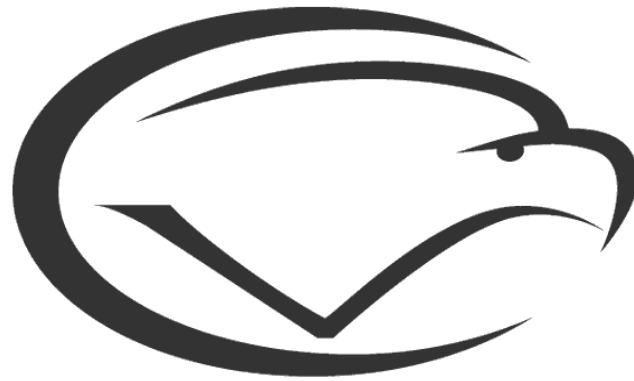


# **Cumberland Valley High School**

**6746 Carlisle Pike  
Mechanicsburg, PA 17050**



## **CUMBERLAND VALLEY SCHOOL DISTRICT**

*Soaring to Greatness, Committed to Excellence*

**Cumberland Valley High School**

**High School  
Program of Studies  
2018-19**



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## **MASTER SCHEDULE CONSTRUCTION**

Students are presented with course information as well as selection of course requests during January and February each year. Based upon course request information, the administration builds the master schedule. This schedule reflects the interests of the students and incorporates the best educational practices for college and career paths. Course sections are determined by the initial requests and teacher availability. Adjustments are made to reduce scheduling conflicts and to help students to take as many of their selected courses as possible. The entire process takes several months. The objective is to fulfill as many students' course requests as possible. **It is not the purpose of this master schedule process to accommodate course change requests after the initial sign-up period.** Therefore, it is strongly suggested that careful consideration to course selection be given during the initial sign-up phase of the process. The listing of a course does not guarantee that the course will be taught. Courses are offered only if enough students have signed up for the course, and there is availability of staff to teach the course.

**NOTE:** The administration reserves the right to make any changes or updates to course offerings in this Program of Studies. Changes in policy or programming subsequent to the publication of this Program of Studies or low student enrollment to a given course may result in a course no longer being offered.

## FROM THE COUNSELORS AND SUPERVISORS

One of the most important choices your child will make while in high school is the type of curriculum to follow. The Program of Studies booklet becomes a valuable tool in making that decision. As parents and students, it is your responsibility to become familiar with the courses of study at the high school.

Each curriculum area has identified courses of study, which if followed, will allow the student to make meaningful plans after high school. These plans may include joining the workforce or military, attending trade school, or entering college. It is important that students select and pass all courses necessary to meet graduation requirements. In addition, we encourage students to explore the options available in our diverse elective program.

The counselors encourage students and/or parents to schedule an appointment to plan an appropriate educational program and discuss individual goals. It is also important for the parent or guardian to review the courses chosen and understand the ramifications of their selections.

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.

### **HIGH SCHOOL COUNSELORS**

#### Counselors for Class of 2022

<a href="#">Mrs. Weary</a>	A through K	506-3630
<a href="#">Mrs. Baldwin</a>	L through Z	506-3628

#### Counselors for Class of 2021

<a href="#">Mr. Landis</a>	A through K	506-3637
<a href="#">Mrs. Clements</a>	L through Z	506-3638

#### Counselors for Class of 2020

<a href="#">Mrs. Fry</a>	A through K	506-3629
<a href="#">Mr. Ryan</a>	L through Z	506-3636

#### Counselors for Class of 2019

<a href="#">Ms. Maguire</a>	A through L	506-3635
<a href="#">Ms. Bashore</a>	M through Z	506-3631

### **HIGH SCHOOL SUPERVISORS, CHAIRS, & COORDINATORS**

#### **Departments**

Art  
Business, Computer, & Information Tech  
English/Reading  
Family & Consumer Sciences  
Health/Physical Ed  
International Baccalaureate  
JROTC  
Library Media  
Mathematics  
Music  
Science/Agriculture  
School Counseling  
School Psychologists  
Special Education  
Special Education  
Social Studies  
Technology & Engineering Education  
World Language/ESL

#### **Department Leaders**

<a href="#">Mr. Paul Nagle</a>	506-3579
<a href="#">Mr. Gregg Lucas</a>	506-3514
<a href="#">Mrs. Allison Charalambous</a>	506-3456
<a href="#">Mrs. Lisa Golding</a>	506-3649
<a href="#">Mr. Todd Bedard</a>	506-3650
<a href="#">Mrs. Amy Miller</a>	766-0217
<a href="#">COL John Kardos</a>	506-3757
<a href="#">Mrs. Kara Boehne</a>	506-3496
<a href="#">Ms. Stacey Knerr</a>	506-3412
<a href="#">Mrs. Tracee Zygmunt</a>	506-3805
<a href="#">Mr. Mike Florek</a>	506-3413
<a href="#">Mrs. Kim Clements</a>	506-3638
<a href="#">Dr. JoAnn Coslett</a>	506-3634
<a href="#">Mr. Keith Watson</a>	506-3780
<a href="#">Mr. Justin Flickinger</a>	506-3720
<a href="#">Mrs. Sabrina Lindsay</a>	506-3452
<a href="#">Mr. Jason Kofmehl</a>	506-3469
<a href="#">Mrs. Christina Stoshack</a>	506-3455

# POLICY, PROCEDURE, & GUIDELINES

All students will be required to complete ALL graduation requirements in order to participate in the graduation ceremony. Students with IEPs have individualized graduation plans written through the IEP.

## GRADUATION REQUIREMENTS Classes of 2020-2022

- 1. CREDIT REQUIREMENTS** – In order to graduate from Cumberland Valley High School, a student must accumulate a total of twenty-three (23) core credits. **Students in grade 9-11 must take a minimum of 6.5 credits each year. Students in Grade 12 must schedule any core courses not completed before the start of their Senior year.**

**Any Student who has completed the 23 core credits prior to senior year must schedule at least 3 credits to maintain their enrollment. 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 while in Middle School (Algebra 1, Geometry, Algebra 2, or any Level I or II World Language w/85% or higher) will receive a High School credit for that course. The courses will not count toward GPA or class rank. If you take a high school class in 8<sup>th</sup> grade, the class may count toward NCAA eligibility.**

**\*\*Any students who completes the required 23 core credits are eligible to receive their diploma at the end of 11th grade year or first semester of their 12th grade year.**

- 2. COURSE REQUIREMENTS** – In order to graduate from Cumberland Valley High School, all students must pass certain subjects and credits (included within the twenty-three [23.0] credits required for graduation) as follows:

**CAREER PATHWAYS 6.5 credits:** Agriculture Sciences, Art (Visual), Business and Information Sciences, Digital Media, English Literature and Writing, Family Living and Human Services, Graphic Communication, Health and Wellness, Internships/Practical Job Experience, Mathematics, Military Sciences, Performing Arts, Sciences, Technology and Engineering, Social Sciences, and World Languages

### CORE COURSES

**ENGLISH 4.0 credits:** Freshman, Sophomore, Junior and Senior English

**SOCIAL STUDIES 3.0 credits:** Students are required to sequentially take and pass the following:

9 <sup>th</sup> Grade	World History	1.0 credit
10 <sup>th</sup>	Government and Economics	0.5 credit each
11 <sup>th</sup>	US History	1.0 credit

**MATHEMATICS 3.0 credits:** Required to pass three courses which must include Algebra 1, and Geometry.

**SCIENCE 3.0 credits:** Required to pass three planned courses including Biology and one physical science (Chemistry, Physics, TAGS) course

**SOCIAL STUDIES, MATHEMATICS, SCIENCE: Required 2.0 additional credits from any combination. ADDITIONAL SOCIAL STUDIES credits that fulfill 2.0 additional combination credits:** Contemporary Global Issues; AP Human Geography; AP Comparative Government; AP European History; CHS US History (beyond the credit taken for graduation); CHS World History; CHS Economics; Anthropology

**HEALTH/PHYSICAL EDUCATION 1.5 credits:**

- 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 you are taking Algebra I, Biology and/or 10<sup>th</sup> grade English, you will take the Keystone Exam at the end of the course.

**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 the college prep students.

## **GRADUATION REQUIREMENTS Class of 2019**

**1. CREDIT REQUIREMENTS** – In order to graduate from Cumberland Valley High School, a student must accumulate a total of twenty-three (23) credits in grades 9, 10, 11, & 12. **Students in grade 9-11 must take a minimum of 6.5 credits each year. Students in grade 12 must take a minimum of 5.5 credits and of that, a minimum 4.0 credits must be passed.** Grade 12 students should consult with their counselors to make sure they meet graduation and athletic eligibility requirements.

**2. COURSE REQUIREMENTS** – In order to graduate from Cumberland Valley High School, all students must pass certain subjects and credits (included within the twenty-three [23.0] credits required for graduation) as follows:

**ARTS AND HUMANITIES 3.0 credits:** Visual Arts, Music, Theatre, Family & Consumer Sciences, Technology Education, Literature, Languages, History, Psychology and Sociology

**ENGLISH 4.0 credits:** Freshman, Sophomore, Junior and Senior English

**SOCIAL STUDIES 4.0 credits:** Only Vo-tech students and students participating in Learning Support Employment Transition Development programs are required to earn only three (3.0) credits in Social Studies. Vo-tech students will fulfill two of their Social Studies credits at Vo-tech. **Students are required to sequentially take the following:**

9 <sup>th</sup> Grade	World History	1.0 credit
10 <sup>th</sup>	Government and Economics	0.5 credit each
11 <sup>th</sup>	US History	1.0 credit
12 <sup>th</sup>	AP Human Geography or CGI or IB History II	1.0 credit

**MATHEMATICS 3.0 to 4.0 credits:** Required to pass three or four planned courses\*

**SCIENCE 3.0 to 4.0 credits:** Required to pass three or four planned courses\*

**\*All students must take and pass a minimum of 3 math and 4 science courses or 4 math and 3 science courses.**

**HEALTH/PHYSICAL EDUCATION 2.0 credits.**

**ELECTIVE COURSES 3.0 credits.** The remainder of the twenty-three (23.0) credits must be chosen from any of the planned courses available to the student.

**PLEASE NOTE:** World Language – It is strongly recommended that the third year course in any one world language be completed by the college prep students.

**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 you are taking Algebra I, Biology and/or 10<sup>th</sup> grade English, you will take the Keystone Exam at the end of the course.

**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 the college prep students.

## SCHEDULE COMMITMENTS & ADJUSTMENTS

Our students are requested to thoroughly study the 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 please choose your program carefully. You are making a commitment as you elect your courses. Development of a student/teacher schedule impacts greatly on the allocation of staff, resources, and our ability to maintain an environment most conducive to quality learning. Students are permitted to submit course change requests during the selection and verification stages of scheduling which is from January through March. After April 1, course changes should not be requested (except for errors.)

