		
6068 Marching Band	Grades 9-12	0.25 cr
Prerequisite- Conference with Marching Band Director		
Marching Band is open to 9 th -12 th grade students and is comprised of students playing woodwind, brass, or percussion instruments, in addition to the color guard section. Marching Band rehearses outside of the standard school day, and requires summer participation. Attendance at all rehearsals and performances is mandatory. Students will receive a Pass/Fail grade. The band rehearses twice weekly, and Summer Band Camp is also required. A specific schedule can be obtained from the director.		
6059 Soaring Voices	Grades 10-12	1.0 cr
Prerequisite - Audition by Choir Director		
Soaring Voices is a mixed vocal ensemble that performs only the highest quality choral literature. As a select ensemble, membership is earned through a successful audition and approval from the choir director. Repertoire for Soaring Voices is selected to challenge the singers and provide historical and cultural perspective, extend student engagement, and aesthetic depth. Successful students will demonstrate extensive growth in musicianship, vocal technique, music literacy, and rehearsal and performance discipline. Students are required to attend all rehearsals and performances.		
6060 Choir 10-12 (Concert Choir)	Grades 10-12	1.0 cr
Concert Choir is open to all 10 th -12 th grade students. This ensemble works to develop an expressive and beautiful tone quality, sing with good pitch and clear diction, develop correct breathing habits and phrasing, and receive exposure to and performance of high quality vocal literature. Students are required to participate in several sectional rehearsals throughout each marking period. Participation in various concerts throughout the school year is required.		
6062 Orchestra	Grades 10-12	1.0 cr
Orchestra is open to all 10 th -12 th grade students. This ensemble performs music of Level 3 and Level 4 difficulty. Students are required to attend all rehearsals, performances, and lessons. Students play various types of music ranging from early classical works to recent pop tunes. The full orchestra meets once each week with students chosen from the Symphonic Winds according to chair ranking.		
6067 9th Grade Band	Grade 9	1.0 cr
Concert Band 9 is open to all 9 th grade wind and percussion instrumentalists. This ensemble performs music of Level 2 and Level 3 difficulty. Students are required to attend all rehearsals, performances and lessons.		

6063 Concert Band**Grades 10-12****1.0 cr**

Concert Band is open to all 10th-12th grade wind and percussion instrumentalists. This ensemble performs music of Level 3 and Level 4 difficulty. Students are required to attend all rehearsals, performances, and lessons

6064 Symphonic Winds**Grades 9-12****1.0 cr****Prerequisite: Audition/Selection by Band Director**

Symphonic Winds is a select group of wind and percussion instrumentalists who successfully audition into its membership and have received approval from the band director. This organization performs music generally of Level 5 and Level 6 difficulty. Students are required to attend all rehearsals, performances and lessons. Students will be selected from the Symphonic Winds based on chair ranking to play in the full Orchestra.

6065 9th Grade Orchestra**Grade 9****1.0 cr**

Orchestra 9 is open to all 9th grade students. This ensemble performs music of Level 2 and Level 3 difficulty. Students are required to attend all rehearsals, performances and lessons. Students play various types of music ranging from early classical works to recent pop tunes.

6676 Music Theater (Semester 2)**Grade 9-12****0.5 cr**

This course gives students the opportunity to evaluate and compare a variety of musicals from the 19th century to present day Broadway hits and will examine composers, lyricists, producers, directors, choreographers, and performing artists who have contributed to the development of musical theater. The course will identify historical and cultural references and assess performances viewed in class and online to formulate an opinion of each production. Students in Music Theater will also have the opportunity to assist with the behind the scenes production of the annual high school musical.

6066 9th Grade Choir (Academy Choir)**Grade 9****1.0 cr**

The Academy Choir is open to all interested 9th grade students. Students enrolled in this ensemble will focus on developing a solid foundation in tone production, diction, and breath control. The Academy Choir will perform music appropriate to this level of singer, as well as, perform as part of the CVHS Concert Choir. Students are required to participate in several sectional rehearsals throughout each marking period. Participation in rehearsals and concerts throughout the school year is required.

6576 History of American Rock & Roll (Semester 2)**Grades 9-12****1.0 cr**

The History of American Rock and Roll traces the development of jazz, blues, country, rock, hip-hop, and other popular styles. It combines an in-depth treatment of the music itself- including discussions of stylistic elements and analyses of musical examples- with solid coverage of historical, social, and cultural circumstances.

MULTIPLE PERFORMANCE COURSES

Students participating in Choir and Concert Band or Symphonic Winds or Orchestra should select these codes:

6078/6076 Choir and 9th Grade Concert Band**Grade 9****6070/6073 Choir and Concert Band****Grades 10-12****6071/6074 Choir and Symphonic Winds****Grades 10-12****6070/ 6077 Choir and Orchestra****Grades 9****6071/ 6072 Choir and Orchestra****Grades 10-12****SCIENCE**

Course Number	Course Title	Grade	Summer work	Semesters	Periods per Cycle	Credits	Weighted Value
8500	Introduction to AFNR	9		2	6	1.0	1.0
2090	Environmental Science	9		2	6	1.0	1.0
2021	*H Biology	9-10	yes	2	7	1.0	1.1
2023	Biology L2	10		2	6	1.0	1.0
2025	Biology L3	10		2	6	1.0	1.0
2051	*H Chemistry	10-11		2	7	1.0	1.1
2053	Chemistry L2	10-11		2	7	1.0	1.0
S2053	Semester III Chemistry L2	10-12		N/A	N/A	1.0	1.0
2054	Chemistry L3	11-12		2	6	1.0	1.0
2033	*AP Biology	11-12	yes	2	7	1.0	1.13
2096	*AP Environmental Science	11-12	yes	2	7	1.0	1.13
2081	*AP Physics I	11-12		2	6	1.0	1.13

Course Number	Course Title	Grade	Summer work	Semesters	Periods per Cycle	Credits	Weighted Value
2083	<i>Physics I L2</i>	11-12		2	6	1.0	1.0
2084	<i>Conceptual Physics L2</i>	11-12		2	6	1.0	1.0
2061	<i>*AP Chemistry</i>	11-12	yes	2	8	1.0	1.13
2070	<i>*H Biochemistry</i>	11-12		2	7	1.0	1.1
2038	<i>*IB Chemistry HL 1</i>	11-12	yes	2	8	1.0	1.13
2042	<i>*IB Chemistry HL 2</i>	12	yes	2	8	1.0	1.13
2026	<i>*COLLEGE Biology 111 (Intro to Human Biology)</i>	11-12		1	6	1.0	1.13
2095	<i>*H Anatomy & Human Physiology</i>	11-12	yes	2	7	1.0	1.1
2095B	<i>*Blended H Anatomy & Human Physiology</i>	11-12	Yes	2	4	1.0	1.1
2031	<i>*H Zoology & Botany</i>	11-12		2	7	1.0	1.1
2045	<i>IB Sports, Health, & Exercise Science SL</i>	11-12	yes	2	8	1.0	1.13
2097	<i>Astronomy</i>	11-12		1	6	0.5	1.0
2092	Meteorology & Oceanography	11-12		1	6	0.5	1.0
2035	<i>Wildlife Biology and Ecology</i>	11-12		2	6	1.0	1.0
2085	<i>*AP Physics C</i>	12		2	7	1.0	1.13

Prerequisite required for all courses in *italics/bold* text: See course description for details

2090 Environmental Science

Grade 9

1.0 cr

Students will explore the interactions between humans and Earth's geophysical systems in an effort to understand the outcomes of our actions, and build a sustainable future. This course is designed to help incoming students to improve their science literacy in preparation for more advanced study throughout their high school years. This course fulfills the Earth Processes graduation requirement.

2096 *AP Environmental Science

Grades 11-12

1.0 cr

Prerequisite: H or L2 Biology, and H or L2 Chemistry

The course meets over 2 consecutive periods once per cycle.

This course equips students with the scientific principles required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving them. This course fulfills the Earth Processes graduation requirement so preference will be given to students who need to fulfill their graduation requirement.

2097 Astronomy

Grades 11-12

0.5 cr

Prerequisite: Geometry

All students will be required to sign out a telescope and complete nighttime observations

Students will learn about a diversity of topics including historical astronomy, stellar evolution, naked eye astronomy, space exploration and structure of the Universe. An emphasis is placed on the question "how do we know what is happening in the sky?" This course fulfills ½ of the Earth Processes graduation requirement.

2092 Meteorology and Oceanography

Grade 11-12

0.5 cr

Students will investigate the driving forces behind our weather and its relationship with the oceans. Daily observation of weather maps will allow students to develop an ability to make their own weather predictions. This course fulfills ½ of the Earth Processes graduation requirement.

***2021 Honors Biology (Pre-AP)**

Grade 9 or 10

1.0 cr

Prerequisite: Concurrent enrollment in Algebra II or higher.

Completion of a summer project is required for all students enrolled in this course.

2023 Biology L2	Grade 10	1.0 cr
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Prerequisite: Environmental Science

2025 Biology L3	Grade 10	1.0 cr
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Prerequisite: Environmental Science

Biology is a standards-based course designed to prepare students for the 10th grade Biology Keystone exam. To that end, it covers a diversity of topics ranging from the biochemistry of life to the organization and evolution of living systems. All students who complete this course will take the Keystone exam in the spring.

2051 *H Chemistry (Pre-AP, Pre-IB)	Grades 10-12	1.0 cr
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Prerequisite: Algebra II, and H or L2 Biology

The course meets over 2 consecutive periods once per cycle.

2051B *Blended H Chemistry (Pre-AP, Pre-IB)	Grades 10-12	1.0 cr
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Prerequisite: Algebra II, and H or L2 Biology

The course meets over 2 consecutive periods once per cycle.

2053 Chemistry L2	Grades 10-12	1.0 cr
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Prerequisite: H or L2 Geometry, and Biology

The course meets over 2 consecutive periods once per cycle.

S2053 Semester III Chemistry L2	Grades 10-12	1.0 cr
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Prerequisite: H or L2 Geometry, and Biology

2054 Chemistry L3	Grades 11-12	1.0 cr
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Prerequisite: Algebra I, and Biology

Chemistry will provide students with both a technical and practical understanding of the science of chemistry and its numerous applications to our daily lives, as well as present a mathematical foundation for dealing with fundamental principles, theories, and concepts of chemistry. The additional breadth and depth provided in the Honors curriculum will prepare students for 2nd year courses and will result in a faster pace and greater mathematical demands.

2081 *AP Physics I	Grades 11-12	1.0 cr
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Prerequisite: Pre-Calculus w/ Trigonometry, H or L2 Chemistry

This course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electrostatics and electric circuits. Students must be well-prepared to handle a rigorous algebraic and trigonometric approach to problem solving in preparation for the AP Physics exam

2083 Physics I L2	Grades 11-12	1.0 cr
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Prerequisite: Pre-Calculus w/ Trigonometry, H or L2 Chemistry

Students will explore the relationship between the concepts and mathematics found in introductory college physics courses. A mixture of algebra and trigonometry based problem solving as well as the demonstration of conceptual understanding is required in this course.

2084 Conceptual Physics L2	Grades 11-12	1.0 cr
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Prerequisite: Algebra II, H or L2 Chemistry

This course is intended for students entering college, technical school, or the workforce who do not need a technical understanding of Physics. To this end, the material encountered in a college physics course will be addressed using a project-based conceptual approach that limits the mathematical proficiency necessary for success.

2035 Wildlife Biology & Ecology	Grades 11-12	1.0 cr
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Prerequisite: Biology and Chemistry

This course is designed to prepare students for wildlife-related professions by focusing on the following: forest ecology, ornithology, mammalogy, aquatic biology and herpetology with an emphasis placed on practices in wildlife management. Lab activities, vertebrate dissections and outdoor field work are a major part of the daily work for this class, so students should be prepared to get dirty!

2026 *COLLEGE Biology 111 (Intro. to Human Biology) Grades 11-12 3.0 HACC 1.0 cr

Prerequisite: Biology, Chemistry, and the HACC Placement test

This course meets 4-5 periods within a 6 day cycle depending on the laboratory work required

This course explores basic biological principles by studying the structure and function of human body systems. This course emphasizes homeostasis, the relationship of anatomy and physiology at all levels of biological organization, and the demonstration of life processes through the normal functioning of body systems. This is an introductory science course for non-science majors and preparatory for students in Health and Public Service programs.

2095 *H Anatomy & Human Physiology Grades 11-12 1.0 cr

Prerequisite: H or L2 Biology, and H or L2 Chemistry

The course meets over 2 consecutive periods once per cycle.

2095B *Blended H Anatomy & Human Physiology Grades 11-12 1.0 cr

Prerequisite: H or L2 Biology, and H or L2 Chemistry

The course meets over 2 consecutive periods once per cycle.

This course is designed for students who have a strong desire to pursue a career in medicine, health care, sports medicine, physical therapy, nursing and other sciences. The focus is on anatomical studies of various systems, as well as, the physiology of each system. Students are required to perform an extensive dissection of a pig and other mammalian organs. This course may serve as the prerequisite for CASE Animal Science in place of Introduction to Agriculture, although preference will be given to Agriculture students if seats are limited.

2045 *IB Sports, Exercise & Health Science SL Grades 11-12 1.0 cr

Prerequisite: H or L2 Biology, and H or L2 Chemistry

The course meets over 2 consecutive periods once per cycle.