Upon receipt of their final schedules, students will be permitted to **request course changes** under the guidelines below. Students requesting a course change must first meet with their counselor and complete a form available in the guidance office.

\*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

**Course change requests** will be considered only if they meet 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 2<sup>nd</sup> 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 in the 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 30<sup>th</sup> (or February 27<sup>th</sup> for Semester 2 classes)** will show as **“W” (withdrew) on the transcript**
- Grades for courses dropped **AFTER September 30<sup>th</sup> (or February 27<sup>th</sup> for Semester 2 classes)** will show as **“WF” (withdrew failing) on the transcript**

## ACADEMIC DEADLINES FOR 2018-19

February 9, 2018	Deadline to submit course request online
April 6, 2018	Deadline to request course/level changes
June 1, 2018	Tentative date for students to receive schedule
End of 2nd cycle	Deadline to add a course
September 30, 2018	Courses dropped after this date will be reflected on transcript as “WF”(withdrew failing)
End of 2nd cycle	Deadline to add a Semester 2 course
February 22, 2019	Semester 2 courses dropped after this date will be reflected on transcript as “WF” (withdrew failing)



## COURSE WEIGHTING RUBRIC

Information on this page provides guidelines for students selecting course levels. However, departments may develop separate guidelines for specific purposes.

Course Level	Student Responsibility	PDE Standards Coverage	Homework	Projects	Test Prep Time Expected
Weight = 1.13, for IB/AP/CHS /Dual Credit course	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.
Weight = 1.1, for Honors	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.
Weight = 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 to commit to prep time outside of class for each major unit test.

The Depth of Knowledge is the degree of depth or complexity of knowledge standards and assessments require; this criterion is met if the assessment is as demanding cognitively as the expectations standards are set for students. The Depth-of-knowledge (DOK) was created by Norman Webb from the Wisconsin Center for Education Research.

## **COLLEGE IN THE HIGH SCHOOL AND DUAL ENROLLMENT**

Earn College and High School Credits at the same time! 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.

*\*Please note: The Fire Training Course and Emergency Medical Responder Course count as CV elective credit and are certificate programs through HACC. There is no HACC credit associated with these two courses.*

### **Costs:**

College in the High School- Students pay \$50 per HACC credit, as well as textbooks/materials for each course (fees subject to change based on HACC).

Dual Enrollment- Students pay \$100.00 per HACC credit, as well as textbooks/materials for each course (fees subject to change based on HACC).

*Tentative College in the High School and Dual Enrollment Course Listing for the 2018-2019 School Year is below. If you are interested, please see your counselor.*

Course Name & HACC Dual credit #	CV Credit Awarded	HACC Credits Awarded	Placement Test Required
4075 HACC ACCT 101	1	4	Yes
8940 HACC BIOL 111	1	3	Yes
4080 HACC BUSI 101	1	3	No
4060 HACC CIS 105	1	3	Yes
1155 HACC COMM 101	1	3	Yes
1035 HACC ECON 201	1	3	No
8932 HACC Emergency Medical Responder Program	1	Certificate	No

Course Name & HACC Dual credit #	CV Credit Awarded	HACC Credits Awarded	Placement Test Required
1153 HACC ENGL 101	1	3	Yes
1154 HACC ENGL 102	1	3	Yes
8930 HACC Fire Training Program	1	Certificate	No
1040 HACC HIST 101	1	3	No
1041 HACC HIST 102	1	3	No
1042 HACC HIST 103	1	3	No
1043 HACC HIST 104	1	3	No
8910 HACC HUM 101	1	3	Yes
4070 HACC MATH 103	1	3	Yes
4086 HACC MKTG 201	1	3	Yes

#### **4075 HACC Accounting 101**

Introduces commonly accepted 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.

#### **2026 HACC Biology 111 –Introduction to Human Biology**

Explores basic biological principles by studying the structure and function of the human body with a focus on 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.

#### **4080 HACC Business 101**

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.

#### **4060 HACC Computer Information Systems (CIS) 105**

Provides a fundamental understanding of computers and familiarizes students with the interaction of computer hardware and software. Emphasis is on the application of computers and hands-on use of software applications, including word processing, spreadsheet, file and database management.

#### **1155 HACC Communications 101**

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

#### **1035 HACC Economics 201 (Principles of Economics I: Macro)**

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.

**8932 HACC Emergency Medical Responder Program**

Emergency Medical Responder Program (PA Department of Health certification program)

This course will include 40 sessions (84 minutes each) throughout the second semester at Cumberland Valley High School. A HACC instructor will teach the class and continue to be supported by members/equipment from Hampden, Middlesex, Monroe, New Kingstown and Silver Spring Fire Companies.

**1153 HACC English 101**

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.

**1154 HACC English 102**

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

**8930 HACC Fire Training Program**

This course will include 40 sessions (84 minutes each) throughout the first semester at Cumberland Valley High School plus 2 Saturday sessions at the HACC fire training facility. A HACC instructor will teach the class and be supported by members/equipment from Hampden, Middlesex, Monroe, New Kingstown and Silver Spring Fire Companies. Topics will include: Introduction to the Fire Service, Fire Ground Support, Hazardous Material Operations, and Heartsaver First Aid/CPR/AED.

**1039 HACC History 101 (World History I)**

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 worldviews are described in the context of each theme.

**1040 HACC History 102 (World History II)**

An overview of the historical development and interrelationships of 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 251 worldviews described within the context of each civilization

**1042 HACC History 103 (History of the United States I)**

Covers the history of the United States from Pre-European colonization to the year 1865. This course examines the major events, as well as the individuals, that played a significant role in the development of the United States during this time period. Special attention is paid to the following topics: Native Americans, European Conquest and Settlement, the Atlantic Economy, Imperial Conflicts in North America, America and the Revolution, the New Republic, Jacksonian America, Westward Expansion, Antebellum America, and A Divided Union and the American Civil War

**1043 HACC History 104 (History of the United States II)**

Covers the history of persons and events that have contributed to life in America from Civil War Reconstruction to the present. This course specifically addresses: Civil War Reconstruction including the Principles and Causes of the Civil War; Industrialization and the Gilded Age; Conflicts and Change in the West; United States Foreign Policy and Imperialism; the Progressive Era; World War I; the 1920s; the Great Depression and the New Deal; World War II; the Cold War and Vietnam; the Civil Rights Movement; Rising Power of American Conservatism; the Clinton Era; Globalization; and living in a Post 9/11 World.

**8910 HACC Humanities 101 (Introduction to Humanities)**

Broadens the student's perception of and appreciation for the humanities of the world by exploring the contribution of the arts to the individual and to society. Emphasis is given 256 to developments in such areas as the visual, performing, and literary arts. Concepts basic to a systematic understanding of the humanities in relation to everyday life are examined through a variety of media and aesthetic experiences.

**4086 HACC Marketing 201**

The functions involved in the marketing of consumer and industrial goods to their users. Emphasis is placed upon management's development of marketing strategies concerning product, place, promotion, and price.

**3070 HACC Math 103 (College Algebra)**

Covers the fundamental algebraic operations, exponents and radicals, systems of equations, higher degree equations, logarithms, matrices, and inequalities.

## **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**

## **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, 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.

**OUR 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 2018-2019 school year, include: United States History, American Literature, Contemporary Global Issues, World Literature, American Government, Economics, H Zoology & Botany, Physics 1, Sports Leadership, German I, and \*H German III. These courses will also be designated 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.

## ONLINE COURSES

The Cumberland Valley School District in certain situations offers online courses (\*Note: a fee may be involved). This initiative enables us to offer courses that might not otherwise be available. Online courses may be requested through your 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. See your counselor for details. Parameters and timelines will be established by the school. Failure to comply with deadlines may result in lost credit.

## 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.

## SEMESTER III – ACCELERATION COURSES

Semester III Acceleration Courses allow students to earn credits during the summer break in required courses. Semester III Courses are open to students entering their freshman, sophomore, junior, or senior years of high school.

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 work/homework each night in each course.

The Semester III courses that may be offered in the summer of 2018 pending enrollment numbers.

- American Government (.5 Credit)
- Contemporary Global Issues
- Economics (.5 Credit)
- United States History
- Health & Physical Education electives (.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 (i.e. they should not have failed a previous required subject area course). Students must provide their own transportation to and from the school. Semester III courses are not intended for credit recovery.

## SPECIAL RECOGNITION DIPLOMAS

The administration has developed specially recognized diplomas 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:

### **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.



If you want to play sports at an NCAA Division I or II school, start by registering with the NCAA Eligibility Center at [NCAA Eligibility Center \(eligibilitycenter.org\)](http://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 [NCAA Eligibility Center \(eligibilitycenter.org\)](http://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](http://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 core 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:

<p style="text-align: center;"><b>English</b></p> <p>English 9/H English 10/H American Lit 11 World Lit 12 English Language 11/AP English Literature 12/AP IB English HL I/HL II HACC English 101 HACC English 102</p> <p style="text-align: center;"><b>Math</b></p> <p>Alg I/H Alg II/H Pre-Calculus w/ Trig/H Calculus CP Calculus AB AP Calculus BC AP Financial Algebra Geometry I/H Statistics CP (0.5 cr) Statistics AP Alg III//Trig IB Math SL I/SL II IB Math HL I/HL II IB Math Studies SL Calculus III H</p>	<p style="text-align: center;"><b>Natural/Physical Science</b></p> <p>Anatomy/Human Physiology H (lab) Astronomy (lab) (0.5 cr) Biochemistry H (lab) Biology I/H/AP (lab) Wildlife Biology &amp; Ecology (lab) Zoology &amp; Botany H (lab) Conceptual Chemistry (lab) Chemistry I/H/AP (lab) IB Chemistry HL/SL (lab) Environmental Science (lab) Environmental Science AP (lab) Meteorology &amp; Oceanography (lab) Conceptual Physics (lab) Physics I (lab) Physics I AP (lab) Physics C AP (lab) IB Physics SL (lab) IB Sports Exercise &amp; Health Science (lab) Topics in Applied General Science (TAGS) (lab)</p> <p style="text-align: center;"><b>Social Science</b></p> <p>Anthropology (0.5 cr) Comparative Gov't AP Contemporary Global Issues HACC History 103</p>	<p>HACC History 104 History/European AP Gov't/Econ/AP (0.5 cr) Human Geography/AP Psychology/AP IB Psychology SL Sociology U.S. History/AP World History/H/AP IB History HL I/HL II</p> <p style="text-align: center;"><b>Additional Core Courses</b></p> <p>French 1, 2, 3H, 4AP, 6H AP French Language IB French SL I/SL II German 1, 2, 3H, 4AP, 6H AP German Language IB German SL I/SL II Latin 1, 2, 3H 4AP Spanish 1, 2, 3H AP Spanish Language AP Spanish Literature IB Spanish SL I/SL II IB Spanish Ab Initio I/II Chinese 1, 2H, 3H, 4H, 5AP IB Chinese SL I/SL II</p>
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# 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.