The course will incorporate the traditional disciplines of anatomy & physiology, biomechanics, kinesiology, psychology and nutrition, and place them in the context of sports, personal training, exercise, physical training and health. In preparation for the IB SL exam, students will cover a range of core and option topics and carry out practical (experimental) investigations in both laboratory and field settings. Students enrolled in this course will work collaboratively with the IB Chemistry students on a Group IV Project to analyze a common topic or problem. Dissection of a mammal will be required. Enrollment in this course will be limited to two sections of 24, with IB diploma students given scheduling priority in order to complete their diploma requirements; remaining seats will be determined based on availability and application, if necessary.

2031 *Honors Zoology & Botany Grades 11-12 1.0 cr

Prerequisite: H or L2 Biology, and H or L2 Chemistry

The course meets over 2 consecutive periods once per cycle.

This course is designed for students who would like to extend their knowledge of biology with a research-driven approach. This course will survey topics such as ecology, entomology, parasitology, photosynthesis, respiration, genetics, conservation, botany and biological research. Students should expect to be in the field and laboratory for many lessons. There will be a focus on data collection and analysis, culminating in a professional-quality research paper. Field trips are offered in this course to acquire hands-on field experience relative to important components of this course of study. This class is beneficial to students interested in pursuing biology at the collegiate level. This course will serve as the prerequisite for CASE Animal or Plant Science in place of Intro to Ag; preference will be given to Ag students if seats are limited.

2033 *AP Biology Grades 11-12 1.0 cr

Prerequisite: H or an 86% or better in L2 Biology, and H or L2 Chemistry

The course meets over 2 consecutive periods once per cycle.

This course is the equivalent to a two-semester introductory college biology course and follows the guidelines required by the College Board as a preparation for the AP Biology exam given in the spring. This course may serve as the prerequisite for CASE Animal & Plant Biotechnology (8610) in place of Introduction to Agriculture, although preference will be given to Agriculture students if seats are limited.

2038 * IB Chemistry HL 1 Grades 11-12 1.0 cr

Prerequisite: H or L2 Biology, and H or L2 Chemistry

The course meets over 2 consecutive periods twice per cycle.

IB Chemistry HL 1 is the first year of an advanced chemistry program that will prepare students for the IB Chemistry HL exam at the end of senior year. This two-year program will build a global understanding of chemistry while giving

students the foundation necessary to succeed at the college chemistry level. Students will be introduced to a subject-specific core of topics and options in addition to a Group 4 project in which students will work together with students in IB Sports, Exercise and Health Science SL.

2042 * IB Chemistry HL 2

Grade 12

1.0 cr

Prerequisite: Completion of IB Chemistry HL 1 during grade 11, or IB Instructor approval

The course meets over 2 consecutive periods twice per cycle.

IB Chemistry HL 2 builds upon the topics presented in Chemistry HL 1 in order to prepare students for the IB Chemistry HL exam at the end of the year. This course will include two specific topics of chemistry that will be developed across 25 hours segments. The student's ability to analyze, evaluate and synthesize chemical data and information will be tested on a regular basis through laboratory experiments. This course will include a focus on biochemistry topics to show students the organic side of chemistry and how chemistry connects to living things. Although the curriculum is the same, students may complete either the SL or HL assessment option.

2061 *AP Chemistry

Grades 11-12

1.0 cr

Prerequisites: H or L2 Chemistry (H Chemistry is highly recommended), and Pre-Calculus with Trigonometry

The course meets over 2 consecutive periods twice per cycle.

The advanced placement course is equivalent to a two-semester introductory college chemistry course and follows the guidelines required by the College Board as a preparation for the AP exam given in the spring. This curriculum is beneficial to students interested in science, engineering, or medicine.

2070 *H Biochemistry

Grades 11-12

1.0 cr

Prerequisite: H or L2 Algebra II, and H or L2 Chemistry

The course meets over 2 consecutive periods once per cycle.

Students will learn to use chemical methods to solve biological problems with an emphasis placed on laboratory investigations. This curriculum is beneficial to students interested majoring in the areas of biology, chemistry or health related fields (such as nursing, pre-med, etc.).

2085 *AP Physics C

Grades 11-12

1.0 cr

Prerequisite: 90% or higher in AP Physics I and Calculus

The course meets over 2 consecutive periods once per cycle.

This intensive second year physics course is aligned with a two-semester calculus-based college physics course. It is designed for those students planning a career in physics, mathematics or engineering. Students will be encouraged to take one or both of the Advanced Placement C exams in Mechanics, or Electricity and Magnetism in May.

SOCIAL STUDIES

Course Number	Course Title	Recommended Grade	Summer Work	Number of Semesters	Periods per Cycle	Credits	Weighted Value
1011	<i>*AP World History</i>	9	Yes	2	6	1.0	1.13
1012	<i>*H World History</i>	9	Yes	2	6	1.0	1.1
1013	World History L2	9		2	6	1.0	1.0
1014	World History L3	9		2	6	1.0	1.0
1015	World History Skills	9		2	6	1.0	1.0
1021	<i>*AP US Government & Politics</i>	10	Yes	1 (Sem. 1)	6	0.5	1.13
1022	American Government L2	10		1	6	0.5	1.0
1022B	Blended American Government L2	10		1	3	0.5	1.0
S1022	Semester III American Government L2	10	Yes	N/A	N/A	0.5	1.0
1023	American Government L3	10		1	6	0.5	1.0
1031	<i>*AP Microeconomics</i>	10		1 (Sem. 2)	6	0.5	1.13
1032	Introduction to Economics L2	10		1	6	0.5	1.0
1032B	Blended Introduction to Economics L2	10		1	3	0.5	1.0

Course Number	Course Title	Recommended Grade	Summer Work	Number of Semesters	Periods per Cycle	Credits	Weighted Value
S1032	Semester III Introduction to Economics L2	10	Yes	N/A	N/A	0.5	1.0
1033	Introduction to Economics L3	10		1	6	0.5	1.0
1034	Government and Economics Skills	10		2	6	1.0	1.0
1041	*AP US History	11	Yes	2	6	1.0	1.13
1041B	*Blended AP US History	11	Yes	2	3	1.0	1.13
1042	*COLLEGE History 103 (US History I)	11-12		1 (Sem.1)	6	1.0	1.13
1043	*COLLEGE History 104 (US History II)	11-12		1 (Sem. 2)	6	1.0	1.13
1044	US History L2	11		2	6	1.0	1.0
1044B	Blended US History L2	11		2	3	1.0	1.0
S1044	Semester III US History L2	11	Yes	N/A	N/A	1.0	1.0
1045	US History L3	11		2	6	1.0	1.0
1211B	Blended American Lit & US History (Paired)	11		2	6	2.0	1.0
1051	*AP Human Geography	11-12	Yes	2	6	1.0	1.13
1052	Contemporary Global Issues L2	11-12		2	6	1.0	1.0
1052B	Contemporary Global Issues Blended L2	11-12		2	3	1.0	1.0
S1052	Semester III Contemporary Global Issues L2	11-12	Yes	N/A	N/A	1.0	1.0
1053	Contemporary Global Issues L3	11-12		2	6	1.0	1.0
1212B	Blended World Lit & Contemporary Global Issues (Paired)	12		2	6	2.0	1.0
1059	*IB History I SL	11		2	6	1.0	1.13
1061	*IB History II HL	12		2	6	1.0	1.13
1062	*IB Psychology SL	11-12		2	8	1.0	1.13
1071	*AP Psychology	10-12	Yes	2	6	1.0	1.13
1072	Psychology L2	11-12		2	6	1.0	1.0
1073	Psychology L3	11-12		2	6	1.0	1.0
1083	Sociology L2	12		2	6	1.0	1.0
1084	Anthropology L2	10-12		1 (Sem. 2)	6	0.5	1.0
1086	History & Literature of Black Civil Rights	11-12		1	6	0.5	1.0
1039	*COLLEGE History 101 (World History I)	11-12		1 (Sem. 1)	6	1.0	1.13
1040	*COLLEGE History 102 (World History II)	11-12		1 (Sem. 2)	6	1.0	1.13
1035	*COLLEGE Economics 201 (Principles of Economics I: Macro)	11-12		1	6	1.0	1.13

Prerequisite required for all courses in *italics/bold* text: See course description for details

1012 *H World History	Grade 9	1.0 cr
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Prerequisite: Teacher Recommendation

1013 World History L2	Grade 9	1.0 cr
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1014 World History L3	Grade 9	1.0 cr
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1015 World History Skills	Grade 9	1.0 cr
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The study of World History begins with the foundation of geography and historical thinking skills. Students will apply these foundational concepts to the study of World History starting with an overview of the Post-Classical Era and ending with present day World History. Throughout the course, students will participate in activities designed to improve their reading, writing, social studies literacy and critical thinking skills.

1011 *AP World History	Grade 9	1.0 cr
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Prerequisite: Teacher Recommendation is required.

AP World History is designed to give students an overview of the processes that have shaped the social, political, environmental, cultural, and economic patterns throughout the world from approximately the foundations of civilization to the present day. This course emphasizes an application of factual understanding to an analytical framework, asking students to investigate the past in the ways and methods of a historian.

1022 American Government L2	Grade 10	0.5 cr
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1022B American Government Blended	Grade 10	0.5cr
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S1022 Semester III American Government	Grade 10	
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1023 American Government L3	Grade 10	0.5 cr
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The study of American Government will focus on our foundational documents including the Constitution. The three branches of government, the state and local governments and the role of the individual within the system and his/her responsibility to the community will further be explored through the use of various texts and current events. Throughout the course, students will participate in activities designed to improve their reading, writing, social studies literacy and critical thinking skills.

1021 *Advanced Placement US Government and Politics	Grade 10	0.5 cr
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Prerequisite: Teacher Recommendation

The Advanced Government course is designed to build analytical skills and knowledge of government. Students will not only look at the theory behind the workings of our government, but will also be applying these theories to current events. The course will require critical thinking and extensive outside requirements in reading, research, and writing. Emphasis will be placed upon primary research and will focus upon higher cognitive levels of learning. Students will explore government from theoretical and practical aspects-

1032 Introduction to Economics L2	Grade 10	0.5 cr
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1032B Introduction to Economics Blended	Grade 10	0.5cr
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S1032 Introduction to Economics	Grade 10	0.5 cr
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1033 Introduction to Economics L3	Grade 10	0.5 cr
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In Economics, students will have the opportunity to investigate the basic principles of economic thinking while studying elementary economic theory and the roles that households, businesses, and the government play in our economy. Students will participate in activities designed to increase social studies literacy and critical thinking skills. Emphasis is placed on vocabulary skills and the development of reading and writing skills necessary for success in the future. Frequent application of economic thinking to real-world problems and current events will be present throughout the course.

1031 *Advanced Placement Microeconomics	Grade 10	0.5 cr
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Prerequisite: Teacher Recommendation

The Advanced Economics course is designed to build analytical skills and knowledge of economics. The course will require critical thinking and extensive outside requirements in reading, research, and writing. Emphasis will be placed upon primary research and will focus upon higher cognitive levels of learning. Advanced Economics focuses on the theoretical aspects of microeconomics including comparative advantage, supply and demand, cost-analysis, and factor markets. Students will explore economics from theoretical and practical aspects and will be expected to apply concepts to current events.

1034 Government and Economics Skills**Grade 10****1.0 cr**

This course is designed to make students aware of the privileges and responsibilities of being a citizen of the United States.

One semester of the course aims to prepare students with the knowledge that they will need as future voters. We will study the structure, powers, and responsibilities of our government as well as the processes that are used to create public policy. Emphasis will be placed on the core ideals and values that make the American political system unique and the way that our government operates at the national level. The other semester of the course will focus on economics. Considering the economy on a larger scale as well as personal finances, our goal is to develop skills that are useful in and outside of the classroom.

1044 U.S. History L2**Grade 11****1.0 cr****1044B U.S. History L2 Blended****Grade 11****1.0 cr****S1044 Semester III U.S. History L2****Grade 11****1.0 cr****1045 U.S. History Level 3****Grade 11****1.0 cr****1211B Blended American Lit & US History (Paired)****Grade 11****2.0 cr**

U.S. History is designed to present a contemporary view of the American experience. From the beginning of the Depression through the present day, Americans have witnessed revolutionary changes in our role at home and abroad. Since the course is primarily contemporary, it allows students the opportunity to draw on recent resources and people who experienced or were exposed to many of the events as they occurred. By taking this course, students will have a greater understanding and appreciation of the United States today and the active role they should play as citizens.

1041 *AP U.S. History**Grade 11****1.0 cr****Prerequisite: Teacher Recommendation****1041B *Blended AP U.S. History****Grade 11****1.0 cr****Prerequisite: Teacher Recommendation**

The Advanced Placement course in U.S. History is designed to provide students with analytical skills and factual knowledge necessary to deal critically with the problems and materials in U.S. History. Students will learn to evaluate historical sources and their relevance to a given problem. The Advanced Placement course will require critical thinking and extensive outside requirements in reading, research, and writing.

1042 COLLEGE HIST 103 - U.S. History I**Grades 11-12****1.0 cr/3 HACC****Prerequisite: Teacher Recommendation. Students must pass the HACC Placement Test**

History of persons and events that have contributed to the American way of life. Topics include settlement of the new continent, the American Revolution, construction of a constitution and government, and the development of an economic system. Problems of reconciling differences among various groups are considered in relation to the Civil War. Students must meet the same requirements as those college students taking the course on the HACC campus. There is a \$50 per credit course fee (\$150). Upon the successful completion of the course, students will receive 3 transferable HACC credits.