## **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 22 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 objectives.

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 application score and school district enrollment quotas. See your sending school guidance counselor for an application.

**For a course listings and detailed description of CPAVTS please refer Appendix A at the end of this document.**

### **CAREER PATHWAYS AND PROGRAMS AT CPAVTS**

<b><u>CONSTRUCTION AND MAINTENANCE</u></b>  Carpentry Electrical Construction and Maintenance Heating/Ventilation/Air Conditioning Horticulture/Landscaping Masonry	<b><u>ARTS &amp; TECHNOLOGY</u></b>  Advertising Art & Design Computer Information Systems Graphic Communications
<b><u>MANUFACTURING</u></b>  Electronics Technology Precision Machine Technology Welding Technology	<b><u>HEALTH SCIENCES</u></b>  Dental Assistant Nurse/Nursing Assistant Health Careers Technicians
<b><u>HUMAN SERVICES AND HOSPITALITY</u></b>  Child Care & Guidance Cosmetology Criminal Justice Culinary Arts	<b><u>TRANSPORTATION &amp; LOGISTICS</u></b>  Auto Collision Technology Auto Technology Diesel Technology Logistics & Warehouse Management

Additional information on curriculum, college credit opportunities, and uniform requirements is available online at [www.cpavts.org](http://www.cpavts.org).

## STUDENT ACCESS TO CAREER AND TECHNICAL EDUCATION

This section provides guidance on the applicable statutes that address student access to career and technical education. Additional information is included as it relates to charter school students, private school students, home schooled students, and foreign students.

Career and technical education shall be made available to every student in the high school program. *See* 22 Pa Code § 4.23 (d) (1). Districts should not limit the attendance of students eligible for admission to a career and technical center (CTC).

### **NONPARTICIPATING DISTRICT OF A CTC**

If a student attends a district that does not participate in a CTC, the student may, on obtaining consent of the Joint Operating Committee (JOC) of a CTC, attend that CTC. *See* 24 P.S. § 18-1847. The students of a non-participating district are not limited to attending the CTC that serves the attendance area in which the district is located. Further, a non-participating district cannot mandate that all of its students attend one particular CTC.

If a student of a non-participating district attends a CTC, the district of residence must pay for this education. *See* 24 P.S. § 18-1847. The school district in which the pupil resides shall be charged, for each pupil attending the CTC, an amount equal to the total approved budget for current expenses, debt service and capital outlay divided by the number of pupils enrolled in the school.

### **PARTICIPATING DISTRICT OF A CTC**

If a student attends a district that does participate in a CTC, the student must attend the CTC in which the district participates. *See* 24 P.S. § 1850.1(b) (21). Only if the JOC were to send a student to another career and technical center, which accepted the student, could a student attend a CTC different from the one in which his or her district is a participating member. *See* 24 P.S. § 1850.1(b) (21). This is true even if the CTC in which the district participates does not offer a specific career and technical education program the student is seeking.

### **CHARTER SCHOOL STUDENTS<sup>1</sup>**

Students enrolled in charter schools, including cyber charter schools, may enroll in CTCs if the charter school in which the child is enrolled contracts with a CTC for the provision of services.

Charter schools, including cyber charter schools, are not party to the negotiated agreements between school districts and CTCs. It is the responsibility of the charter school to decide whether or not to make a career and technical school curriculum available to the student and, if so, to contract with a CTC for the provisions of these services. When a student chooses to attend a charter school, the student chooses the charter school's educational offerings, which may or may not include a career and technical education. A charter school may contract with a CTC to provide a career and technical education option for its students, but a charter school is not required to provide such an option unless it becomes part of a student's IEP. The charter school and the CTC must establish an appropriate charge for charter school students receiving a career and technical education. ***It is the policy of the JOC of the Cumberland Perry AVTS not to enter into an agreement with cyber charter schools for the purpose of delivering career and technical education.***

If a charter school student does attend a CTC, the charter school shall receive the full Selected Expenditure to which it is entitled from the student's resident school district, and the charter school must pay the CTC the established contractual charge for a student who receives a career and technical education. A student's school district of residence shall not be responsible for paying a CTC for the career and technical education received by a charter school student. The Department has no authority to withhold payments from the charter school in the event there are disputes regarding payments to a career and technical school by a charter school. Such disputes shall be resolved between the charter school and the career and technical school based on the contractual agreement between them.

### **PRIVATE SCHOOL**

If a private school student is a resident of a district that participates in a career and technical center, the student is able to receive career and technical education under the dual-enrollment provision of the School Code. Pursuant to 24 P.S. § 5-502: "[n]o pupil shall be refused admission to the courses in these additional schools or departments, by reason of the fact that his elementary or academic education is being or has been received in a school other than a public school." This provision expressly allows students attending non-public schools to dually-enroll in both the non-public school and the public school in order to participate in programs offered at vocational schools.

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<sup>1</sup> For additional information, see the applicable BEC, *Charter Schools*, which can be found at: [http://www.portal.state.pa.us/portal/server.pt/community/purdon's\\_statutes/7503/charter\\_schools/507318](http://www.portal.state.pa.us/portal/server.pt/community/purdon's_statutes/7503/charter_schools/507318).

## HOME SCHOOL

A student receiving home education is not entitled to attend a career and technical education program. The student, however, may seek admission to a career and technical program. The resident school district is not required to pay tuition if a home-schooled student is admitted to a career and technical education program.

## FOREIGN STUDENTS<sup>2</sup>

Career and technical centers must register with the U.S. Immigration and Customs Enforcement's Student and Exchange Visitor Information System (SEVIS) program to be authorized to enroll foreign students. If CTC is eligible to accept students on F-1 visas, the student must pay the tuition to attend the career and technology center. The tuition would be the full, unsubsidized per capita cost of the education

## INTERNSHIPS AND CO-OP EXPERIENCES

Cumberland Valley School District partners with our local community, businesses, and organizations in order to provide authentic internship opportunities. Each year, we continue to grow our offerings for students. All of our internships fall under six different pathways, where each pathway has different opportunities based on students' interests: ***Fine and Performing Arts; Science, Design, Engineering, Construction, and Advanced Manufacturing; Health, Wellness, Family Living, and Human Services; Planning, Logistics, Distribution, and Transportation; Information Sciences, Business, and E-Commerce; and Digital Media and Graphic Communications.***

In addition, Cumberland Valley School District has several internship programs through our CAIU Partnership. These are more formal programs, which include: ***ACE (Architecture, Construction, and Engineering) Internship Program; Carlisle Firefighter/Pre-EMT Program; CNA HACC Internship Program; Cumberland-Goodwill EMT Internship Program; Geisinger Holy Spirit Health Careers Program; UPMC Carlisle Regional Health Internship Program; UPMC Pinnacle Internship Program; and West Shore Junior Leadership Internship Program.***

As part of an effort to help students make more informed decisions regarding career choices, eligible 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 gain a better understanding and appreciation of the career field in which students are interested. Credit is determined by the hours spent at the internship site. Students earn .25 credits for every 30 hours worked up to a maximum of 2 credits for 240 hours worked. Please contact [Mrs. Consevage](#), Career Coordinator for more information regarding the Internship Program. Students must submit an Internship Application and be approved by Mrs. Consevage prior to starting an internship in order to receive credit.

Course Number	Course Title	Recommend Grade	Number of Semesters	Periods of Cycle	Credits	Weight Value
8840	Fine and Performing Arts Pathway Internship	10-12	1 or 2	6	Varies Max 2	1.0
8841	Science, Design, Construction, Engineering & Advanced Manufacturing Pathway Internship	10-12	1 or 2	6	Varies Max 2	1.0
8842	Health, Wellness, Family Living and Human Services Pathway Internship	10-12	1 or 2	6	Varies Max 2	1.0
8843	Planning, Logistics, Distribution, and Transportation Pathway Internship	10-12	1 or 2	6	Varies Max 2	1.0
8844	Information Sciences, Business and E-Commerce Pathway Internship	10-12	1 or 2	6	Varies Max 2	1.0

<sup>2</sup>For additional information, see the applicable BEC, Foreign Students' Eligibility for Enrollment, which can be found at [http://www.portal.state.pa.us/portal/server.pt/community/purdon%27s\\_statutes/7503/foreign\\_studnets%27\\_eligibility\\_for\\_enrollment/507311](http://www.portal.state.pa.us/portal/server.pt/community/purdon%27s_statutes/7503/foreign_studnets%27_eligibility_for_enrollment/507311).

Course Number	Course Title	Recommend Grade	Number of Semesters	Periods of Cycle	Credits	Weight Value
8845	Digital Media and Graphic Communications Pathway Internship	10-12	1 or 2	6	Varies Max 2	1.0
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		
8872	UPMC Carlisle Regional Health Internship Program	12	1	6	1	1
8892	ACE (Architecture, Construction, and Engineering) Internship Program	10-12	2	6	0.5	1
8893	UPMC Pinnacle Health Internship Program	12	1	6	1	1
8895	Geisinger Holy Spirit Health Careers Program	12	1	6	1.0	1.0
8897	Cumberland-Goodwill EMT HACC Internship Program	11-12	1	6	2	1
8898	CNA HACC Internship Program	12	1	6	1	1
8899	West Shore Junior Leadership Internship Program	11	2	6	0.5	1
8894	Carlisle Firefighter / Pre-EMT Program	12	1	6	1	1

### **INTERNSHIP PATHWAYS**

**8840 Fine and Performing Arts Pathway Internship** **Grades 10-12** **Max of 2.0 cr**

**Course Prerequisite:** Internship Application (Appendix F). Return to Mrs. Consevage, Career Coordinator by March 1  
 Students interested in fine and performing arts can learn more about careers in his area. A current internship available is at The Playhouse at Allenberry. Weekly journals and a reflection report are required to fulfill program requirements. Pre-approval by Mrs. Consevage is required in order to earn credit.

**8841 Science, Design, Engineering, Construction, and Advanced Manufacturing Pathway Internship** **Grades 10-12** **Max of 2.0 cr**

**Course Prerequisite:** Internship Application (Appendix F). Return to Mrs. Consevage, Career Coordinator by March 1  
 Students interested in science, design, engineering, construction, and advanced manufacturing can learn more about careers in his area. Some current internships include: ACE Internship Program, Advantage Engineers, and Crabtree, Rohrbaugh & Associates Architects. Weekly journals and a reflection report are required to fulfill program requirements. Pre-approval by Mrs. Consevage is required in order to earn credit.

**8842 Health, Wellness, Family Living, and Human Services Pathway Internship** **Grades 10-12** **Max of 2.0 cr**

**Course Prerequisite:** Internship Application (Appendix F). Return to Mrs. Consevage, Career Coordinator by March 1  
 Students interested in health, wellness, family living, and human services can learn more about careers in his area. Some current internships include: Aldersgate Preschool, Carlisle Firefighter/Pre-EMT Internship Program, CNA HACC Internship Program, Chick-fil-A Hospitality and Leadership, Cumberland-Goodwill EMT Internship Program, CVSD/Central Pennsylvania Rehabilitation Services Athletic Training, Dilworth Paxson, LLP Legal, Geisinger Holy Spirit Health Careers Program, Hershey Medical Center, The JDK Group, Tender Years Child Development Center, UPMC Carlisle Regional Health Internship Program, UPMC Pinnacle Internship Program, and West Shore Junior Leadership Internship Program. Weekly journals and a reflection report are required to fulfill program requirements. Pre-approval by Mrs. Consevage is required in order to earn credit.

**8843 Planning, Logistics, Distribution, and Transportation Pathway Internship****Grades 10-12****Max of 2.0 cr****Course Prerequisite: Internship Application (Appendix F). Return to Mrs. Consevage, Career Coordinator by March 1**

Students interested in planning, logistics, distribution, and transportation can learn more about careers in his area. Weekly journals and a reflection report are required to fulfill program requirements. Pre-approval by Mrs. Consevage is required in order to earn credit.

**8844 Information Sciences, Business, and E-Commerce Pathway Internship****Grades 10-12****Max of 2.0 cr****Course Prerequisite: Internship Application (Appendix F). Return to Mrs. Consevage, Career Coordinator by March 1**

Students interested in information sciences, business, and e-commerce can learn more about careers in his area. Some current internship include: The Ames Company, CVSD District Office Administrative Assistant, and CVSD District Office Business Office. Weekly journals and a reflection report are required to fulfill program requirements. Pre-approval by Mrs. Consevage is required in order to earn credit.

**8845 Digital Media and Graphic Communications Pathway Internship****Grades 10-12****Max of 2.0 cr****Course Prerequisite: Internship Application (Appendix F). Return to Mrs. Consevage, Career Coordinator by March 1**

Students interested in digital media and graphic communications can learn more about careers in his area. Weekly journals and a reflection report are required to fulfill program requirements. Pre-approval by Mrs. Consevage is required in order to earn credit.

**CAIU PARTNERSHIP FORMAL INTERNSHIP PROGRAMS****8872 UPMC Carlisle Regional Health Internship Program****Grade 12 Semester 1 or Semester 2****1.0 cr****Course Prerequisite: Internship Application (Appendix F). Return to Mrs. Consevage, Career Coordinator by March 1**

Through a partnership with UPMC Carlisle Regional Hospital, students spend the first three weeks of the first or third marking period of their senior year exploring career opportunities of a large health care system. This program is on-site at UPMC Carlisle Regional Hospital. Participation in this program is part of a partnership with five other school districts. Upon completion of this program, students will then volunteer at the hospital during the same time frame. Pre-approval by Mrs. Consevage is required in order to earn credit.

**8892 ACE (Architecture, Construction, and Engineering) Internship Program Grades 10-12 After School Oct-April  
0.5 cr****Course Prerequisite: Internship Application (Appendix F). Return to Mrs. Consevage, Career Coordinator by March 1**

In order to be considered as a candidate, students must complete an application through the ACE Mentorship program in September. ACE selects the students at the beginning of October, and the program concludes in March. Meetings are generally held on Wednesdays or Thursdays from 4:30-6:30 at the Cumberland Perry Area Vo. Tech School. Credit is based on completion of the program. Pre-approval by Mrs. Consevage is required in order to earn credit.

**8893 UPMC Pinnacle Health Internship Program****Grade 12 Periods 6-9****1.0 cr****Course Prerequisite: Internship Application (Appendix F). Return to Mrs. Consevage, Career Coordinator by March 1**

Students in 11<sup>th</sup> grade must complete an application in the spring to be considered for the program. Students are interviewed at Pinnacle prior to acceptance into the program. Only two students from Cumberland Valley are chosen for this program. Students volunteer every afternoon at Pinnacle Hospital from 1:00-3:00, where they rotate through five departments of the hospital over a semester. Students MUST also participate in the two day training in June, as well as the summer internship program at Pinnacle. Weekly journals and a reflection report are required to fulfill program requirements. Pre-approval by Mrs. Consevage is required in order to earn credit.

**8895 Geisinger Holy Spirit Health Careers Program****Grade 12 Semester 1, Periods 1 and 2****1.0 cr****Course Prerequisite: Internship Application (Appendix F). Return to Mrs. Consevage, Career Coordinator by March 1**

Through a partnership with Geisinger Holy Spirit Hospital, students spend the first marking period of their senior year exploring career opportunities of a large health care system by rotating through 35 departments in the hospital. This program is on-site at Geisinger Holy Spirit Monday-Friday from 7:30 am - 9:00 am. Participation in this program is competitive and part of a partnership with ten other school districts. Class size is limited to 20 students with a maximum of two students from CV. Upon completion of this program at the end of Marking Period 1, students will then volunteer in a health related field during Marking Period 2 during the same time frame. Students must make arrangements for their volunteer assignment with the approval of the Career Coordinator. Pre-approval by Mrs. Consevage is required in order to earn credit.

**8897 Cumberland-Goodwill EMT HACC Internship Program    Grades 11, 12                      2.0 cr**

**Course Prerequisite: Internship Application (Appendix F). Return to Mrs. Consevage, Career Coordinator by March 1**

The EMT program is being offered through the CAIU Partnership and Harrisburg Area Community College. Students must complete an application along with a health care providers CPR certification prior to the beginning of the EMT course. The nineteen week study will include the overall roles and responsibilities of the EMT; general anatomy and physiology; assessment of injuries and illnesses; cardiopulmonary resuscitation (CPR); medical emergencies; lifting and moving of patients; automated External Defibrillation (AED); assessment of the scene; transportation of patients to the emergency department and much more. Classes will meet every Monday-Friday from 12:30-3:30 at the Cumberland-Goodwill's site in Carlisle for the second semester. Daily homework assignments are an essential part of the course. At the end of the course, students can sit for the National EMT Certification for \$85. Tuition for the EMT program is approximately \$825.00 plus a non-refundable \$25.00 application fee. Tuition includes pocket mask, stethoscope, and two uniform shirts. It also includes the student liability coverage premium. Pre-approval by Mrs. Consevage is required in order to earn credit.

**8898 CNA HACC Internship Program                                      Grade 12                      1.0 cr**

**Course Prerequisite: Complete Internship Application (Appendix F).**

**Return to Mrs. Consevage, Career Coordinator by March 1 (Semester 1) or (Semester 2)**

Through a partnership with UPMC – Carlisle Regional Hospital and HACC, students begin the program by exploring different departments at UPMC – Carlisle Regional Hospital for three weeks. Then, students complete a five-week intensive experience exploring the role of a nursing assistant and training in the essentials of patient care. Classes meet Monday – Friday during the afternoons from 12:00 – 3:00. After the training, students will volunteer at local nursing homes during the same time frame in preparation for the State's I Exam. The tuition and fees for this program are approximately \$900. If students are 18 years of age and pass the state exam, they can expect to be gainfully employed as CNA's while attending high school. Upon completion of the CNA Program, students must volunteer during their release time. Pre-approval by Mrs. Consevage is required in order to earn credit.

**8899 West Shore Junior Leadership Internship Program    Grade 11                                      0.5 cr**

**Course Prerequisite: Internship Application (Appendix F). Return to Mrs. Consevage, Career Coordinator by March 1.**

Students work with community and business leaders during the six day-long sessions, which run from 8:30 am – 2:30 pm during a school day. There is one session per month from September through March. The sessions focus around leadership, communication, community service, problem solving, government/economic development, a community event and graduation. Students complete and application and are selected from the West Shore Junior Leadership Committee.

**8894 Carlisle Firefighter/Pre-EMT Internship Program                                      Grades 11-12                                      1.0 cr**

**Course Prerequisite: Complete Internship Application (Appendix F).**

**Return to Mrs. Consevage, Career Coordinator by March 1.**

Through a partnership with the Carlisle Fire Department, students will participate in a 16 week program during the fall which highlights career opportunities in fire suppression, rescue operations, hazardous materials response, codes enforcement & planning, police operations & self-defense, and the incident command & management system. Students will have hands on experiences with technical equipment resulting in baseline knowledge for a career in emergency response or management. Students will be eligible to take examinations which lead to certifications through the Pennsylvania State Fire Academy and Harrisburg Area Community College.

## **CO-OP EDUCATION WORK PROGRAM**

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 E).**

**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 one day 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 E).**

**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 one day 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 one day 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 Cooperative Education Office/Room 235 or in the Guidance Office. Applications must be received by July 31, of the year entering the program. Training Agreements and Plans must be in place by the first day of school.

## TENTATIVE 2018-2019 INTERNSHIP OPPORTUNITIES

*\*Please Note: More opportunities may be added as partnerships are developed. Please check with the Career Coordinator for any updates.*

Pathway	Category (Type)	Location
Fine and Performing Arts	Theatre	The Playhouse at Allenberry
Health, Wellness, Family Living, and Human Services	Administrative Assistant	Associated Products Services, Inc.
	Administrative Assistant	CV- District Office Administrative Assistant
	Child Development and Education	Aldersgate Preschool
	Child Development and Education	NHS School Carlisle
	Child Development and Education	Silver Spring Township
	Child Development and Education	Tender Years Child Development Center
	Environmental	DCNR
	Government	Hampden Township Junior Commissioner Program
	Health and Wellness	Cumberland Valley School District/Central Pennsylvania Rehabilitation Services Athletic Training
	Hospitality and Leadership	Chick-fil-A Hospitality and Leadership
	Hospitality and Leadership	L.E.A.F. (Leadership, Education, and Farming)
	Hospitality/Entrepreneurship	The JDK Group
	International Affairs	World Affairs Council
	Leadership	West Shore Junior Leadership Internship Program
	Legal Studies	Dilworth Paxson, LLP Legal
	Medical	Carlisle Firefighter/Pre-EMT Internship Program
	Medical	Certified Nursing Assistant- HACC Internship Program
	Medical	Cumberland-Goodwill EMT Internship Program
	Medical	Geisinger Holy Spirit Health Careers Program
	Medical	Hershey Medical Center, UPMC Pinnacle, UPMC Carlisle Regional Hospital, and Geisinger Holy Spirit
	Medical	UPMC – Carlisle Regional Health Internship Hospital
	Medical	UPMC – Pinnacle Health Internship Program
Information Sciences, Business, and E-Commerce	Business Administration	CV - District Office Business Department
	Information Technology	CV - IT Operations Technology
	Information Technology/Manufacturing	The Ames Company- Camp Hill
Planning, Logistics, Distribution, and Transportation	Aviation	Skyport Aviation
Science, Design, Engineering, Construction, and Advanced Manufacturing	Architecture	Crabtree, Rohrbaugh & Associates Architects
	Engineering	ACE (Architecture, Construction, Engineering) Internship Program
	Engineering	Advantage Engineers

## INTERNATIONAL BACCALAUREATE

The International Baccalaureate Programme ([www.ibo.org](http://www.ibo.org)) is a comprehensive and rigorous college-preparatory program designed to meet the needs of academically talented and highly motivated 11<sup>th</sup> and 12<sup>th</sup> grade students. Only schools authorized by the International Baccalaureate Organization in Geneva, Switzerland may offer the IB Diploma Programme.