1043 *COLLEGE HIST 104 - U.S. History II**Grades 11-12****1.0 cr****Prerequisite: Teacher Recommendation. Students must pass the HACC Placement Test**

History of persons and events that have contributed to life in America from the Civil War to the present. Topics include Reconstruction of the South; building of an industrialized America, 1865-1898; taming of the West; Spanish-American War; the Progressive Era of Theodore Roosevelt and Woodrow Wilson; World War I; the Uncontrolled Twenties; the Great Depression; World War II; rebuilding a Tired America, 1945-1961; the New America, 1961 to present. Students must meet the same requirements as those college students taking the course on the HACC campus. There is a \$50 per credit course fee (\$150). Upon the successful completion of the course, students will receive 3 transferable HACC credits.

1059 *IB History I SL**Grade 11****1.0 cr****Prerequisite: Teacher Recommendation**

IB History I SL is a thematic based study of international political, economic, social and cultural developments with emphasis on 20th century wars (WWII, Vietnam) and the Cold War. A key theme of the course is the study of rights and protest with specific focus on the US Civil Rights Movement (1954-65) and Apartheid in South Africa (1948-64). The course will demand higher level thinking and extensive outside reading, writing, and research. Emphasis is placed on the research and critical analysis of primary sources to arrive at original historical conclusions. Students will conduct research and complete a historical investigation by the second semester of the course. Students may wish to pursue IB History II HL following completion of this course. *This course satisfies the US History credit requirement.*

Social Studies Electives

1051 *Advanced Placement Human Geography **Grades 11-12** **1.0 cr**

Prerequisite: Teacher Recommendation

The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

1061 *IB History HL II **Grades 11-12** **1.0 cr**

Prerequisite: Teacher Recommendation

IB History HL II is a thematic based study of international political, economic, social, and cultural developments from the Second World War through the end of the Cold War. Regional topics of study will include the Second World War and the Americas, and political developments in Latin America, 1945-1980 with an emphasis on the authoritarian rule of Fidel Castro. The course also includes a global emphasis on Cold War tensions and rivalries including the study of contrasting ideologies, economic factors, and the role of client states. Students will be encouraged to assess different historical perspectives and reflect on the past. Students will also determine the value and limitations of historical sources in order to evaluate conflicting interpretations of past events. The required historical investigation research project will be submitted during the first semester. IB Diploma and Certificate students who have completed IB History I and II will take three exams in May.

1052 Contemporary Global Issues L2 **Grades 11-12** **1.0 cr**

1052B Contemporary Global Issues L2 Blended **Grades 11-12** **1.0 cr**

S1052 Semester III Contemporary Global Issues L2 **Grades 11-12** **1.0 cr**

1053 Contemporary Global Issues L3 **Grades 11-12** **1.0 cr**

1212B Blended World Literature & Contemporary Global Issues **Grade 12** **2.0 cr.**

Contemporary Global Issues is a thematic overview of issues faced globally in the twenty-first century. Students will be asked to critically assess contemporary global issues from a variety of cultural and disciplinary perspectives. Most importantly, through the study of these themes/issues, students will gain a sense of the interconnectedness of our world. They will be stimulated with demanding written materials, discussion processes, and problem-solving techniques. Evaluations will stress a blend of objective and subjective materials.

1062 *IB Psychology **Grades 11-12** **1.0 cr**

Prerequisite: Teacher Recommendation

The SL Psychology course is designed to introduce students to the scientific study of the behavior and mental processes of human beings. Students are exposed to the psychological facts, principles, and phenomena associated with some of the major perspectives within psychology. The students will holistically study three core aspects of psychology. The first is the biological level of analysis which will study what is similar among all of us. The cognitive and sociocultural levels of analysis will study the diversity between us. There will be two lab periods per six day cycle to explore these levels of analysis in greater depth. In addition, the course will attempt to explain the complexities of defining "normal behavior" by focusing on the historical and contemporary study of Abnormal Psychology. Through reflection, students will develop and understanding that although we are all biologically similar, our various cultures provide for vastly different lifestyles and needs and empathy for each culture is needed to facilitate that international understanding.

1071 *Advanced Placement Psychology **Grades 10-12** **1.0 cr**

Prerequisite: Teacher Recommendation

The Advanced Placement Psychology course is equivalent to an introductory psychology course at the collegiate level. The AP Psychology course is designed to introduce students to the scientific study of the behavior and mental processes of human beings. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists use in their science and practice. Students will develop a better understanding of the human mind. They will take the information in class beyond the theories and illustrate how scientific research can be used to make positive changes in our everyday lives.

1072 Psychology L2 **Grades 11-12** **1.0 cr**

This course is to prepare students to take Psychology at the college level. It is designed to introduce students to the scientific study of the behavior and mental processes of human beings. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They will develop a better understanding of the human mind and how to make positive changes in their everyday lives. Students will be expected to

participate in class discussions, experiments, and demonstrations; actively contribute to group and individual projects; read and demonstrate understanding of textbook modules, articles, and other assigned readings.

1073 Psychology L3

Grades 11-12

1.0 cr

This course is intended to provide the student with skills to apply the concepts of psychology to everyday life. Students will be expected to participate in class discussions, experiments, and demonstrations; actively contribute to group and individual projects.

1083 Sociology L2

Grade 12

1.0 cr

This is a college prep course designed as an introduction to show how sociologists investigate, describe, and analyze social life. Since sociology is the systematic study of human society, areas of study include: culture, socialization, collective behavior, deviance and family. Sociology will also take an in-depth look at social problems such as crime, prejudice and racism. If you enjoy discussions, reading and writing, projects and working in groups, then sociology is for you! An online E-Portfolio on Google Classroom is an essential part of this course. The E-Portfolio pertains to each unit of study and aids in the overall study of society. As you review the topics just mentioned, it should also be realized that each of these can be an introduction to issues that are related to a vast array of occupations that are a part of your future. This is a college prep level course so students should be prepared to be challenged accordingly.

1084 Anthropology L2

Grades 10-12

0.5 cr

This course is intended to provide the students with an introduction to the area of human development through the prehistoric and historic ages. The goals of “Anthropology” are threefold. First, the students will trace the progression of man’s physical and cultural development through the epochs of the Cenozoic era. Secondly, the students will confront the reality of cultural diversity through the study of other peoples and the completion of ethnographic surveys. And thirdly, the students will conduct a 6 week archeological dig for the purpose of learning about a past civilization through the discovery and analysis of artifact materials. With a better understanding of man’s past, it is hoped that the students will be better prepared to understand present and future events.

1086 History & Literature of Black Civil Rights

Grade 11-12

0.5 cr

The struggle for Black equality in the United States has been hard fought, fiercely contested, and incomplete. Throughout this interdisciplinary course, we will explore the historical past of the movement along with the relationship between historical events and the response of artists (writers). Beginning with the boycott in Montgomery through present day, this course will also analyze the continued struggle for justice and equality.

1039 *College History 103 (World History I)

Grades 11-12

1.0 cr/3 HACC

Prerequisite: Teacher Recommendation. Students must pass the HACC Placement Test

Provides an overview of the historical development and interrelationships of the major population centers of Asia, Africa, Europe, and the Americas from Neolithic times to 1500 CE. Using a thematic approach, this course observes the political, economic, social, and cultural characteristics of the various regional groups chosen for study. Important ideas, significant persons, and world views are described in the context of each theme. Students must meet the same requirements as those college students taking the course on the HACC campus. There is a \$50 per credit course fee (\$150). Upon the successful completion of the course, students will receive 3 transferable HACC credits.

1040 *College History 104 (World History II)

Grades 11-12

1.0 cr/3 HACC

Prerequisite: Teacher Recommendation. Students must pass the COLLEGE Placement Test

An overview of the historical development and interrelationships of the civilizations, or population centers of the world, from 1500 to the present. The course examines political, economic, social and cultural themes by emphasizing the important ideas, significant persons, and world views described within the context of each civilization. Students must meet the same requirements as those college students taking the course on the HACC campus. There is a \$50 per credit course fee (\$150). Upon the successful completion of the course, students will receive 3 transferable HACC credits.

1035 *College Economics 201 (Principles of Economics I: Macro) Grades 11-12

1.0 cr/3 HACC

Prerequisite: None

Structure, operation, and performance of the American economy. The course includes the market system, national income, employment, inflation, economic growth, business cycles, fiscal policy, money, monetary policy, and international economics.

SPARK

9900 SPARK I

Grades 9-12

1.0 cr

Prerequisite: Application required. Enrollment determined by Principal/SPARK Team.

SPARK is a Tier Two program that supports the student in developing social and academic skills. The SPARK course is designed to assist the student in improving executive functioning and organization of self as well as communication and teamwork skills. Service Learning, group problem-solving, team-building initiatives and a focus on self-management are all components of the SPARK Curriculum.

9901 SPARK II

Grades 10-12

1.0 cr

Prerequisite: Application required. Enrollment determined by Principal/SPARK Team.

SPARK is a Tier Two program that supports the student in developing social and academic skills. The SPARK course is designed to assist the student in improving executive functioning and organization of self as well as communication and teamwork skills. Service Learning, group problem-solving, team-building initiatives and a focus on self-management are all components of the SPARK Curriculum.

9902 SPARK III

Grades 11-12

1.0 cr

Prerequisite: Application required. Enrollment determined by Principal/SPARK Team.

SPARK is a Tier Two program that supports the student in developing social and academic skills. The SPARK course is designed to assist the student in improving executive functioning and organization of self as well as communication and teamwork skills. Service Learning, group problem-solving, team-building initiatives and a focus on self-management are all components of the SPARK Curriculum. SPARK III will include increased opportunities for group leadership.

9903 SPARK IV

Grades 12

1.0 cr

Prerequisite: Application required. Enrollment determined by Principal/SPARK Team.

SPARK is a Tier Two program that supports the student in developing social and academic skills. The SPARK course is designed to assist the student in improving executive functioning and organization of self as well as communication and teamwork skills. Service Learning, group problem-solving, team-building initiatives and a focus on self-management are all components of the SPARK Curriculum. SPARK IV will include increased opportunities for group leadership.

SPECIAL EDUCATION

In compliance with both Federal (IDEA Part 300) and Pennsylvania law (22 Pa. Code Chapter 14), the Cumberland Valley School District provides to all eligible students a free and appropriate public education. For the purposes of definition, the term “eligible” refers to students who meet the two-part criteria: 1) student has a documented disability and, 2) student needs special education as determined by the district’s evaluation team. Both qualifications must be met in order to be eligible for special education.

Staff, administration, and parents work closely together in developing an appropriate program of education for each eligible student. This specially designed instructional plan for an eligible student is referred as an Individualized Educational Program (IEP). Educating students with disabilities and addressing their individual learning needs, in the least restrictive environment, is the responsibility for each and every IEP team.

The district’s special education programming is aligned to provide an individually designed program to meet student needs in accord with the student’s IEP. The instructional learning environment could be the general education setting, an alternate setting, or a combination of the two. Support could include a special education teacher, a classroom assistant (paraprofessional), a related service provider, and/or specially designed instruction targeted to address the individual needs of the student. Decisions regarding course selection and levels of courses will be made by the IEP team and will be documented in each student’s IEP.

Each eligible student is assigned a Special Education case manager. The case manager will be responsible to review with each of their students and their respective parents, the finalized course selection sheets prior to final submission to the guidance office. This will ensure each student’s course selection sheet is aligned to their IEP, and should therefore minimize the need for schedule adjustments prior to or after the start of the next school year. Any revision to a student’s IEP that may impact their course selections for the following school year must be documented and submitted (by the case manager) to the student’s school counselor prior to the close of the school year. As for all students, not all offered classes (i.e. electives) may be made available due to low enrollment and/or conflict with other required courses (i.e. credited content courses and those specifically outlined in the IEP).

Your child's Special Education case manager will be in contact with you with additional information regarding the course selection process.

Course #	Course Title	Recom Grade	Number of Semesters	Periods per Cycle	Credits	Weighted Value
	Learning Support					
8301	Reading	9-10	2	6/3	1.0-0.5	1.0
8303	Reading	11-12	2	6/3	1.0-0.5	1.0
8401	English 9	9	2	6	1.0	1.0
8402	English 10	10	2	6	1.0	1.0
8403	American Literature	11	2	6	1.0	1.0
8404	World Literature	12	2	6	1.0	1.0
8417	Math Foundations A	9-10	2	6	1.0	1.0
8418	Math Foundations B	9-10	2	6	1.0	1.0
8406	Algebra 1A	10	2	6	1.0	1.0
8407	Algebra 1B	11	2	6	1.0	1.0
8408	Geometry	11-12	2	6	1.0	1.0
8409	Consumer Math	11-12	2	6	1.0	1.0
8410	World History	9	2	6	1.0	1.0
8411	American Gov't/Economics	10	2	6	1.0	1.0
8412	US History	11	2	6	1.0	1.0
8413	Contemporary Global Issues	12	2	6	1.0	1.0
8414	Environmental Science	9	2	6	1.0	1.0
8415	Biology	10	2	6	1.0	1.0
8419	Chemistry	11	2	6	1.0	1.0
see selection sheet	Strategy Instruction	9-10	2	3/2/1	0.25/0.5	1.0
see selection sheet	Strategy Instruction	11-12	2	3/2/1	0.25/0.5	1.0
see selection sheet	Academic Support	9-12	2	3/2/1	0	0
	Emotional Support					
8774	World History	9	2	6	1.0	1.0
8775	American Gov't and Economics	10	2	6	1.0	1.0
8776	US History	11	2	6	1.0	1.0
8777	Contemporary Global Issues (CGI)	12	2	6	1.0	1.0
8773	Environmental Science	9	2	6	1.0	1.0
8779	Biology	10	2	6	1.0	1.0
8781	Chemistry	11	2	6	1.0	1.0
8782	English 9	9	2	6	1.0	1.0
8783	English 10	10	2	6	1.0	1.0
8784	American Literature	11	2	6	1.0	1.0
8785	World Literature	12	2	6	1.0	1.0
8759	Math Foundations A	9	2	6	1.0	1.0
8760	Math Foundations B	10	2	6	1.0	1.0
8761	Algebra 1A	10	2	6	1.0	1.0
8762	Algebra 1B	11	2	6	1.0	1.0
8763	Geometry	11	2	6	1.0	1.0
8764	Algebra II	12	2	6	1.0	1.0
8765	Consumer Math	12	2	6	1.0	1.0
8786	Experiential Learning	9-12	2	6	1.0	1.0
see selection sheet	Strategy Instruction	9-10	2	3/2/1	0.25/0.5	1.0
see selection sheet	Strategy Instruction	11-12	2	3/2/1	0.25/0.5	1.0
see selection sheet	Academic Support	9-12	2	3/2/1	0	0
	Autistic Support					
8613	Reading	9-10	2	6	1.0	1.0
8614	Reading	11-12	2	6	1.0	1.0