Costs incurred to participate in the IB Diploma Programme will be a one-time registration fee and exam fees.

### **IB Diploma Requirements**

Students choose one subject from each group; a student may substitute Psychology or a second science for Group 6.

Group 1: Studies in language and literature	English HL*
Group 2: Language acquisition	French SL, German SL, Spanish SL, Spanish ab initio SL
Group 3: Individuals and societies	History of the Americas 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	Visual Arts SL & HL, Film SL & HL

\*required course

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).

### **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 EE, TOK & CAS are required to earn the diploma. Extra points can be earned through TOK and the Extended Essay.

### **The Pre-IB Experience (9<sup>th</sup> and 10<sup>th</sup> graders)**

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

Suggested Course Sequencing Chart \*\*

Groups	Subject	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>Group I Studies in Language &amp; Literature</b>	English HL	Honors English	Honors English	English HL I	English HL II
<b>Group II Language Acquisition</b>  IB students who do not follow the suggested course sequencing chart must meet with the World Language Supervisor and the IB Coordinator to determine proper placement.	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
	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
<b>Group III Individuals and Societies</b>	History of Americas HL	AP World History	AP Gov/ Econ	History of Americas HL I	History of Americas HL II
	Psychology SL (1-year course)	n/a	n/a	n/a	Psychology SL (available 2019-20)
<b>Group IV Experimental Sciences</b>	Chemistry HL1	Biology	Chemistry	Chemistry HL 1	Chemistry HL 2
	Chemistry HL2	Biology	Chemistry	Chemistry HL1	Chemistry HL 2
	Sports, Exercise & Health Science SL (1-year course)	Biology	Chemistry	Sports, Exercise & Health Science SL (11 or 12)	Sports, Exercise & Health Science SL (11 or 12)

<b>Groups</b>	<b>Subject</b>	<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
<b>Group V Mathematics</b>	Math SL	College Prep or Honors Geometry	College Prep or Honors Algebra II	Math SL I	Math SL II
	Math HL	Honors Algebra II Or Honors Pre-Calc	Honors Pre-Calculus & Trigonometry Or AP Stats	Math HL I	Math HL II
	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)
<b>Group VI The Arts</b>	Visual Arts SL or HL	Introductory Art Class; AP Art History advised	Introductory Art Class; AP Art History advised	Visual Arts SL I or HL I	Visual Arts SL II or HL II
	Film SL or HL	n/a	n/a	Film SL I or HL I	Film SL II or HL II
<b>Theory of Knowledge TOK</b>	Theory of Knowledge	n/a	n/a	TOK	TOK

\*\*IB courses may be offered as independent courses or combined with AP and/or honors courses.

Disclaimer- Students who opt not to 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.

See the full IB list of courses in the Course Offering Section; individual IB courses are described within each department.

# COURSE OFFERINGS BY DEPARTMENT

## AGRICULTURAL SCIENCE EDUCATION

[www.cvschools.org/ag](http://www.cvschools.org/ag)

### CURRICULUM FOR AGRICULTURAL SCIENCE EDUCATION (CASE)

Agricultural Sciences has three essential components: Classroom & Laboratory Instruction, FFA, and Supervised Agricultural Experience. ALL students who are enrolled in the Agricultural Sciences curriculum at Cumberland Valley High School will be listed as a member of the FFA, a youth leadership organization, and are expected to complete a Supervised Agricultural Experience in an area of interest related to agricultural sciences, foods, and natural resources.

At Cumberland Valley, agricultural content courses utilize the CASE program (Curriculum for Agricultural Science Education). CASE is a national program developed to prepare students for careers in science, technology and engineering through exciting “hands-on” experiences through activities, projects and problems in agricultural sciences, food and natural resources (AFNR) subject matter. Courses marked with an \* below may count towards graduation as elective science credits, but may not replace the required Biology or Physical science credits.

Course Number	Course Title	Grade	Credits	Prerequisites
8500	Introduction to Agriculture Food and Natural Resources (AFNR)*	9	1.0	None
8510	<b><i>CASE Plant Science*</i></b>	10-12	1.0	Intro to AFNR, or Zoology & Botany
8550	<b><i>CASE Animal Science*</i></b>	10-12	1.0	Intro to AFNR, or Zoology & Botany
8580	<b><i>Grow Our Agriculture Leaders (GOAL)</i></b>	10-12	1.0	Intro to AFNR
8590	<b><i>Dynamics of Youth Leadership Development 1 &amp; 2</i></b>	11-12	1.0	GOAL
8585	<b><i>Supervised Agriculture Experience</i></b>	10-12	.25-1.0	Instructor Approval & Intro to AFNR
8620	<b><i>Agricultural Power &amp; Technology</i></b>	10-12	1.0	Intro to AFNR
8575	<b><i>Agriculture Fabrication</i></b>	10-12	1.0	Intro to AFNR (Unavailable in 18-19)
8576	<b><i>Agricultural Construction</i></b>	10-12	1.0	Intro to AFNR (Unavailable in 18-19)
8525	<b><i>Plant Science Systems Lab Manager</i></b>	11-12	1.0	Instructor Approval & Plant Science/Landscape
8565	<b><i>Animal Science Systems Lab Manager</i></b>	11-12	1.0	Instructor Approval & Animal Science
8560	<b><i>CASE Food Science and Safety*</i></b>	11-12	1.0	Plant Science or Animal Science, or two courses from the FCS Food Science & Nutrition thread
8570	<b><i>CASE Animal and Plant Biotechnology*</i></b>	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 or Teacher Recommendation 1.0 cr**

This course is the introductory course for the CASE sequence of courses. It is designed to introduce students to the four pathways that are offered through CASE. 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, or Zoology & Botany**

The purpose of the Plant Science course is to expose students to the world of agriculture, plant science and career options. The course is structured to enable all students to have a variety of experiences that will provide an overview of the field of agricultural science with a foundation in plant science so that students may continue through a sequence of courses through high school. Coursework will also require students to acquire knowledge and skills required to utilize plants effectively. Students will research the value of plant production and its impact on the individual, the local, and the global economy. Students will work in teams, exploring hands-on projects and activities, to learn the characteristics of plant science and work on major projects and problems similar to those that plant science specialists, such as horticulturalists, agronomists, greenhouse and nursery managers and plant research specialists face in their respective careers.

**8550 CASE Animal Science****Grades 10-12****1.0 cr****Prerequisite: Intro to AFNR, or Zoology & Botany**

The purpose of CASE Principles of Agricultural Science – Animal course is to expose students to the world of agriculture, plant science, and career options. The course is structured to enable all students to have a variety of experiences that will provide an overview of the field of agricultural science with a foundation in animal science so that students may continue through a sequence of courses through high school. Students' experiences will involve the study of animal anatomy, behavior, nutrition, reproduction and health. Throughout the course, students will consider the perceptions, ethics and preferences of individuals within local, regional and world markets. Students will explore hands-on projects and activities to learn the characteristics of animal science and work on major projects and problems similar to those that animal science specialists, such as veterinarians, zoologists, livestock producers or industry personnel face in their respective careers. The knowledge and skills students develop will be used in future courses within the CASE program.

**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 our program desiring to develop and expand their leadership skills are encouraged to take this course. Students will find opportunities to further develop their organizational skills by interacting not only with other class members, but with other organizations, groups, and activities. 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. Essentially, this course is GOAL 2.0 and students will be expected to find deeper understanding of their individual unique leadership characteristics, abilities, and professional skills. Leaders in this course will execute the daily operations of Cumberland Valley Agricultural Sciences programming from a student managerial standpoint.

**8585 Supervised Agricultural Experience****Grades 10-12****0.25-1.0 cr****Prerequisite: AFNR AND instructor approved application**

Is your schedule too busy to fit an agriculture course, yet you still want to qualify for FFA membership? If this is the case, you can elect to create an independent study course. This course will use the FFA Supervised Agricultural Experience as its model and can be scheduled for as a quarter, semester or yearlong course. Projects can include, but are not limited to: livestock, greenhouse management, nursery management agriculture research, and conservation. Students who elect to take this course must meet independently with the instructor and meet individualized project deadlines. Several visits to the project site are part of this course. Students may also opt to complete an Agriscience Fair project to exhibit at the Pennsylvania Farm Show or participate in four (4) FFA Career Development Events (CDE) to complete course requirements.

<b>8565 Animal Science Systems Lab Manager</b>	<b>Grades 11-12</b>	<b>1.0 cr</b>
<b>Prerequisite: CASE Animal Science AND instructor approved application</b>		
The purpose of this course is to expand upon the concepts and experience from previous the 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.		
<b>8525 Plant Science Systems Lab Manager</b>	<b>Grades 11-12</b>	<b>1.0 cr</b>
<b>Prerequisite: CASE Plant Science and Landscape &amp; Floral Design AND instructor approved application</b>		
The purpose of this course is to expand upon the concepts and experience from previous Plant Science courses. 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.		
<b>8560 CASE Food Science &amp; Safety</b>	<b>Grades 11-12</b>	<b>1.0 cr</b>
<b>Prerequisite: CASE Animal Science or CASE Plant Science, or two courses from the FCS Food and Nutrition thread</b>		
CASE Food Science and Safety provides learning experiences in food science and safety, which allows students to apply scientific knowledge and processes to the development and preservation of food products. Issues of food science and safety are examined from a scientific and technological perspective. Students critically analyze information to evaluate and draw conclusions on the appropriate use of technology in food science and safety practices. Units of instruction include: principles of food preservation, food processing, biochemistry, food selection, and consumer health. Students develop personal viewpoints on societal issues concerning the development and preservation of food <u>products</u> , and make career plans in the food industry.		
<b>8570 CASE Animal &amp; Plant Biotechnology</b>	<b>Grade 12</b>	<b>1.0 cr</b>
<b>Prerequisite: CASE Food Science &amp; Safety, or AP Biology</b>		
Animal and Plant Biotechnology, a specialization course in the CASE Program of Study, provides resources to the teacher to facilitate rigorous instruction and increase the level of student understanding related to biotechnology concepts. Students will complete hands-on activities, projects, and problems designed to build content knowledge and technical skills in the field of biotechnology. Students are expected to become proficient at projects involving micropipetting, bacterial cultures and transformations, electrophoresis, and polymerase chain reaction. Research and experimental design will be highlighted as students develop and conduct industry appropriate investigations.		
<b>8576 Agricultural Construction (Unavailable in 18-19)</b>	<b>Grades 10-12</b>	<b>1.0 cr</b>
<b>Prerequisite: Intro to AFNR</b>		
This course will introduce students to the basics of construction principles used in the agricultural industry. The course features a 9-week introduction to each of the following areas: masonry, electrical wiring, building/construction, and plumbing. Students will gain a foundation in each of these construction areas, then apply their knowledge to complete an end-of-course building project of their choice. Successful students in this course will be encouraged to participate in the FFA Ag Mechanics contest at the conclusion of the school year.		
<b>8575 Agriculture Fabrication (Unavailable in 18-19)</b>	<b>Grades 10-12</b>	<b>1.0 cr</b>
<b>Prerequisite: Intro to AFNR</b>		
<i>Agricultural Fabrication</i> 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.		
<b>8620 Agricultural Power &amp; Technology</b>	<b>Grades 10-12</b>	<b>1.0 cr</b>
<b>Prerequisite: Intro to AFNR</b>		
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 they are applicable to current building techniques in 21 <sup>st</sup> century agriculture. Students will 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

Courses in the art program are sequential. **Students may explore any of the 9 courses open to 9-12 grade students.** Students may plan their schedule to include one, two, or more courses from the art curriculum per year after passing the prerequisite introductory level course. Research, homework, and sketchbooks are required in all art courses.