Course #	Course Title	Recom Grade	Number of Semesters	Periods per Cycle	Credits	Weighted Value
8601	English 9	9	2	6	1.0	1.0
8602	English 10	10	2	6	1.0	1.0
8603	American Literature	11	2	6	1.0	1.0
8604	World Literature	12	2	6	1.0	1.0
8624	Math Foundations A	9	2	6	1.0	1.0
8625	Math Foundations B	10	2	6	1.0	1.0
8605	Algebra 1A	10	2	6	1.0	1.0
8606	Algebra 1B	11	2	6	1.0	1.0
8607	Geometry	12	2	6	1.0	1.0
8626	Algebra II	12	2	6	1.0	1.0
8627	Consumer Math	12	2	6	1.0	1.0
8608	World History	9	2	6	1.0	1.0
8618	American Gov't/Economics	10	2	6	1.0	1.0
8609	US History	11	2	6	1.0	1.0
8619	Contemporary Global Issues (CGI)	12	2	6	1.0	1.0
8610	Environmental Science	9	2	6	1.0	1.0
8611	Biology	10	2	6	1.0	1.0
8617	Chemistry	11	2	6	1.0	1.0
8615	Social Skills I	9/10	2	6	1.0	1.0
8616	Social Skills II	11/12	2	6	1.0	1.0
see selection sheet	Strategy Instruction	9-10	2	3/2/1	0.2/-0.5	1.0
see selection sheet	Strategy Instruction	11-12	2	3/2/1	0.25/.5	1.0
see selection sheet	Academic Support	9-12	2	3/2/11x	0	0
8866	VB (Verbal Behavior Programming)	9-12	2	6	1.0	1.0
	Life Skills Support					
8505	Math Objectives	9-12	2	6	1.0	1.0
8501	Language Arts Objectives	9-12	2	12	2.0	1.0
8128	Social Science	9-12	2	6	1.0	1.0
8513	Transition Skills	11-12	2	6	1.0	1.0
8518	Transition Skills-Job Site	11-12	2	6	1.0	1.0
8512	Independent Living and Social Skills	9-11	2	6	1.0	1.0
8514	Vocational Lab	9-12	2	6	1.0	1.0
8520	Strategy Instruction 9-11	9-11	2	6	1.0	1.0
8521	Strategy Instruction 12	12	2	6	1.0	1.0
8516	Cooking Skills	9-12	2	3	1.0	1.0
8888	MDS Programming	9-12	2	56	6.0	1.0
5013	Adapted Physical Education & Health	9-12	2	6	1.0	1.0
8007	Programmatic Reading	9-12	2	6	1.0	1.0
8140	Employment Skills for Success	9-12	2	18-24	3.0	1.0

SPECIAL ELECTIVES

5051 Argus (Yearbook)

Grades 9-12

1.0 cr

Prerequisite: Advisor's Recommendation and Approved Application Required. Completion or current enrollment in Photography (6025) is also suggested.

The purpose of this course is to prepare the high school yearbook, *Argus*. The entire yearbook is produced using Adobe InDesign, Illustrator and Photoshop. Through this course, students will develop desktop publishing and journalism skills. In addition, students will apply photography skills to produce a quality publication. The skills that students learn in this course can be easily transferred to other endeavors throughout their lifetime. This course is open to all high school students meeting two periods every day and after school when extra time is needed. This course demands responsibility,

dependability and reliability on the part of the student. Students must fill out an application and obtain an *Argus* advisor's signature. See Appendix C for application.

5061 CV Eye (School Newspaper)

Grades 9-12

1.0 cr

Prerequisites: [Advisor's Recommendation and Approved Application Required.](#)

The bi-weekly publication aims to capture the voice of the student body and staff, inform and entertain the readers in the area and abroad, and represent the district as its most frequent publication of student work. The class also produces The Senior Talon composed of pictures and writing from the senior class. The course meets one period every day, and students are expected to allocate extracurricular time when necessary. Students will learn Associated Press journalistic writing style, the InDesign layout program, and digital photography. The publications are student-produced from beginning to end. Students must fill out an application, obtain an English teacher's recommendation, and submit the application early in the course selection process to be considered. See Appendix D for application.

7060 TV Production

Grades 9-12

1.0 cr

Prerequisite: [Teacher recommendation and approved application required.](#)

Students are responsible for producing the CVTV Channel 61 Morning Show. Over the course of the year, students will develop the skills involved with television production. Skills will include shooting video, editing video & audio, lighting, computer graphics, storyboarding, and technical production. Students are expected to be at the TV Studio at 7:40 each morning with some after school time needed. This course demands responsibility, dependability, and reliability on the part of this student. Students must fill out an application and obtain an advisor's signature. See Appendix E for application.

7061 Advanced TV Production-Year 2

Grades 10-12

1.0 cr

Prerequisite: TV Production

Students are responsible for leading the production of the CVTV Channel 61 Morning Show. Students will be appointed to various production director roles. Over the course of the school year, student utilize the skills that they have developed in TV Production and expand upon them through producing projects that involve character generation (credits and weather template), Adobe Affect Effects (program openers), and extensive field reporting. Students are expected to be at the TV Studio at 7:40 each morning with some after school time needed. This course demands responsibility, dependability, and reliability on the part of this student...

7062 Advanced TV Production- Year 3

Grades 10-12

1.0 cr

Prerequisite: TV Production

Students are responsible for leading the production of the CVTV Channel 61 Morning Show. Students will be appointed to various production director roles. Over the course of the school year, student utilize the skills that they have developed in TV Production & Advanced TV Production and expand upon them through producing a documentary film of their choosing. Additionally, students will produce work to be aired regularly for the morning show (Example: On the Spot). Students are expected to be at the TV Studio at 7:30 each morning with some after school time needed. This course demands responsibility, dependability, and reliability on the part of this student.

7063 Advanced TV Production- Year 4

Grades 10-12

1.0 cr

Prerequisite: TV Production

Students are responsible for leading the production of the CVTV Channel 61 Morning Show. Students will be appointed to various production director roles. Over the course of the school year, student utilize the skills that they have developed in TV Production & Advanced TV Production and expand upon them through producing a TV Production series of their choosing. Additional, students will still produce work to be aired regularly for the morning show (Example: On the Spot). Students are expected to be at the TV Studio at 7:30 each morning with some after school time needed. This course demands responsibility, dependability, and reliability on the part of this student

8150 Special Interest

Grades: 9-12

0.25 cr

Special Interest is intended to provide enrichment/acceleration opportunities for students. Creative problem solving using logical and critical thinking skills will be emphasized. Students will be required to complete an independent project and do a formal presentation. Additional enrichment opportunities include field trips and local, regional, and statewide competitions.

TECHNOLOGY AND ENGINEERING

Course Number	Course Title	Recommended Grade	Number of Semesters	Periods per Cycle	Credits	Weighted Value
7000	<i>*Introduction to Engineering Design (PLTW)</i>	9-12	2	6	1.0	1.1
7010	<i>*Principles of Engineering (PLTW)</i>	10-12	2	6	1.0	1.1
7020	<i>*Civil Engineering and Architecture (PLTW)</i>	11-12	2	6	1.0	1.1
7021	<i>*Digital Electronics (PLTW)</i>	11-12	2	6	1.0	1.1
7022	<i>*7022 Computer Integrated Manufacturing (PLTW)</i>	11-12	2	6	1.0	1.1
7030	<i>*Engineering Design and Development (PLTW)</i>	12	2	6	1.0	1.1
7005	Foundations of Technology	9-12	2	6	1.0	1.0
7015	<i>Technical Computer Aided Drafting and Design (CAD)</i>	10-12	2	6	1.0	1.0
7025	<i>Architectural Drafting and Design</i>	10-12	2	6	1.0	1.0
7016	<i>Circuit Analysis</i>	10-12	2	6	1.0	1.0
7026	<i>Electricity and Control</i>	10-12	2	6	1.0	1.0
7017	<i>Materials and Production</i>	10-12	2	6	1.0	1.0
7027	<i>Manufacturing Enterprise</i>	10-12	2	6	1.0	1.0
7018	<i>Energy, Power and Transportation</i>	10-12	2	6	1.0	1.0
7028	<i>Transportation Research & Development</i>	10-12	2	6	1.0	1.0
7050	Foundations of Graphic Communication	9-12	2	6	1.0	1.0
7040	<i>*NuPaths Tech Support & Security</i>	12	2	12	2.0 & 10 HU	1.13

Prerequisite required for all courses in *italics/bold text*: See course description for details.

*Weighted courses

7000 *Introduction to Engineering Design (PLTW)

Grades 9-10

1.0 cr

In Introduction to Engineering Design (IED) students are introduced to the engineering design process, applying math, science, and engineering standards to identify and design solutions to a variety of real world problems. They work both individually and in collaborative teams to develop and document design solutions using PLTW Engineering Notebooks and 3D modeling software.

7010 *Principles of Engineering (PLTW)

Grades 10-12

1.0 cr

Prerequisite: Introduction to Engineering & Design or rising Junior & Seniors will have IED waived

In Principles of Engineering (POE), students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation through problems that engage and challenge. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

7020 *Civil Engineering and Architecture (PLTW)

Grades 11-12

1.0 cr

Prerequisite: Principles of Engineering

In Civil Engineering and Architecture (CEA), students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architectural design software.

7021 *Digital Electronics (PLTW)**Grades 11-12****1.0 cr****Prerequisite: Principles of Engineering**

From smartphones to appliances, digital circuits are all around us. Digital Electronics (DE) course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices.

7022 *Computer Integrated Manufacturing (PLTW)**Grades 11-12****1.0 cr****Prerequisite: Principles of Engineering**

Manufactured items are part of everyday life, yet most students have not been introduced to the high-tech, innovative nature of modern manufacturing. This course illuminates the opportunities related to understanding manufacturing. At the same time, it teaches students about manufacturing processes, product design, robotics, and automation. Students can earn a virtual manufacturing badge recognized by the National Manufacturing Badge system.

7030 *Engineering Design and Development (PLTW)**Grade 12****1.0 cr****Prerequisite: Civil Engineering and Architecture PLTW or Digital Electronics and Application**

In Engineering Design and Development (EDD), students identify a real-world challenge and then research, design, and test a solution, ultimately presenting their unique solutions to a panel of engineers. Application can be found in Appendix G.

7005 Foundations of Technology**Grades 9-12****1.0 cr**

Foundations of Technology prepares students to understand and apply technological concepts and processes that are the cornerstone for the high school technology program. Group and individual activities engage students in creating ideas, developing innovations, and engineering practical solutions. Technology content, resources, and laboratory/classroom activities apply student applications of science, mathematics, and other school subjects in authentic situations.

7015 Technical Computer Aided Drafting & Design (CAD)**Grades 10-12****1.0 cr****Prerequisite: Foundations of Technology, Introduction to Engineering & Design (PLTW), or Principles of Engineering (PLTW)**

This course is intended to promote the competencies, skills and sensibilities needed for the successful development and realization of contemporary products. A design/problem-solving model will include elements of design and appearance, ergonomics, idea modeling, anthropometrics, form, function and visualization. These elements will be coupled with basic engineering drawing skills, including freehand drawing, orthographic projection and basic descriptive geometry, axonometric drawings and developments. Emphasis will be placed on documentation of design work using manual drafting, CAD and freehand sketching.

7025 Architectural Drafting & Design**Grades 11-12****1.0 cr****Prerequisite: Technical Computer Aided Drafting & Design (CAD), Introduction to Engineering & Design (PLTW), or Principles of Engineering (PLTW)**

Experience is provided in basic residential and commercial design. The fundamental sequences in designing and drawing are stressed as the student completes all architectural drawings necessary for the construction of a residence. Elements of the course include architectural styles, area planning, structural detailing, pictorial rendering, building specifications, and cost analysis.

7016 Circuit Analysis**Grades 10-12****1.0 cr****Prerequisite: Foundations of Technology, Introduction to Engineering & Design (PLTW), or Principles of Engineering (PLTW)**

An introduction to DC and AC circuit theory and analysis. The theory includes electrical measurement systems, Ohm's Law, Kirchhoff's Laws, circuit theorems and component characteristics. Laboratory work provides experiences with electrical components, schematics, electrical tools, and basic electrical and electronic instrumentation.

7026 Electricity & Control**Grades 11-12****1.0 cr****Prerequisite: Circuit Analysis, Introduction to Engineering & Design (PLTW), or Principles of Engineering (PLTW)**

Students will be presented with an overview of energy systems as they relate to technology and how signals are controlled for various technological processes. States, forms and sources of energy will be examined as well as the control, transmission, conversion and storage of energy forms. Students will be involved with a variety of laboratory activities to design, build, test, and evaluate energy and control systems.

7017 Materials & Production**Grades 10-12****1.0 cr****Prerequisite: Foundations of Technology, Introduction to Engineering & Design (PLTW), or Principles of Engineering (PLTW)**

This laboratory-based course is an introduction to materials properties and product design. Students develop a knowledge of selection, properties, use and impacts of materials choices, and processing methods. The process of research, design, creation, use and assessment of products will be used. This class will be done in a materials production laboratory using current equipment and processes. Students are financially responsible for cost of materials.

7027 Manufacturing Enterprise**Grades 11-12****1.0 cr****Prerequisite: Materials & Production or Introduction to Engineering & Design (PLTW), or Principles of Engineering (PLTW)**

The class begins with an introduction to manufacturing technology, technical systems, and the historical evolution of manufacturing. Students will examine the organization and management of manufacturing endeavors. The class culminates in the design and production of a product in a manufacturing enterprise situation which closely parallels the functions of a manufacturing corporation. This will be done in a production laboratory using current equipment and processes. Students are financially responsible for start-up costs of product.

7018 Energy, Power & Transportation**Grades 10-12****1.0 cr****Prerequisite: Foundations of Technology, Introduction to Engineering & Design (PLTW), or Principles of Engineering (PLTW)**

This course focuses on developing a basic understanding of the behavior of land, water, air and space transportation systems. Students engage in problem-solving activities to design, produce, test, and analyze transportation systems while studying the technical subsystems of propulsion, structure, suspension, guidance, control and support.

7028 Transportation Research & Development**Grades 10-12****1.0 cr****Prerequisite: Energy, Power & Transportation or Introduction to Engineering & Design (PLTW)**

This course provides individual and/or small groups of students within a laboratory class the opportunity to conduct a focused investigation of a transportation system or subsystem. The scope of the research and development problem could relate to local, national or international topics. The time frame of the research could be historical, contemporary or futuristic. Each student and/or group is required to design, build, operate and analyze some type of technological model, prototype or simulation that demonstrates with precision the essence of the research problem. Portfolio documentation of the progress of the research and development problem is required.

7050 Foundations of Graphic Communication**Grades 9-12****1.0 cr**

This course is an introduction to concepts of Graphic Communications from creation of ideas to the development of graphics products such as screen printed t-shirts and video game case covers. Students will apply fundamental skills in the areas of technical illustration, computer illustration, desktop publishing, & screen-printing.

7040 *NuPaths Tech Support & Security**Grade 12****2.0 cr****Prerequisite: Teacher Recommendation and completion of either Principles of Engineering or Computer Science/Programming**

This dual enrollment course with Harrisburg University is comprised of four areas of study: Foundations of Information Technology, Fundamentals of Productivity Software, Fundamentals of Networks and Security, & Technical Support for the Modern Enterprise. Students have the potential to earn 6 industry certifications (CompTIA IT Fundamentals, Microsoft Office Specialist – Excel & Outlook, Microsoft Technical Associate – Networking Fundamentals, Microsoft Technical Associate – Security Fundamentals, CompTIA A+) and 10 college credits from Harrisburg University. **Please note there may be a fee per college credit attempted for this course.**

WORLD LANGUAGE

World language study is valuable to the full development of an individual's potential. The aim is to lead the student to practical control of language skills which reinforce skills in English and facilitate the learning of other languages and familiarity with varied cultures of the world. We strongly recommend that years of language study be consecutive.

Note:

- World Language courses, offered at the Middle School, are the same course and the same curriculum as those offered at the High School.

- Beginning with the Class of 2021, students earning an 85% or higher WILL carry that credit to the High School. The credit and grade will appear on the student's transcript, however the grade will NOT count in the student's GPA (which determines class rank). Students earning an 85% or higher will be recommended and promoted to the next level.
- Students earning below an 85% will NOT carry that credit to the High School, nor will it appear on the student transcript. Students earning below an 85% will NOT be recommended or promoted to the next level but will need to repeat the current course in High School, if the student wishes to continue in this language.
- World Language requirements can vary from institution to institution. Many colleges will recommend at least two consecutive years of a World Language study, while more selective schools will require three to four years. Because not all colleges will recognize Middle School credits, it is important to investigate college requirements early, in order to make the best decision regarding World Language courses. Students should work closely with their parents and school counselors to decide what is best while continuing to create opportunities in all areas of interest, learning, and achievement.

Course Number	Course Title	Recommended Grade	Number of Semesters	Periods per Cycle	Credits	Weighted Value
4013	French I	9-12	2	6	1.0	1.0
4014	<i>French II</i>	9-12	2	6	1.0	1.0
4017	<i>French III</i>	9-12	2	6	1.0	1.0
4015	<i>*H French III</i>	9-12	2	6	1.0	1.1
4100	<i>*IB French SL I</i>	10-12	2	6	1.0	1.13
4016	<i>*AP French Language</i>	9-12	2	6	1.0	1.13
4101	<i>*IB French SL II</i>	11-12	2	6	1.0	1.13
4018	<i>*H French VI</i>	9-12	2	6	1.0	1.13
4021	German I	9-12	2	6	1.0	1.0
4021B	German I Blended	9-12	2	3	1.0	1.0
4022	<i>German II</i>	9-12	2	6	1.0	1.0
4027	<i>German III</i>	9-12	2	6	1.0	1.0
4023	<i>*H German III</i>	9-12	2	6	1.0	1.1
4023B	<i>*H German III Blended</i>	9-12	2	3	1.0	1.1
4102	<i>*IB German SL I</i>	10-12	2	6	1.0	1.13
4024	<i>*AP German Language</i>	9-12	2	6	1.0	1.13
4103	<i>*IB German SL II</i>	11-12	2	6	1.0	1.13
4026	<i>*H German VI</i>	9-12	2	6	1.0	1.13
4043	Spanish I	9-12	2	6	1.0	1.0
4044	<i>Spanish II</i>	9-12	2	6	1.0	1.0
4048	<i>Spanish III</i>	9-12	2	6	1.0	1.0
4045	<i>*H Spanish III</i>	9-12	2	6	1.0	1.1
4106	<i>*IB Spanish SL I</i>	10-12	2	6	1.0	1.13
4107	<i>*IB Spanish SL II</i>	11-12	2	6	1.0	1.13
4046	<i>*AP Spanish Language</i>	9-12	2	6	1.0	1.13
4104	<i>*IB Spanish ab initio I</i>	11-12	2	6	1.0	1.13
4105	<i>*IB Spanish ab initio II</i>	12	2	6	1.0	1.13

Prerequisite required for all courses in ***italics/bold*** text: See course description for details

*weighted courses

Year I of language study stresses proper pronunciation, comprehension of oral and written language, oral expression, written response employing proper grammatical constructions, and familiarity with other cultures. These are accomplished within the context of daily situations encountered by language speakers. Note: Some students may have previously taken this course at the middle school level.

4013 French I	Grades 9-12	1.0 cr
4021 German I	Grades 9-12	1.0 cr
4021B German I Blended	Grades 9-12	1.0 cr
4043 Spanish I	Grades 9-12	1.0 cr

Year II of language study reviews material from year I and develops further the language skills of listening, speaking, reading, and writing. There is practice in oral and written exercises as well as exposure to the various customs within the target culture. Note: Some students may have previously taken this course at the middle school level.

4014 French I	Grades 9-12	1.0 cr
Prerequisite: 4013, Conference with instructor required.		
4022 German II	Grades 9-12	1.0 cr
Prerequisite: 4021, Conference with instructor required.		
4044 Spanish II	Grades 9-12	1.0 cr
Prerequisite: 4043, Conference with instructor required.		

Year III of language study increases the emphasis on reading and writing the language. Further review and development of grammatical forms and syntax are employed in the student's speaking and writing. In addition, use of the language in the classroom at all times is required after the first marking period. Active student participation is an integral part of this course.

4017 French III	Grades 9-12	1.0 cr
4015 *H French III (Pre-AP, Pre-IB)	Grades 9-12	1.0 cr
Prerequisite: 4014, Conference with instructor required.		
4027 German III	Grades 9-12	1.0 cr
4023 *H German III (Pre-AP, Pre-IB)	Grades 9-12	1.0 cr
4023B *H German III Blended (Pre-AP, Pre-IB)	Grades 9-12	1.0 cr
Prerequisite: 4022, Conference with instructor required.		
4048 Spanish III	Grades 9-12	1.0 cr
4045 *H Spanish III (Pre-AP, Pre-IB)	Grades 9-12	1.0 cr
Prerequisite: 4044, Conference with instructor required.		

Year IV of language study fully integrates the skills of listening, speaking, reading, and writing. Selections from target language literature with accompanying historical background are covered. Current events are discussed and viewed when appropriate. Previously learned grammar is reviewed and advanced grammatical concepts are practiced and developed. Use of the target language is required in the classroom at all times. Active student participation is an integral component of this course.

4100 *IB French SL I	Grades 10-12	1.0 cr
Prerequisite: 4015, Conference with instructor required.		
4102 *IB German SL I	Grades 10-12	1.0 cr
Prerequisite: 4023, Conference with instructor required.		
4106 *IB Spanish SL I	Grades 10-12	1.0 cr
Prerequisite: 4045, Conference with instructor required.		

Year V of language study continues to develop language acquisition by studying and manipulating the language through culturally embedded activities. Advanced grammatical concepts will be integrated through authentic materials focusing on all four areas of proficiency; listening, speaking, reading and writing. Use of the language is required in the classroom at all times. Active student participation is an integral component of this course. At the end of this year of study, students will be prepared to take either the AP or IB Exams, as appropriate.

4016 *AP French Language	Grades 9-12	1.0 cr
4101 *IB French SL II	Grades 11-12	1.0 cr
Prerequisite: 4100, Conference with instructor required.		
4024 *AP German Language	Grades 9-12	1.0 cr
4103 *IB German SL II	Grades 11-12	1.0 cr
Prerequisite: 4102, Conference with instructor required.		
4107 *IB Spanish SL II	Grades 11-12	1.0 cr
Prerequisite: 4106, Conference with instructor required.		

Year VI of language study provides an opportunity to develop precision and increased fluency with continued regard to the four domains: reading, writing, listening and speaking. Culturally embedded activities further students' language proficiency. Advanced grammar concepts remain the focus and are integrated through the use of authentic materials. Use of the language is required in the classroom at all times. Active student participation is an integral component of this course.

4018 *H French VI	Grades 9-12	1.0 cr
Prerequisite: 4101, Conference with instructor required.		
4026 *H German VI	Grades 9-12	1.0 cr
Prerequisite: 4103, Conference with instructor required.		
4046 *AP Spanish Language	Grades 9-12	1.0 cr
Prerequisite: 4106, Conference with instructor required.		

Spanish ab initio SLI and SLII are courses designed for students seeking the IB Diploma, but who may not be prepared for the upper level IB language courses.

4104 *IB Spanish ab initio SL I	Grades 11-12	1.0 cr
Prerequisite: Conference with instructor required. No previous Spanish experience.		

Spanish ab initio ("from the beginning" in Latin) is a fast-paced class taught over 2 years. Year 1 of Spanish ab initio is designed for students who have no previous experience in Spanish and stresses communication through proper pronunciation, comprehension of oral and written Spanish, oral expression, written response employing grammatical constructions, and familiarity with Hispanic culture. These goals are accomplished through the use of authentic Spanish texts and the study of Spanish-speaking people around the world. Students must be registered with the International Baccalaureate diploma program or have very high language acquisition abilities to enroll.

4105*IB Spanish ab initio SL II	Grade 12	1.0 cr
Prerequisite: 4104, Conference with instructor required.		

Year 2 of Spanish ab initio is an extremely rigorous course that requires students to use material from year 1 and to further develop their listening, speaking, reading, and writing skills. These skills will be refined through the use of authentic Spanish texts and the study of Spanish-speaking people around the world. Course instruction will often be delivered in Spanish and students will be expected to communicate in the target language as well. Students must be registered with the International Baccalaureate diploma program or have very high language acquisition abilities to enroll. At the end of this year of study, students will be prepared to take the IB Exams.

APPENDIX

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APPENDIX A



If you want to play sports at an NCAA Division I or II school, start by registering with the NCAA Eligibility Center at [NCAAEligibilityCenter \(eligibilitycenter.org\)](http://NCAAEligibilityCenter.eligibilitycenter.org) during your sophomore year. We support you and your high school by providing resources to help you meet the initial-eligibility standards to participate in college sports.

Core Courses

NCAA schools require college-bound student-athletes to build a foundation of high school courses to prepare them for the college classroom. Not all high school classes count as NCAA core courses. Only classes in English, math (Algebra 1 or higher), natural or physical science, social science, foreign language, comparative religion or philosophy may be approved as NCAA core courses. Visit [NCAAEligibilityCenter \(eligibilitycenter.org\)](http://NCAAEligibilityCenter.eligibilitycenter.org) for a full list of your high school's core courses.

** The NCAA has very specific guidelines with regard to on-line courses. Please do not assume they will be approved courses. Please check with your counselor for verification.

Grade-Point Average

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

NCAA APPROVED COURSES

Any student athlete interested in playing a sport at a Division I or Division II school must be registered with the Eligibility Center. The NCAA encourages on-line registration at www.eligibilitycenter.org Please see your counselor if you have any questions.

Courses Taken Before High School

Students taking high school classes before high school, the class may count toward your 16 cores courses if it appears on your school's list of NCAA-approved courses and is shown on your high school transcript with grade and credit.