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

Course Number	Course Title	Recommended Grade	Number of Semesters	Periods per Cycle	Units of Credits	Weighted Value
6092	<b><i>IB. Art HL 1 diploma yr. 1</i></b>	11	2	6	1.0	1.13
6093	<b><i>IB Art HL 2 diploma yr. 2</i></b>	12	2	6	1.0	1.13
6094	<b><i>IB Film HL I</i></b>	11	2	6	1.0	1.13
6095	<b><i>IB Film HL II</i></b>	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	<b><i>2D Portfolio 1</i></b>	11-12	2	6	1.0	1.0
6112	<b><i>2D Portfolio 2</i></b>	12	2	6	1.0	1.0
6114	<b><i>*AP Studio 2D Design</i></b>	11-12	2	6	1.0	1.13
6116	<b><i>*AP Studio Drawing</i></b>	11-12	2	6	1.0	1.13
6130	Ceramics 1	9-12	2	6	1.0	1.0
6132	<b><i>Ceramics 2</i></b>	10-12	2	6	1.0	1.0
6134	3D Design Sculpture 1	9-12	2	6	1.0	1.0
6136	<b><i>3D Design Sculpture 2</i></b>	10-12	2	6	1.0	1.0
6138	<b><i>3D Portfolio 1</i></b>	11-12	2	6	1.0	1.0
6140	<b><i>3D Portfolio 2</i></b>	12	2	6	1.0	1.0
6142	<b><i>*AP Studio 3D Design</i></b>	11-12	2	6	1.0	1.13
6150	Film 1	9-12	2	6	1.0	1.0
6152	<b><i>Film 2</i></b>	10-12	2	6	1.0	1.0
6158	3D Digital Design and Fabrication 1	9-12	2	6	1.0	1.0
6160	<b><i>3D Digital Design and Fabrication 2</i></b>	10-12	2	6	1.0	1.0
6162	<b><i>3D Digital Portfolio 1</i></b>	11-12	2	6	1.0	1.0
6164	<b><i>3D Digital Portfolio 2</i></b>	12	2	6	1.0	1.0
6170	Photo & Visual Communication 1	9-12	2	6	1.0	1.0
6172	<b><i>Photo &amp; Visual Communication 2</i></b>	10-12	2	6	1.0	1.0
6174	<b><i>Photo &amp; Visual Comm. Portfolio 1</i></b>	11-12	2	6	1.0	1.0
6176	<b><i>Photo &amp; Visual Comm.-Portfolio 2</i></b>	12	2	6	1.0	1.0
6190	<b><i>*AP Art: History</i></b>	9-12	2	6	1.0	1.13

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, the course encourages students to actively explore the visual arts within and across a variety of local, regional, national, international and intercultural contexts. Through inquiry, investigation, reflection and creative application, visual arts students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture. This course prepares students for the I.B. Art assessment which addresses visual arts in contexts of history and culture, methods and processes, and ways of communication through theoretical practice, art making practice and curatorial practice. The tasks require a comparative study, a process portfolio, and 13 -25 pages of work in at least three different art forms. Students must create an exhibit of 8-11 works with accompanying text for each, and a curatorial rationale.

**\*This is a high school weighted course at 1.13.**

**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.

**\*This is a high school weighted course at 1.13.**

**6102 2D Design Abstraction and Media 1****Grades 9-12****1.0 cr**

**(Formerly Abstract Art)** 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**

**(Formerly Journaling and Media Exploration)** 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 practice of timeless drawing and design ideas. The goal for each student 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 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 practice from timeless ideas. The goal is to command skill with media and use 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 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 continues the development of a portfolio of works demonstrating proficiency with media, observation skills, creating a range of value, expressive use of color, composition, and sketchbook planning to use for college preparation. Research in art history, critical analysis, aesthetics, is explored through art materials and processes. Homework may be necessary periodically, but is not an integral part of the course.

**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.

<b>6114 *Advanced Placement Studio: 2D Design</b>	<b>Grade 11, 12</b>	<b>1.13 cr</b>
<b>Prerequisite: Advanced Drawing and Painting, Journaling and Media, Advanced Photography</b>		
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.		
<b>*This is a high school weighted course at 1.13.</b>		
<b>6116 *Advanced Placement Studio: Drawing</b>	<b>Grade 11, 12</b>	<b>1.13 cr</b>
<b>Prerequisite: Advanced Drawing and Painting, Journaling and Media</b>		
AP Art courses require students to submit three components for submission. Five college level work in drawing exhibits understanding of drawing 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.		
<b>*This is a high school weighted course at 1.13.</b>		
<b>6130 Ceramics 1</b>	<b>Grades 9 – 12</b>	<b>1.0 cr</b>
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.		
<b>6132 Ceramics 2</b>	<b>Grades 10 – 12</b>	<b>1.0 cr</b>
<b>Prerequisite: Ceramics</b>		
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.		
<b>6134 3D Design Sculpture 1</b>	<b>Grades 9- 12</b>	<b>1.0 cr</b>
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.		
<b>6136 3D Design Sculpture 2</b>	<b>Grades 10-12</b>	<b>1.0 cr</b>
<b>Prerequisite: 3D Design Sculpture 1 (Teacher recommendation required)</b>		
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.		
<b>6138 3D Portfolio 1</b>	<b>Grades 11-12</b>	<b>1.0 cr</b>
<b>Prerequisite-Advanced Ceramics OR Advanced Sculpture</b>		
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. 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.		
<b>6140 3D Portfolio 2</b>	<b>Grade 12</b>	<b>1.0 cr</b>
<b>Prerequisite: 3D Portfolio Class</b>		
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.		

<b>6142 Advanced Placement Studio: 3D Design</b>	<b>Grades 11-12</b>	<b>1.0 cr</b>
<b>Prerequisite-Advanced Ceramics OR Advanced Sculpture</b>		
Students will develop both <i>concentration</i> and <i>breadth</i> 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 <i>quality</i> in concept. Students may then select from a series of new processes to add <i>breadth</i> to their portfolio. Critiquing, journaling (online “Instagram”), and rubrics will provide regular feedback to students. In May a final portfolio will be submitted.		
<i>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.</i>		
<b>*This is a high school weighted course at 1.13.</b>		
<b>6150 Film 1</b>	<b>Grades 9-12</b>	<b>1.0 cr</b>
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.		
<b>6152 Film 2</b>	<b>Grades 10 – 12</b>	<b>1.0 cr</b>
<b>Prerequisite: Film 1</b>		
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!		
<b>6158 3D Digital Design and Fabrication 1</b>	<b>Grades 9 – 12</b>	<b>1.0 cr</b>
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.		
<i>Career Clusters: Digital Media and Graphic Communications, Science, Design, Engineering, Construction and Advanced Manufacturing</i>		
<b>6160 3D Digital Design and Fabrication 2:</b>	<b>Grades 10-12</b>	<b>1.0 cr</b>
<b>Prerequisite: 6158-3D Digital Design and Fabrication 1</b>		
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.		
<b>6162 3D Digital Portfolio 1</b>	<b>Grades: 11-12</b>	<b>1.0 cr</b>
<b>Prerequisite: 6034 Film II or 6036 3D Animation</b>		
This course is for <b>third year</b> 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.

*Career Clusters: Digital Media and Graphic Communications Science, Design, Engineering, Construction and Advanced Manufacturing Fine and Performing Arts*

**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 technology. Members of the class must be prepared to work independently and in groups. *Career Clusters: Digital media, photography, graphic design, marketing/advertising, publishing, web design, fashion, education, science and the medical field.* This course offers foundation skills relevant to the discipline of graphic design. Students develop and expand their vocabularies in visual communication, exploring basic design elements and principles for solving communication problems. Students conduct research, generate ideas, study form and media, learn to analyze and discuss their own work as well as that of others, and become familiar with the graphic design process.

*Career Clusters: Digital media, photography, graphic design, marketing/advertising, publishing, web design, fashion, education, science and the medical field.*

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

This course emphasizes the philosophical and technical relationship between the camera and the computer. This course refines and expands digital imaging skills learned in Photography and Graphic Design 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 concepts. 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 computer software to edit, manipulate, and enhance their work with the ultimate goal of developing a visual voice and artistic expression through each assignment.

*Career Clusters: Digital media, photography, graphic design, marketing/advertising, publishing, web design, fashion, education, science and the medical field.*

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

See instructor for further information.

**6176 Photo & Visual Communication Portfolio 2****Grades 12****1.0 cr**

**Prerequisite: 6174 Photo & Visual Communication Portfolio (Teacher recommendation required)**

See instructor for further information.