The following are Cumberland Valley High School's approved courses:

English	College Math 103	
English 9/H	Natural/Physical Science	College History 103
English 10/H	Anatomy/Human Physiology H (lab)	College History 104
American Lit 11	Astronomy (lab) (0.5 cr)	History/European AP
World Lit 12	Biochemistry H (lab)	Gov't Econ/AP (0.5 cr)
English Language 11/AP	Biology I/H/AP (lab)	Human Geography/AP
English Literature 12/AP	Wildlife Biology & Ecology (lab)	Psychology/AP
IB English HL I/HL II	Zoology & Botany H (lab)	IB Psychology SL
College English 101	Conceptual Chemistry (lab)	Sociology
College English 102	Chemistry I/H/AP (lab)	US History/AP
Math	IB Chemistry HL/SL (lab)	World History/H/AP
Alg I/H	Environmental Science (lab)	IB History HL I/HL II
Alg II/H	Environmental Science AP (lab)	Additional Core Courses
Pre-Calculus w/ Trig/H	Meteorology & Oceanography (lab)	French 1, 2, 3H, 4AP, 6H
Calculus CP	Conceptual Physics (lab)	AP French Language
Calculus AB AP	Physics I (lab)	IB French SL I/SL II
Calculus BC AP	Physics I AP (lab)	German, 1, 2, 3H, 4AP, 6H
Financial Algebra	Physics C AP (lab)	AP German Language
Geometry I/H	IB Physics SL (lab)	IB German SL I/SL II
Statistics CP	IB Sports Exercise & Health Science (lab)	Spanish 1, 2, 3H
Statistics AP	Social Science	AP Spanish Language
IB Math SL I/SL II	Anthropology (0.5 cr)	AP Spanish Literature
IB Math HL I/HL II	Comparative Gov't AP	IB Spanish SL I/SL II
IB Math Studies SL	Contemporary Global Issues	IB Spanish Ab Initio I/II

NCAA ACADEMIC STANDARDS

DIVISION I

To play sports at a Division I school, you must graduate high school and meet ALL the following requirements:

1. Complete 16 NCAA core courses:
 - 4 years of English
 - 3 years of math (Algebra 1 or higher)
 - 2 years of natural or physical science (including one year of lab science if your high school offers it)
 - 2 years of social science
 - 1 additional year of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy
 - 4 years of additional courses (any area above, foreign language, or comparative religion/philosophy)
2. Complete 10 core courses, including seven in English, math or natural/physical science, before the start of your seventh semester. Once you begin your seventh semester, you may not repeat or replace any of those 10 courses for GPA improvement.
3. Earn at least a 2.3 GPA in your core courses
4. Earn an SAT combined score or ACT sum score that matches your core-course GPA on the Division I sliding scale for students enrolling on or after August 1, 2016.

DIVISION II

To play sports at a Division II school, you must graduate high school and meet ALL the following requirements:

Before August 1, 2018:

1. Complete 16 high school core courses.
2. Earn at least a 2.000 GPA in your high school core courses.
3. Earn a combined SAT score of 820 or an ACT sum score of 68.

After August 1, 2018:

1. Complete 16 high school core courses.
2. Earn at least a 2.200 GPA in your high school core courses.
3. Earn the SAT or ACT score that matches your core-course GPA (minimum 2.200) on the Division II competition sliding scale.

Core Courses for Division II:

To play sports at a Division II school, you must complete these NCAA core courses:

- 3 years of English
- 2 years of math (Algebra I or higher)
- 2 years of natural or physical science (including one year of lab science if your high school offers it)
- 2 years of social science
- 4 additional years of English, math, natural or physical science, social science, foreign language, comparative religion or philosophy
- 3 years additional English, mathematics, or natural/physical science.

DIVISION III

Division III schools provide an integrated environment focusing on academic success while offering a competitive athletics environment. While Division III schools do not offer athletics scholarships, 75 percent of Division III student-athletes receive some form of merit or need-based financial aid.

If you are planning to attend a Division III school, you do not need to register with the NCAA Eligibility Center. Division III schools set their own admissions and eligibility standards. You can visit **NCAA.ORG/d3** or contact the Division III school you are planning to attend.

APPENDIX B



ADVANTAGES FOR STUDENTS ATTENDING CPAVTS

Earn College Credit - College in the High School Program

The College in High School (CHS) program allows high school students to take college classes while enrolled at CPAVTS during the regular school day. Students who are eligible to take College in the High School courses can earn credits toward high school graduation and credits towards a college degree at the same time. Harrisburg Area Community College or Pennsylvania College of Technology assesses and approves CPAVTS instructors to teach these courses. HACC or Penn College awards college credits to students who complete the courses with a passing grade and all credits are eligible to transfer to other colleges and universities depending on agreements with those schools. For College in the High School course details go to www.cpavts.org.

Earn College Credit - Program of Study (POS) College Articulation Agreements

Twenty programs at CPAVTS are recognized by the Pennsylvania Department of Education as a "Program of Study". Students in these programs have the opportunity to earn college credit at various post-secondary schools in Pennsylvania provided they meet the following requirements:

1. Graduate from high school
2. Earn at least 2.5 GPA in your program courses
3. Achieve a score of "Advanced" or "Competent" on the NOCTI exam
4. Successfully complete all tasks on the Program of Study task list – requires all three years of a program.

Additional information on Program of Study and which colleges are participating can be found at www.cpavts.org.

Earn a Pennsylvania Skills Certificate

The Pennsylvania Skills Certificate was created by the PA Department of Education to recognize career and technical education students who have shown advanced skill achievement in their career and technical program. Students must complete 50% of the program and be seniors to be eligible to earn a PA Skills Certificate.

To earn the Pennsylvania Skills Certificate, students must achieve at the advanced level on the end of program NOCTI test. The test consists of two parts – written and performance. The written test covers factual knowledge, technical information, understanding of academic principals and problem solving related to the technical field. The performance test allows students to demonstrate their skills to industry professionals who proctor the exam.

Earn Industry-Recognized Certifications

CPAVTS have the opportunity to earn industry certifications which are specific to their career program. Examples include PA State Inspection certification for Auto Tech students and Certified Nursing Assistant certification for nursing students. A complete list of certifications is listed under each program description. During the 2017-2018 school year, over 300 CPAVTS students earned at least one industry certification.

CONSTRUCTION AND MAINTENANCE

CARPENTRY

There are two types of carpentry work: rough and finish. Rough carpentry includes framing, boarding, sheathing, bracing, roofing, and studding; finish carpentry includes the installation of finished flooring, stair work, siding, trim, wallboards, windows, and hardware. Students in the **Carpentry** program will learn the basics of both rough and finish carpentry, including such areas as blueprint reading, using power and hand tools, framing techniques, installing trim and hardware, estimating, and identifying materials. Many of these skills are developed through live work projects performed throughout the school. Safety instruction is emphasized throughout the program.

Carpenter

2017 Median Wage in PA
\$50,770 per year

Program of Study Approved

Industry Certifications

OSHA – 10
PA Builders Association

2017 PA In Demand Occupation List

Related Occupations

Estimator
Dry wall installer
Construction & building inspector

ELECTRICAL CONSTRUCTION AND MAINTENANCE

Students in the **Electrical Construction & Maintenance** program receive classroom training and practical experience in the installation of circuits, switches, conduits, circuit breakers, and other electrical devices; instruction includes the proper use and care of hand tools and equipment used to install electrical systems on a construction site. Students learn to connect and disconnect electrical equipment and determine proper installation and operation of electrical work, apply procedures used in interior circuits and outlets, and troubleshoot electrical malfunctions. Special emphasis is placed on the National Electric Code Specifications used in residential, commercial, and in industrial electrical construction projects.

Electrician

2017 Median Wage in PA
\$62,070 per year

Program of Study Approved

Industry Certification

OSHA – 10
PA Builders Association

2017 PA In Demand Occupation List

Related Occupations

Electrical engineer
Avionics technicians
Construction & building inspector

HEATING, VENTILATION, AIR CONDITIONING, AND REFRIGERATION

The **Heating, Ventilation and Air Conditioning (HVAC)** program provides the fundamentals of installation, repair, and maintenance of equipment and accessory parts used for heating, air conditioning, and cooling systems. Students learn basic electricity as it applies to the electrical power source and activities used in air conditioning, heating, and refrigeration units. Various equipment and training simulators are used to teach basic refrigeration in chilling and freezing systems. They will learn to solder and braze while developing skills required for the installation, repair, and maintenance of air conditioning, heating, and refrigeration units. Instruction includes: connecting ducts, refrigerant lines, and electrical hookups to power sources; the removal and/or replacement of parts by using torches, electrical meters, testing equipment, gauges, and hand tools; diagnosing unit breakdowns; disassembling and reassembling systems; making adjustments to ensure efficient operations; and reading basic blueprints and writing diagrams. The program also covers many of the basic skills needed in the plumbing trade, providing those students interested an opportunity to pursue a career in plumbing.

HVAC-R Technician

2017 Median Wage in PA
\$51,360 per year

Program of Study Approved

Industry Certification

EPA 608, PA Builders
Association, OSHA - 10

2017 PA In Demand Occupation List

Related Occupations

Service technician
Plumber
Sheet metal or pipe fitter

HORTICULTURE AND LANDSCAPING

There are several career pathways in the **Horticulture** program. Greenhouse managers, soil and plant scientists, groundskeepers, and landscape designers are just a few of the occupations in this wide-ranging field. Students spend time in the greenhouse, classroom, and outdoors as they learn identification, botany, proper plant care, and other factors impacting care and growth of plant materials. This knowledge is then utilized in the design and preparation of decorative and functional sites. Topics include sustainable practices such as hydroponics and environmental issues facing today's society, design and installation of plants, ponds, and hardscaping, laws and zoning regulations, business ethics and practices, safety and equipment operation, floral design, turf management and irrigation, and other related areas. We also offer college in the high school along with certifications for OSHA. Come explore the opportunity waiting for you!

Landscaping & Groundskeeper

2017 Median Wage in PA
\$29,400 per year
Program of Study Approved

Industry Certification

OSHA- 10
2017 PA In Demand Occupation List

Related Occupations

Floral designer
Groundskeeper
Landscape

MASONRY

The **Masonry** program provides the fundamental skills needed to work with bricks, blocks, and concrete. Students learn brick and block laying; mortar mixing; scaffold construction; building construction; the proper use of masonry tools; and how to read blueprints to determine an accurate brick layout following the builder's specifications. Additionally, students check alignment and positioning of bricks by using a dry course; check for horizontal or vertical straightness by using a mason's level; gauge lines, and plumb lines; and use story gauge rods to check work. Special emphasis is placed on mortar mixing and proper spreading of mortar to ensure accurate spacing of the joints. Students learn the safe use and proper care of hand tools such as trowels, jointers, rules, squares, brick hammer, mason levels, and gauge lines.

Brick and Block Mason

2017 Median Wage in PA
\$53,850 per year

Program of Study Approved

Industry Certification

OSHA – 10
Rough Terrain Forklift

2017 PA In Demand Occupation List

Related Occupations

Tile setter
Cement finisher
Construction supervisor

ARTS AND TECHNOLOGY**ADVERTISING ART & DESIGN**

A large percentage of merchandising and advertising for modern promotion is done through the medium of **Advertising Art and Design**. The purpose of this course is to help prepare students for an entry-level job or to prepare the student to advance into post-secondary training at colleges and art schools. Throughout the program, students will maintain a portfolio to promote their work and talent when they graduate. The major emphasis is on the basic principles of design: color, development of skills, exploration of media, and Advertising Art and Design practices. Special emphasis is placed on manual illustration and layout skills in the area of art production, technical features of design, layout and composition, and color theory. Students will prepare graphic and advertising projects from the idea stage through to pre-press using the current Adobe Creative Suite software.

Graphic Designer

2017 Median Wage in PA
\$50,570 per year

Program of Study Approved

Industry Certification

Adobe® Certification

Related Occupations

Web page designer
Graphic illustrator

COMPUTER NETWORKING

The **Computer Networking** program is designed to give students a broad background in the fundamentals of designing, installing, and maintaining a computer network. Specifically, students will cover the following topics: Computer hardware, troubleshooting, repair, and maintenance, operating systems and software, network technologies, network media and topologies, network devices, network management, network tools and troubleshooting, and security fundamentals. Emphasis will be placed on preparing students to test for industry credentials and certifications.

Computer Network Administrator

2017 Median Wage in PA
\$76,400 per year

Program of Study Approved

Industry Certification

A+, Net +, Security +
CCNA Routing & Switching

Related Occupations

Network Administrator
Systems Analyst
Security Specialist

COMPUTER PROGRAMMING

In **Computer Programming** students will learn to write, develop, and test code for applications to run on computer systems. In addition, they will learn about analyzing and designing solutions to troubleshoot software issues. Students will cover the following topics: understanding computer basics, interpret logical expressions using Boolean Algebra, create simple programs using algorithms, apply program analysis for evaluating algorithms and testing and debugging systems, and learn about computing practice focusing on data structures and object-oriented program design. Emphasis will be on completing college level course work leading to earning college credits through our agreement with Harrisburg University of Science and Technology.

Computer Programmers

2017 Median Wage in PA
\$80,830 per year

Industry Certification

To be determined

Related Occupations

Software Developers, Systems
Software Developers, Applications

HEALTH SCIENCES**DENTAL ASSISTANT**

Students in the **Dental Assisting** program learn how to properly aid dentists and dental hygienists. During the course of the program, they will learn the proper techniques that go into every aspect of assisting in a dental office, from taking x-rays to scheduling appointments. To ensure that students are trained as accurately as possible, they practice on modern dental equipment and become familiar with tools common to the profession. Other asks assigned in this program include learning proper sterilization, instrument transferral, infection control, and preventative healthcare techniques; and assisting with basic dental procedures. While students emerge from the Dental Assisting program fully equipped to work as a dental assistant, further education is required before the student can achieve other positions in the field.

Dental Assistant
2017 Median Wage in PA
\$37,870 per year

Industry Certification
PA Dental Radiographic
First Aid/CPR/AED

Related Occupations
Dental hygienist
Radiologic Technicians

Program of Study Approved

2017 PA In Demand Occupation List

NURSING/NURSING ASSISTANT

Students in the **Nursing Assistant** program explore a variety of health professions to develop an awareness of job opportunities in the field. They develop the skills needed to perform effectively in entry-level positions and to receive a good foundation for continued study. Nursing program students learn patient care, first aid, and laboratory skills, and receive simulated work experiences such as assisting doctors with physical exams; demonstrating laboratory skills; assisting with patient care in the office or hospital; and practicing long-term care settings. Special emphasis is placed on personal hygiene; instrument and equipment identification; telephone training; correspondence and record keeping; basic nursing procedures; infection control; standard precautions; sterilization; and OSHA standards. Students are also given instruction in the sciences related to this field including medical terminology, anatomy, pharmacology, and laboratory techniques. This program will provide students with an opportunity to learn advanced functions, including clinical experience with patients through affiliation with Bethany Village Retirement Centre.

Certified Nursing Assistant
2017 Median Wage in PA
\$30,010

Industry Certification
C.N.A.
First Aid/CPR/AED

Related Occupations
Nurse practitioner
Health Aide
Practical Nursing

Program of Study Approved

2017 PA In Demand Occupation List

HUMAN SERVICES AND HOSPITALITY**CULINARY ARTS**

Culinary Arts is a program that offers a broad range of skills and knowledge concerning the selection, preparation, and handling of foods. Skill development will focus on: safety and sanitation; dining room service; preparation of food; buffet service; meat cutting; baking; store room procedures; and basic management skills. Unlike the home economics courses offered by most general high schools, the instruction and on-the-job training will be conducted in a fully equipped cafeteria and restaurant at Cumberland Perry AVTS.

Chef
2017 Median Wage in PA
\$54,110

Industry Certifications
ServSafe®

Related Occupations
Cook, Pastry chef
Butcher, Food Service Manager
First-Line Supervisors of Food
Preparation and Serving Workers

Program of Study Approved

2017 PA In Demand Occupation List

COSMETOLOGY

The **Cosmetology** program at CPAVTS gives students a great head start to a lucrative career. Our curriculum is rigid, however, by the time students graduate they will have skills desirable to employers in the Cosmetology industry. Students in the program learn all aspects of haircare, skin care, and nail care, and not only do they practice on mannequins but they practice on each other as well. Once the student earns 300 hours they are ready to apply skills to customers in the Cosmetology clinic. Instruction also includes resume writing, interviewing, marketing and retailing so students are prepared to start the job search process. Students need to earn 1250 hours to be eligible to test for the PA Cosmetology License Exam.

Cosmetologist

2017 Median Wage in PA
\$26,570 per year

Industry Certification

State Board of Cosmetology

Related Occupations

Barber
Make up artist

CRIMINAL JUSTICE

Students in the **Criminal Justice** program learn administrative procedures; vehicle code and accident investigation; crime codes and criminal investigation; prevention of crime; laboratory procedure; and supplemental activities. Simulated activities develop skills in procedures used in police patrol, criminal investigations, accident investigation, report writing, use of Crime Code and Pennsylvania Vehicle Code, first aid, and firearms training. Special emphasis is given toward each student's career objectives. Students develop skills needed to perform effectively in police departments and security agencies, and receive a good foundation for continued study in Police Administration or Criminal Justice.

Police Officer

2017 Median Wage in PA
\$66,460 per year

Industry Certification

First Aid/CPR
National Incident Management

Related Occupations

Police Detective
Fire Fighter
Correctional Officer

Program of Study Approved

EARLY CHILDHOOD EDUCATION

The **Early Childhood Education** program instructs students in the preparation and presentation of nutritional snacks, instructional materials, schedules, and curriculum plans. They will also cover how to manage parent involvement, enrollment, safety/health factors, and discipline. A portion of the program is devoted to child development and preschool child growth patterns. Students will develop techniques that will be applied in the preschool program. Time will be provided to do classroom observations of the preschool children, as well as peer observations of fellow teachers. The student will be responsible for supervising the entire preschool laboratory school program including the children's schedule, attendance, greeting children, enrollment, art, music, science, and indoor/outdoor play activities. Students have a portion of the preschool day set aside for "Learning Centers", a time in which they work independently with an assigned preschool child in an area that the child is currently strengthening.

Pre-School Teacher

2017 Median Wage in PA
\$28,650 per year

Industry Certification

CDA Ready Certification
First Aid/CPR

Related Occupations

Group supervisor
Head start specialist
Child care director

Program of Study approved

TRANSPORTATION AND LOGISTICS**AUTOMOTIVE COLLISION TECHNOLOGY**

The **Automotive Collision Technology** Program provides students with the training necessary to repair damaged automotive vehicles. Instruction includes the repair and replacement of defective parts to restore a vehicle to good condition. Students learn how to operate hydraulic jacks; how to use pry bars, dolly blocks, and mallets for the removal of dents; the techniques of metal finishing used to fill the damaged areas of the vehicle with body plastics; and how grind and sand until the body is smooth. Our students also learn to replace auto body parts by installing new sections, and by welding new pieces and panels. Instructions in braising, soldering, and welding practices are stressed. Students develop skills in the preparation of surfaces to be painted, matching and mixing paint, and in spraying techniques. In addition, students install trim and glass, use gauges necessary for frame straightening, and estimate the cost of the repair service.

Autobody Repair Technician

2017 Median Wage in PA
\$45,370 per year

Industry Certification

PA Inspection and Emissions

Related Occupations

Painters & customizers
Insurance adjuster

Program of Study Approved

AUTOMOTIVE TECHNOLOGY

The **Automotive Technology** program provides students with the entry-level skills and knowledge needed for a career in the automotive field. Specialized classroom and shop exercises are designed to provide instruction in the following areas: engine repair, suspension and steering, brakes, electrical/electronic systems, heating and air conditioning, engine performance, manual drive train and axles, automatic transmission/transaxle, emissions control, hybrid technology, and alternative fuels. Students are taught to use computerized technical service manuals and are also trained to participate in the Pennsylvania state safety and emissions inspection program. Qualified level 3 students are able to participate in the cooperative education program. This program allows students to gain paid work experience at participating repair facilities while attending school.

Automotive Technician

2017 Median Wage in PA
\$39,510 per year

Industry Certification

PA Inspection and Emissions

Related Occupations

Repair estimator
Safety or emissions inspector

Program of Study Approved

2017 PA In Demand Occupation List

DIESEL TECHNOLOGY

Students in the **Diesel Technology** course will receive training in all areas of diesel engine construction, operation, troubleshooting and repair, and in the maintenance, servicing, and repair of over-the-road trucks, trailers and transportation equipment. The first year of instruction will focus on diesel powered engines (this is primarily related to transportation equipment, but can also be applied to diesel powered construction equipment, high lifts, farm machinery and other diesel-powered equipment). Electrical systems, turbo chargers, engine speed governors and lubrication systems are a few examples of the engine subsystems that are covered. Students will be assisted in developing a keen attention to detail, which is necessary for success in this trade. The second and third year students study the other components and systems of the truck: transmissions, rear axles, clutches, drive lines, batteries, starters, alternators, steering, suspension, alignment and air conditioning, just to name a few. Instruction will be provided in oxyacetylene, AC/DC and MIG welding operations. Students who qualify will also be eligible to take the Pennsylvania Vehicle State Safety Inspection Program for mechanics and EPA, type 609 air conditioning certification is also offered.

Bus and Truck Mechanic

2017 Median Wage in PA
\$44,680 per year

Industry Certification

PA Inspection and Emissions
Air conditioning 609, OSHA 10

Related Occupations

Mobile heavy equipment repair
Farm equipment repair

Program of Study Approved

2017 PA In Demand Occupation List

LOGISTICS AND WAREHOUSE MANAGEMENT

Logistics & Warehouse Management students will receive training in the technical and "hands on" aspects of operating a warehouse. Instruction will center on "inventory control", which is a plan for supply needs; control of goods received; efficient accessible storage; and proper distribution of materials. Effective record keeping is stressed. Additional activities will include: materials organization; inspection of goods and accounting for warehouse merchandise; receiving and shipping practices; and the use of power equipment such as forklifts, electric pallet jacks, rollers, and conveyor belts for loading, unloading, or placement of packaged merchandise in warehouse or storage areas. Students will receive actual training in "live" work situations. His/her experience will be comprised of working in a warehouse area that stores in excess of \$100,000 of stock merchandise a year and will become familiar with handling merchandise that ranges in weight from one ounce to three tons. The program also offers use of data base (computer) entry system for stored materials

Shipping and Receiving Clerk

2017 Median Wage in PA
\$33,850 per year

Industry Certification

OSHA – 10

Related Occupations

Stock supervisor
Distribution clerk
Forklift operator

Program of Study Approved

2017 PA In Demand Occupation List

MANUFACTURING **AUTOMATION, ROBOTICS & ELECTRONICS**

Automation, Robotics & Electronics (also commonly called "Electromechanical Technology" or "Mechatronics") is a three-year program that prepares students for employment and for continued education. Students will learn to design, install, troubleshoot, and repair today's modern automation, robotic, and industrial equipment. Instructional topics include: Industrial Motor Controls, Robotics and Electronics, Programmable Logic Controls, Mechanical Power Transmission Systems, Fluid Power Systems/hydraulics/pneumatics, Blueprints and Schematics, Electricity and Electrical Systems, and A/C and D/C Circuitry.

Electromechanical Technician

2017 Median Wage in PA
\$46,960

Industry Certification

TBA

Related Occupations

Mechatronics Engineers
Industrial Machinery Mechanics
Electric Motor, Power Tool, and
Related Repairers

Program of Study Approved

2017 PA In Demand Occupation List

PRECISION MACHINE TECHNOLOGY

The **Precision Machine Technology** program prepares students for a challenging and rewarding career and provides them entry level training for the manufacturing industry. Students will begin with bench work, blueprint reading, and layout. They will then progress to learning precision measuring tools and techniques to ten thousandths of an inch (.0001"). Students will also learn machining techniques on manual vertical milling machines and manual lathes before progressing on to CNC (Computer Numerical Control) machines. An emphasis on the programming and set up are also included in the CNC training along with instruction on MasterCam and SolidWorks computer software. The course is designed to prepare students for a career as a machinist but is an excellent choice for a student with the desire to become an engineer.

Machinist

2017 Median Wage in PA
\$43,480

Industry Certification

NIMS - multiple

Related Occupations

CNC operator
Tool and die maker
Maintenance Technician

Program of Study Approved

2017 PA In Demand Occupation List

WELDING TECHNOLOGY

Welding offers training in oxyacetylene and AC/DC arc welding, semiautomatic MIG, plasma cutting, and TIG welding systems. Starting with planning and layout work, the student progresses to setting up and operating welding, brazing, and cutting equipment, oxyacetylene welding light gauge metals in all positions, and shielded metal arc welding in all positions. Emphasis is placed on blueprint reading to identify properties of metal; metal types; types and use of electrodes and welding rods; electrical principles; and welding symbols. The use of manuals and specifications charts and the understanding of welding standards established by the American Welding Society are stressed. Training will be offered in the planning, layout, forming, joining and fabrication of various shapes in light and heavy gauge metals and pipe. Students learn to use specialized hand tools and to operate shears, forming and shaping machines, drill presses, and metal cutting saws.

Welding Technician

2017 Median Wage in PA
\$42,910 per year

Industry Certification

AWS®

Related Occupations

Sheet metal worker
Boilermaker
Solderers & Brazers

Program of Study Approved

2017 PA In Demand Occupation List

APPENDIX C

Application for 2020 Argus Staff

Please complete and return this application to Mr. Lucas in Rm 231 by **January 16, 2019**. Staff members must be approved by [Mr. Lucas](#) or [Mr. Bollinger](#) before you may schedule *ARGUS*.

Name _____ Grade you will be in 2019-2020 _____

Homeroom _____ Student Number _____

Argus position in which you are interested. **Circle the position(s) for which you wish to apply.**

EDITOR-IN-CHIEF (You must have prior yearbook experience)

SENIOR SECTION EDITOR (Must be in 12th Grade)

SENIOR SECTION STAFF MEMBER (12th Grade only—4 positions)

UNDERCLASS SECTION EDITOR (Must be in 11th Grade)

UNDERCLASS STAFF MEMBER (1 10th Grade position, 2 9th Grade positions)

FACULTY EDITOR (Must have prior experience)

FACULTY STAFF MEMBER (1 position—any grade)

SPORTS EDITOR (Must be in 11th or 12th grade and have prior experience)

SPORTS STAFF MEMBER (4 positions—any grade)

ACTIVITIES STAFF EDITOR (Must be in 11th or 12th grade)

ACTIVITIES STAFF MEMBER (3 positions—any grade)

STUDENT LIFE EDITOR (Must be in 11th or 12th grade)

STUDENT LIFE MEMBER (2 positions—any grade)

REFERENCES: List two teachers (one must be an English teacher) who may be contacted concerning your qualifications for the Argus Staff.

Have you taken Photography? _____ Who was your instructor? _____

What is your present overall weighted grade point average? _____

I will be able to stay after school until 4:00 p.m. as needed to meet all publishing deadlines. I understand as a staff member, I will need to cover events outside of the school day on a regular basis.