**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.

**\*This is a high school weighted course at 1.13.**

# High School Art Department Course Guide Flow Chart

Year 1	Year 2	Year 3	Year 4
<b>6106</b> 2D Design - Drawing & Painting 1	<b>6108</b> 2D Design - Drawing & Painting 2	<b>6110</b> 2D Design Portfolio 1	<b>6112</b> 2D Design Portfolio 2
<b>6102</b> 2D Design Abstraction & Media 1	<b>6104</b> 2D Design Abstraction & Media 2	<b>6092</b> I.B. Art HL 1 (No Prerequisite)	<b>6116</b> AP Studio Drawing
<b>6134</b> 3D Design - Sculpture 1	<b>6136</b> 3D Design - Sculpture 2	<b>6138</b> 3D Design Portfolio 1	<b>6140</b> 3D Design Portfolio 2
<b>6130</b> Ceramics 1	<b>6132</b> Ceramics 2		<b>6090</b> AP 3D Design Portfolio 2
<b>6150</b> Film 1	<b>6152</b> Film 2	<b>6162</b> 3D Digital Portfolio 1	<b>6164</b> 3D Digital Portfolio 2
<b>6094</b> I.B. Film HL1 (Junior Diploma students)	<b>6095</b> I.B. Film HL2 (Senior Diploma students)		
<b>6158</b> 3D Digital Design & Fabrication 1	<b>6160</b> 3D Digital Design & Fabrication 2		
<b>6170</b> Photo & Vis. Com. 1	<b>6172</b> Photo & Vis. Com. 2	<b>6174</b> Photo & Vis. Com. Portfolio 1	<b>6176</b> Photo & Vis. Com. Portfolio 2
			<b>6114</b> AP Studio 2D Design
<b>6190</b> AP Art History			

## **BUSINESS, COMPUTER & INFORMATION TECHNOLOGY DEPARTMENT**

Course Number	Course Title	Recommended Grade	Number of Semesters	Periods per Cycle	Units of 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	<b>*HACC Computer Information Systems 105</b>	11-12	1	6	1.0	1.13
4070	<b>Business Mathematics</b>	10-12	2	6	1.0	1.0
4073	Accounting I	9-12	2	6	1.0	1.0
4075	<b>*HACC Accounting 101</b>	11-12	2	6	1.0	1.13
4080	*HACC Business 101	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	<b>Business Law II</b>	11-12	2	6	1.0	1.0
4086	<b>*HACC Marketing 201</b>	11-12	2	6	1.0	1.13
4091	Entrepreneurship I	9-12	2	6	1.0	1.0
4092	<b>Entrepreneurship II</b>	10-12	2	6	1.0	1.0
4093	Sports & Entertainment Marketing	9-12	2	6	1.0	1.0
5051	<b>Argus – Yearbook</b>	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 under the Math Department

### **4053 Academic Microsoft Office**

**Grades 9-12**

**1.0 cr**

College-bound students will find this course especially beneficial, as they will master Word and Excel features to ease in production of professional and collegiate quality work. This course will be organized around project-oriented units. **Word:** Learn critical applied skills such as formatting collegiate research papers, advanced table construction, merging documents, printing labels and creating a professional newsletter. **Excel:** This application will aid the advanced student with mastery of worksheets, charting, sorting and filter data sets, and use of formulas, functions and grouping/linking worksheets. Included will be units integrating Word and Excel.

### **4057 Webpage Design**

**Grades 9-12**

**0.5 cr**

This is a semester laboratory course designed for students who wish to explore current trends in website authoring using Adobe Dreamweaver CS6. Students will learn to create professional-looking and dynamic websites. Topics include building a standards-compliant website; navigating website structure and design; creating Cascading Style Sheets to format and layout webpages; and building interactive forms and controls for e-commerce websites. Other emphasis will be placed on enhancing webpages with various forms of graphics and multimedia. An introduction to developing mobile websites with jQuery will also be explored.

### **4060 \*HACC Computer Information Systems 105**

**Grades 11-12**

**HACC 3.0 - 1.0 cr**

**Prerequisite: Students must pass the HACC Placement Test**

Provides a fundamental understanding of computers and familiarizes students with the interaction of computer hardware and software. Emphasis is on the application of computers and hands-on use of software applications, including word processing, spreadsheet, file and database management. This hands-on, project-oriented course provides a fundamental understanding of computers and familiarizes students with the interaction of computer hardware and software. Emphasis is placed on the use of microcomputers and software applications including Word, Excel and Access. 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). Students are required to purchase the textbook package for the course that currently costs \$160. Upon the successful completion of the course, students will receive 3 transferable HACC credits.

**\*This is a high school weighted course at 1.13.**

**4070 Business Mathematics** **Grades 10-12** **1.0 cr**  
**Prerequisite: Must be proficient on the Algebra I Keystone Exam or District Assessment, 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. **May be used as one of the mathematics credits required for graduation.**

**4073 Accounting I** **Grades 9-12** **1.0 cr**  
 Accounting is an excellent foundation course for students who plan to enroll in accounting or 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 and determine how much profit a business is making. A real-life simulation involving the preparation of records for a small business is included. Students enrolled in this class will have the opportunity to use online work papers.

**4075 \*HACC Accounting 101** **Grades 11-12** **HACC 4.0 - 1.0 cr**  
**Prerequisite: Students must pass the HACC Placement Test**  
 Introduces commonly accepted 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. This is a very rigorous college accounting course. Students must meet the same requirements as those college students taking the course on the HACC campus. Students are expected to spend at least ½ hour working outside of class for every period in the classroom. There is a \$50 per credit course fee (\$200). Students are required to purchase working papers and HACC textbook that currently costs \$175. Upon the successful completion of the course, students will receive 4 transferable HACC credits (Can take independently or as a follow-up to Accounting I).  
**\*This is a high school weighted course at 1.13.**

**4080 \*HACC Business 101** **Grades 11-12** **HACC 3.0 - 1.0 cr**  
**Prerequisite: None**  
 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. There is a \$50 per credit course fee (\$150). Students are required to purchase the HACC textbook for the course, as well as any other materials needed.  
**\*This is a high school weighted course at 1.13**

**4081 Introduction to Business** **Grades 9-10** **1.0 cr**  
 This is an introductory course for freshman and sophomore students who are interested in the exciting and challenging world of business. Students will increase their preparation 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. These topics will prepare individuals for future employment or business ownership and make them a better, informed citizen for an expanding international economy. Class work is done on computers using Word, Excel and PowerPoint. Internet websites are used to supplement book and current topics.

**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 finance. Students will cover topics including: budgets, consumer credit, loans, saving, investing, stocks, bonds and mutual funds. Other topics will include: taxes, insurance and retirement. Students will be working individually and in groups to complete projects. Internet websites and simulations are used to supplement the textbook and 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. An awareness of legal problems that may confront young adults is one of the objectives of the course. Some of the areas studied include rights and responsibilities of the minor, consumer's role in society, criminal and civil law and the court system, contracts, credit, insurance and legal implications in owning property. Guest speakers are an integral part of the course, and the class will take a field trip to observe an actual trial to either the Dauphin County or Cumberland County Courthouse. In addition the students will compete in an actual trial against their peers. This course is an excellent introduction to college level Business Law and is helpful to 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 is open to juniors and seniors who want to advance their understanding of our legal system. This course picks up where Business Law I ended. Some of the topics covered in this class are consumer laws, sales contracts, ownership and risk of loss, property and bailments, laws in employment and laws in business ownership. Guest speakers will be an integral part of the course and the class will take a field trip to observe an actual trial at either the Dauphin County or Cumberland County Court House. In addition students will have the opportunity to enhance their knowledge of the Trail system, and will compete in a Mock Trial against their peers.

**4086 \*HACC 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. This course is Marketing MKTG 201 as listed in the HACC course catalog. Students must meet the same requirements as those students taking the course on the HACC campus. Students will be expected to spend at least ½ hour outside the class for every period in the classroom. There is a \$50 per credit course fee (\$150). Students are required to purchase the HACC textbook for the course that current costs \$180.

**\*This is a high school weighted course at 1.13**

**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. The course begins with a discussion of the private enterprise system and the role of the consumer and producer. 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. Students will do individualized assignments from the textbook as well as group and individual projects. This is an excellent course for students who think they would like to start or manage a business.

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

This is an advanced course in which students will actually run a business. Responsibility in making management decisions and the importance of human relations in all aspects of business operations will be discussed. Students will operate and manage the Eagle Emporium—including selecting, designing and buying merchandise, advertising and displaying merchandise, inventory management and maintaining accurate sales and bookkeeping records. Students will be scheduled to work in the Eagle Emporium to cover normal operating hours—resource and all lunches—as well as some special events. Employee evaluations, individualized assignments and projects will be given each marking period.

**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. Students will work individually and cooperatively to complete assignments and projects using the Internet and various computer technologies.

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

The Hospitality and Tourism Management Program is a course designed for juniors and seniors interested in the hospitality industry. Arranged as a blocked class taught by both FCS and Business Department teachers, students will study and learn employability skills and job-specific technical skills for the Hospitality and Tourism Career Cluster. Classroom instruction, as well as hands-on industry experience with local businesses, will comprise the program content. 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. Conseage, Career Coordinator.*

## ENGLISH

In order to graduate, all students will be required to be *Proficient* or *Advanced* on the Keystone Literature Exam.

Course Number	Course Title	Grade	Number of Semesters	Periods per Cycle	Units of Credits	Weighted Value
1111	*H English 9	9	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	2	6	1.0	1.1
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	2	6	1.0	1.13
1132	American Lit 11 L2	11	2	6	1.0	1.0
1132B	American Lit 11 L2 Blended	11	2	3	1.0	1.0
1133	American Lit 11 L3	11	2	6	1.0	1.0
1141	*AP English Literature and Composition	12	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
1143	World Lit 12 L3	12	2	6	1.0	1.0
1153	*HACC English 101	11-12	1	6	1.0 & 3 HACC	1.13
1154	*HACC English 102	11-12	1	6	1.0 & 3 HACC	1.13
1155	*HACC 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	2	6	1	1.13
1152	*IB English HL II	12	2	6	1	1.13

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

### FRESHMAN ENGLISH

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

**Grade 9**

**1.0 cr**

This weighted college preparatory class is an honors level course. The curriculum for 1111 students reflects the same language arts skills presented in the 1112 curriculum; however, students in 1111 class spend less time on basics and more time on concentrated study of higher level skills and on enrichment units. In literature units, pupils study individual pieces intensively; substantial independent reading, study, and research are required. In the Process Writing program, 1111 students move beyond the development of a well-organized paragraph to the longer themes more quickly than do the college preparatory students; again, independent work is integral to the weighted English composition program. Summer reading and writing work will be assigned. It is important for prospective Honors English students to realize that summer reading is NOT an ancillary activity; it is integral to the program. The summer readings are essential because they constitute the first few weeks of study in the fall and are integrated into the program throughout the entire year.

**\*This is a high school weighted course at 1.10**

#### **1112 English 9 L2**

**Grade 9**

**1.0 cr**

Designed for college preparatory students, this course requires individuals to read, write, and analyze literature on high critical levels. Integral parts of this course will include the following: varied composition assignments, literary analysis, challenging vocabulary, critical thinking skills, class presentations, and application of grammar. Students who choose this course must actively participate in discussion on a regular basis. They will also be required to complete daily homework assignments.

**1113 English 9 L3****Grade 9****1.0 cr****Prerequisite: Teacher recommendation**

Same curriculum as English 9 Level 2, but is designed to include more structured practice of skills and concepts in class. In addition, this course emphasizes higher order reading, thinking, and writing skills. Integral parts of this course include verbalization of ideas, literary analysis, development of vocabulary, basic grammar skills, sentence and paragraph structure, and a focus on effective communication and critical thinking skills. Students will be required to participate in discussion and complete frequent homework assignments. Students will be required to participate in discussion and complete frequent homework assignments.