Signature: _____

Please list the extracurricular activities in which you now participate. Circle those which you intend to participate in again next year.

On back of this page, please indicate specifically what you feel you have to offer the yearbook staff. Provide details/examples to support your skills and abilities. This is a very important part of the application. Answer this question fully.

APPENDIX D

CV Eye Staff Application Form

CV Eye is the school's digital newspaper course at Cumberland Valley. The staff produces two publications. The *UPDATE* is the bi-weekly and the *TALON* is the newsmagazine which comes out once each year. *CV Eye* is a graded course for credit toward graduation and meets six times each cycle. Selection of staff is on a **competitive basis** for a limited number of positions. **Advanced writers are desired no matter the position. Teacher recommendation on the course selection sheets must be signed by Mr. Mumma, the CV Eye adviser.**

Name _____ Homeroom _____

Home Phone Number _____ Parents' Cell Phone Number _____

Home Address _____

E-Mail Address _____

Current class (circle one): 8th 9th 10th 11th **Current grade point average** _____

Position desired (check those desired):

WRITING STAFF NEWS SPORTS FEATURE EDITORIAL

PRODUCTION STAFF LAYOUT PHOTOGRAPHER BUSINESS/ADVERTISING PRINTING

Journalism (writing and/or production) experience

Other classes in which you are enrolling next year:

Typical number of study halls per cycle _____

SKILLS: Typing Computer Other: _____

After school activities you will be involved in next year (school, work, sports, band, church, etc.)

If you are employed, list place(s) of employment and average number of hours per week

(APPENDIX C CONTINUED)

WRITING SAMPLE

Report on *any* event in your school and attach a 250-word article with your application. The article must be written in journalistic style. Style your article as a news, sports, or feature (human interest) story. Fill out the story outline below, and then write the article.

Story Idea:

Angle/Approach:

Sources/Interviews:

Photo Idea:

TEACHER RECOMMENDATION: Please give this application to one of your teachers who knows you best. **The teacher should turn in the form for you.** If you are applying for the writing staff, please give this application to an English teacher. If you are applying for the production staff, you may give this form to your photography, art, business, or graphic arts teacher instead of an English teacher.

****On your course selection sheet, you must get [Mr. Mumma](#)'s initials to OK the course.**

TEACHER RECOMMENDATION INSTRUCTIONS: Please give us your recommendation for the student on the reverse side of this form. Comments should be based on your experience with him/her. Please return the form to either [Levi Mumma](#) or to the student's guidance counselor to have them submit it to us. It is important that we get these back as soon as possible to have time to assess and inform the student.

Excellent

Good

Poor

Meets Deadlines!!! _____

People Skills _____

Attention to Detail _____

Writing _____

Responsibility _____

Self-motivation _____

Creativity _____

Signature of Teacher Recommending

APPENDIX E

CVTV Television Production Class 7060 - Application Form

The TV Production class is responsible for the CVTV Morning Show every school day at Cumberland Valley High School. The show broadcasts during homeroom period from 7:56 am to 8:05 am, but students are expected to arrive at 7:40 AM daily. TV Production is a graded course for one credit towards graduation. Admission to this class is on a competitive basis for a limited number of positions.

Students are responsible for the care and handling of very expensive equipment. Equipment is used while working in the TV studio and outside of class. Students in the class are required to do videotaping both at CVHS and outside of the school property. Equipment in a student's possession is their financial responsibility at all times. Mr. Bomboy & Mr. Kofmehl, the CVTV Television Production teachers, must sign the teacher recommendation on the course selection sheet.

I have read, understand, and accept the responsibilities as a CVTV Production student and parent.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

(Please letter)

Name: _____ Grade: _____ Student # _____

Address: _____

Home Phone: _____ Work Phone: _____

On the back of this sheet please explain why you are taking this class, what you expect to learn from this class, and what you have to offer as part of the CVTV staff. This is a very important part of the application. Answer this question fully.

Recommendations:

You must have your current CVHS principal sign this form as recommendation that you are a responsible student and are able to fulfill all of the responsibilities of the class.

Principal Signature: _____ Date: _____

Please give this completed application to one of your teachers who knows you best. They will complete the reverse side and then return it to Mr. Bomboy & Mr. Kofmehl.

TEACHERS: Please give us your recommendation on the above student from your experience with him/her. Check the appropriate boxes. Please hand this completed application form into Mr. Bomboy & Mr. Kofmehl.

	Excellent	Good	Poor
Responsible			
Trustworthy			
Respectful			
Creative			
Works well with others			
Attention to Detail			
Self-motivated			
Meets Deadlines			

Recommending Teacher signature: _____ Date: _____

APPENDIX F

Cooperative Education Program Application

Complete and return form to **Mrs. Terri Consevage**, Career Coordinator, Counseling and Career Center, CVHS.

PERSONAL INFORMATION

Name: _____

Address (Street, City, State and Zip code): _____

Home Telephone No.: _____ Age: _____ Date of Birth: _____ Present Grade: _____

Student's Cell Phone No.: _____ Home Room: _____

Student's Email (Not school email): _____

Parent/Guardian #1:

Name: _____ Occupation: _____

Address: _____

Employer Name: _____

Work Phone No.: _____ Cell Phone No.: _____

E-mail: _____

Parent/Guardian #2:

Name: _____ Occupation: _____

Address: _____

Employer Name: _____

Work Phone No.: _____ Cell Phone No.: _____

E-mail: _____

HEALTH

How would you rate your overall health: ___Excellent ___Good ___Fair ___Poor

List recent illnesses or current physical defects that would impact your attendance and/or work performance.

Approximately how many days were you absent last year? _____

Approximately how many days were you tardy last year? _____

COOPERATIVE EDUCATION EMPLOYMENT

Do you have a specific training station that you are considering for your co-op experience? _____

Are you currently working at this place of employment? _____

If yes, please provide the following information:

Employer's Name: _____

Employer's Address: _____

Contact Person: _____ Phone No.: _____

Position/Duties: _____

If you are not employed or need to find another position for co-op, please answer the following questions:

What is your career objective? _____

Do you have any special skill and qualifications? _____

Do you participate in any extracurricular and/or outside of school activities: _____

Please list three types of employments in which you would be interested in receiving on-the-job training:

1. _____

2. _____

3. _____

CURRENT AND PREVIOUS EMPLOYMENT EXPERIENCE

Have you ever been employed? _____

If yes, please complete the following information:

Dates	Employer	Type of Work

WORK PERMIT

State and Federal laws require that persons under eighteen years of age must secure a work permit prior to the start of employment. If you currently have a work permit, please provide the following:

Work Permit No.: _____ Date Issued: _____

TRANSPORTATION

(The school does NOT provide transportation for co-op students and students are not permitted to ride with anyone except parents.)

Do you have a driver's license? _____ Do you have your own car? _____

Will you be driving yourself to work? ____ If not, how will you get to work? _____

Please provide the following information:

Driver's License No.: _____

Name of Insurance Co.: _____ Policy No.: _____

REFERENCES

List the two teachers who you have given the Recommendation Letters to:

1. _____

2. _____

We understand by applying for the Cooperative Education Program that the Career Coordinator has the right to check academic, attendance and discipline records. If all of the program requirements are not met, the student may not be eligible to participate in the program. A Training Agreement and Training Plan **must** be executed by the student, parent, employer and school coordinator prior to the first day of class for the new school year. Volunteer clearances of the supervisor must be obtained by the Career Coordinator prior to the beginning the program. We also affirm to the best of our knowledge that the above information is true and correct.

Print Name of Student

Date

Student's Signature

Print Name of Parent/Guardian

Date

Parent/Guardian Signature

Print Name of Parent/Guardian

Date

Parent/Guardian Signature

Cumberland Valley High School will not discriminate on the basis of sex, race, or handicap, or because a person is a disabled veteran or a veteran of the Vietnam Era, in its admissions, educational programs, activities or employment policies. Publication of this policy in this document is in accordance with state and federal laws including Title IX of the Education Amendments of 1972 and Sections 503/504 of the Rehabilitation Act of 1973.

Cooperative Education Program

Teacher Recommendation Form

The student listed below is interested in applying for the Cooperative Education Program. Your input will be valuable in determining how, and if, this student participates in such a program.

Please check the attributes below according to where this student would place based upon your experiences with the student. These will be considered by the Cooperative Education Review Committee.

***Please return completed form via interoffice it to: **Mrs. Terri Consevage**, Counseling and Career Center, CVHS**

Thank you for completing this form.

Name of student:

	Displays At High Level	Displays At Average Level	Displays At A Low Level	Does Not Display As A Quality

Writing skills				
Verbal communication				
Responsible				
Trustworthy				
Respectful				
Problem-solver				
Works well with others				
Can work independently				
Pays attention to details				
Self-motivated				
Meets deadlines				
Recommending Teacher Signature:				
Recommending Teacher Name (Please Print):				
Date:				

Course in which I worked with student:

Comments:

Date Given to Teacher: _____

Date Due to Mrs. Consevage: _____

APPENDIX G

Internship Application

Complete and return form to **Mrs. Terri Consevage**, Career Coordinator, Counseling and Career Center, CVHS.

Credit is based on the number of hours spent at the internship site. For every 30 hours at the internship site, .25 credits are earned up to a maximum of 2 credits.

PERSONAL INFORMATION

Name: _____

Address (Street, City, State and Zip code): _____

Home Telephone No.: _____ Age: _____ Date of Birth: _____ Present Grade: _____

Student's Cell Phone No.: _____ Home Room: _____

Student's Email (Not School Email): _____

Work Permit number (Only for paid internship): _____

Parent/Guardian #1:

Name: _____ Occupation: _____

Address: _____

Employer Name: _____

Work Phone No.: _____ Cell Phone No.: _____

E-mail: _____

Parent/Guardian #2:

Name: _____ Occupation: _____

Address: _____

Employer Name: _____

Work Phone No.: _____ Cell Phone No.: _____

E-mail: _____

TYPE OF INTERNSHIP PREFERRED

_____ Entire School Year _____ Semester 1 Only

_____ Summer Only _____ Semester 2 Only

INTERNSHIP GOAL

Briefly describe your desire and goals for an internship experience:

INTERNSHIP CONTACT INFORMATION

Do you have a contact for an internship experience? If so, please complete the information below.

Company: _____

Address: _____

Name of contact person: _____

Position of contact person: _____

Phone number: _____

TRANSPORTATION

(The school does NOT provide transportation for internship students and students are not permitted to ride with anyone except parents.)

Will you be driving yourself? _____

If not, how will you get to your internship? _____

APPLICATION PACKET

Include with this application the following:

_____ (2) Two Teacher Recommendations (in sealed envelopes with teacher signature across flap)

_____ A copy of your most recent report card

Return the application and attachments to:

Mrs. Terri Consevage, Counseling and Career Center, CVHS.

An Internship Review Committee will review your application. You will be notified as to whether or not you have been recommended to proceed further in the internship program. Upon recommendation to proceed, contacts with possible intern sites will be made. Please remember that there may not be intern sites available for certain interests and time frames. It is the right of employers, after interview sessions, to decide which students they would like to have as interns. You may be competing with other students, including those from different school districts.

Student's Signature

Date

Parent/Guardian Signature

Date

Parent/Guardian Signature

Date

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Internship Program

Teacher Recommendation Form

The student listed below is interested in applying for the Internship Program. Your input will be valuable in determining how, and if, this student participates in such a program.

Please check the attributes below according to where this student would place based upon your experiences with the student. These will be considered by the Internship Review Committee.

****Please return completed form and send it via interoffice to: Mrs. Terri Consevage, Counseling and Career Center, CVHS****

Thank you for completing this form.

Name of student: _____

	Displays At High Level	Displays At Average Level	Displays At A Low Level	Does Not Display As A Quality
Writing skills				
Verbal communication				
Responsible				
Trustworthy				
Respectful				
Problem-solver				
Works well with others				
Can work independently				
Pays attention to details				
Self-motivated				
Meets deadlines				
Recommending Teacher Signature:				

Recommending Teacher Name (Please Print):
Date:
Course in which I worked with student:

Comments: _____

Date Given to Teacher: _____ Date Due to Mrs. Consevage: _____

APPENDIX H

7030- Engineering Design & Development Application

In Engineering Design and Development (EDD), students identify a real-world challenge and then research, design, and test a solution, ultimately presenting their unique solutions to a panel of engineers.

Students that are taking this class are the quintessential student that has been developed by the Project Lead the Way program. Students should have earned an average of 85% or better in the course work and a 6 or better for all of the End of Course Finals. It is encouraged that the student has taken 3 additional Technology & Engineering classes.

Space is extremely limited, so the top 32 student applications will be taken. All applications are due a week before course selection to Mr. Kofmehl.

Student Name: _____

PLTW Course	Final Grade	End of Course Score
Introduction to Engineering Design (Required)		
Principles of Engineering (Required)		
Civil Engineering & Architecture (Projected)		
Digital Electronics (Projected)		
PLTW Averages		
Students should have a CEA and/or DE projected final grade		
Technology Course	Final Grade	
Technology Averages		
Overall Averages		

In the event that a student does NOT have an average of 85% or better and a 6 or better on the EOC, student can have Mr. Kofmehl or Mr. Brenneman sign off. Students with the highest average will still be taken first.

Teacher Name: _____ Signature: _____ Date: _____

Technology & Engineering Department Use Only

PLTW Coursework Grade: _____	PLTW Coursework Rank: _____
PLTW EOC Grade: _____	PLTW EOC Rank: _____
Overall Rank: _____	Accept: _____ Deny: _____
Signature: _____	Date: _____