**SOPHOMORE ENGLISH****1121 \*H English 10 (Pre-AP, Pre-IB)****Grade 10****1.0 cr**

This honors course is a weighted, college-preparatory course. Students in 1121 are expected to develop the skills that 1122 students develop; however, 1121 students spend less time on basics and more time on intensive study of individual pieces of literature. Substantial independent reading and research are required. Students in 1121 will move beyond expository writing to more varied and lengthy forms. Critical analysis and biographical criticism are included in the course of study, as well as an expectation of student motivation. Summer reading and writing work will be assigned. It is important for prospective Honors English students to realize that summer reading is NOT an ancillary activity; it is integral to the program. The summer readings are essential because they constitute the first few weeks of study in the fall and are integrated into the program throughout the entire year.

**\*This is a high school weighted course at 1.10**

**1122 English 10 L2****Grade 10****1.0 cr**

Designed for college preparatory students, this course emphasizes critical reading and writing skills in order to analyze literature on a higher and deeper level along with active class participation. Integral parts of this course include the following: expository writing, literary and film analysis, poetry study, vocabulary development, critical thinking, and research. Formal class presentations and writing are also important parts of this course.

**1123 English 10 L3****Grade 10****1.0 cr****Prerequisite: Teacher recommendation**

Same curriculum as English 10 Level 2, but is designed to include more structured practice of skills and concepts in class. This literature-based course emphasizes reading, thinking, and writing skills. Integral parts of this course include class and literary discussion, development of vocabulary, and a focus on effective communication skills. Formal class presentations and writing are also important parts of this course. Students who choose this course must complete regular homework assignments.

**JUNIOR ENGLISH****1151 \*IB English HL I****Grades 11-12****1.0 cr**

This course aims to engage the complex ideas conveyed in the language of literature. Students investigate not only what a text conveys, but also how it conveys that meaning. Intended for juniors, this course focuses on novels and the cultures that produced them. After reading, discussing, analyzing, and evaluating novels such as *Atonement*, *The Things They Carried*, *The Stranger*, and *Chronicle of a Death Foretold*, students will be required to demonstrate their own understandings of the assigned texts through written essays, spoken presentations, and discussions. Summer reading is required.

**\*This is a high school weighted course at 1.13**

**1153 \*HACC 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.

**\*This is a high school weighted course at 1.13**

**1154 \* HACC English 102****Grades 11-12****1.0 cr****Prerequisite: Successful completion of HACC English 101**

Builds on HACC English 101, connecting thinking, reading and writing, research, interpretation, and argumentation emphasized.

**\*This is a high school weighted course at 1.13**

**1155 \*HACC 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.

**\*This is a high school weighted course at 1.13**

**1131 \*AP English Language and Composition****Grade 11****1.0 cr**

There are two primary goals endorsed, emphasized, and encouraged in the AP Language and Composition course. The first is to enable students to write effectively and confidently, predominantly related to analysis, argument, and synthesis. Students will have varied opportunities to respond in writing to assignments which are the basis for both extended writing projects and briefer, timed activities. The second goal is to enable students to read and understand complex texts using higher level critical thinking skills. With these skills, students will gain authority and learn to take risks to better their learning experience. Units are organized by the three chief skills of the AP Language course and will come to fruition with the study of American texts. The curriculum may include, among other writings: *A Farewell to Arms*, *The Things They Carried*, *Invisible Man*, *The House on Mango Street*, *The Crucible*, *Walden*, *The Great Gatsby*, and *The Tempest*. The culminating project of the course is a capstone research project, in which each student will independently explore an American text and its literary or historical period.

Summer reading and writing work is assigned. It is important for prospective Honors English students to realize that summer reading is NOT an ancillary activity; it is integral to the program. The summer readings are essential because they constitute the first few weeks of study in the fall and are integrated into the program throughout the entire year.

**\*This is a high school weighted course at 1.10**

**1132 American Literature 11 L2****Grade 11****1.0 cr****1132B American Literature 11 L2\*Blended, 3x6 (can be paired with 1044B US History Blended) Grade 11 1.0 cr**

Designed for college-preparatory students, integral parts of this course include the following: close reading with annotation, literary analysis (with an emphasis on American fiction, non-fiction, and poetry), analytical writing with the integration of textual evidence, and class discussion/participation. 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 persuasive writing and speech. The curriculum includes among other writings: *The Great Gatsby*, *The Crucible*, *The Things They Carried* as well as short stories, and poetry. *\*NOTE:* Student who choose the blended version of this course will only meet with the teacher three times in a six day cycle. See the Blended Learning description in the front of the Program of Studies for more information.

**1133 American Literature 11 L3****Grade 11****1.0 cr****Prerequisite: Teacher recommendation**

Same curriculum as American Literature Level 2, but is designed to include more structured practice of skills and concepts in class. Designed for juniors pursuing improvements in their reading, writing, speaking, and listening skills, this course offers instruction in strategic reading, in reading and understanding American fiction and non-fiction literature, and in writing that leads to effective communication through focus, organization, content, usage, and style. In addition, this course will provide opportunities to enhance listening, thinking, and discussion skills. Various forms of media will be utilized throughout this course to enhance the study of the literature. The curriculum is similar in design to the L2 course, but will be delivered with more structured guidance.

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

This course is an extension of IB English I. The first semester expands the previous course's study of novels to include poetry and drama, focusing on close reading and literary analysis of texts as well developing an understanding the differences between each of these literary forms. With that broader understanding of literary forms in mind, the second semester returns to the novel, using works such as *The Handmaid's Tale* and *Do Androids Dream of Electric Sleep?* To point out variations within that one form. After reading, discussing, analyzing, and evaluating the course's texts, 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. Summer reading is required.

**\*This is a high school weighted course at 1.13**

**1153 \* HACC English 101****Grade 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.

**\*This is a high school weighted course at 1.13**

**1154 \*HACC English 102** **Grade 12** **1.0 cr**

**Prerequisite: Successful completion of HACC English 101**

Builds on HACC English 101, connecting thinking, reading and writing, research, interpretation, and argumentation emphasized.

**\*This is a high school weighted course at 1.13**

**1155 \* HACC Communications 101** **Grade 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.

**\*This is a high school weighted course at 1.13**

**1141 \*AP English Literature and Composition** **Grade 12** **1.0 cr**

*Advanced Placement English: Literature and Composition* is a college-level course that focuses on intensive reading, demanding composition assignments, higher level thinking skills, as well as instruction in vocabulary and grammar. This is a challenging course, emphasizing expository writing and critical reading, with the majority of the curriculum drawn from world literature. Through the close reading of selected texts, students will increase their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes, as well as figurative language, imagery, symbolism, tone, motif, etc. Students enrolled in this course are expected to make a serious commitment to a rigorous curriculum of literary analysis and composition. This course will effectively prepare students for the AP Literature and Composition Exam in May. The curriculum includes, among other writings: *King Lear*, *Heart of Darkness*, *Portrait of the Artist as a Young Man*, and *The Metamorphosis*, as well as classic short stories, text-to-film comparison, a world literature anthology unit, and Greek drama. Summer readings and a Reading Response journal are required.

**\*This is a high school weighted course at 1.10**

**1142 World Literature 12 L2** **Grade 12** **1.0 cr**

**1142B World Literature 12 L2\* Blended, 3x6 (Can be paired with CGI 1052B) Grade 12** **1.0 cr**

Designed for college preparatory students, this world literature course requires individuals to read, write, and speak on the higher critical levels needed for successful college work. Students must actively participate in discussion on a frequent basis, must complete independent reading and research assignments, and must give class presentations. A senior speech is an important component of the final course assessment. Students will complete a Philosophy of Life project; this includes an oral presentation to the class, a written paper, and the creation of an audio/visual product. The curriculum includes among other writings: *Oedipus the King*, *A Thousand Splendid Suns*, *Hamlet*, and *The Inferno* as well as short stories, poetry, and philosophy. **\*NOTE:** Student who choose the blended version of this course will only meet with the the teacher three times in a six day cycle. See the Blended Learning description in the front of the Program of Studies for more information.

**1143 World Literature 12 L3** **Grade 12** **1.0 cr**

**Prerequisite: Teacher recommendation**

Same curriculum as English 12 Level 2, but is designed to include more structured practice of skills and concepts in class. This year-long course offers instruction in strategic reading; in reading and understanding world literature (both fiction and non-fiction) and film; and in writing that leads to effective communication through focus, organization, content, usage (i.e., conventions), and style. In addition, this course will provide opportunities to enhance listening, thinking, discussion, and presentation skills. Students will complete a Philosophy of Life project. This will include an oral presentation to the class, a written paper, and the creation of an audio/visual product.

## **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 AS A SECOND LANGUAGE (ESL)

Course Number	Course Title	Recommended Grade	Number of Semesters	Periods per Cycle	Units of 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 limited or interrupted formal schooling, who are lacking literacy in their first language. 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 who have not yet acquired English language proficiency. 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 9<sup>th</sup> 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 who have not yet acquired English language proficiency. 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 10<sup>th</sup> 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 who have not yet acquired English language proficiency. 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 11<sup>th</sup> 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 who have not yet acquired English language proficiency. 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 12<sup>th</sup> 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.

### **4009-4012 ESL Literacy**

**1.0 cr**

**Grades 9 (Course 4009), 10 (Course 4010), 11 (Course 4011) and 12 (Course 4012)**

#### **Prerequisite: ESL teacher recommendation required**

This course is for students with limited or interrupted formal schooling, who are lacking literacy in their first language. 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**

<b>Course Number</b>	<b>Course Title</b>	<b>Recommended Grade</b>	<b>Number of Semesters</b>	<b>Periods per Cycle</b>	<b>Units of Credits</b>	<b>Weighted Value</b>
7500	Child Development	9-12	1	6	0.5	1.0
7501	Family Dynamics	9-12	1	6	0.5	1.0
7502	<b><i>Preschool Lab Experience</i></b>	9-12	1	6	0.5	1.0
7510	Textiles, Fashion, and Apparel Studio	9-12	2	6	1.0	1.0
7511	<b><i>Advanced Textiles, Fashion, and Apparel Studio</i></b>	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	<b><i>Culinary Essentials II</i></b>	9-12	1	6	0.5	1.0
7522	Sports Nutrition	9-12	1	6	0.5	1.0
7523	<b><i>Food Works</i></b>	10-12	1	6	0.5	1.0
7524	<b><i>Global Cuisine</i></b>	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. Students interested in careers of nursing, pediatrics, education, early childhood education, care of the handicapped, or anyone interested in learning about children should consider this course.

### **7501 Family Dynamics**

**Grades 9-12**

**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. This course will be a benefit for all students. It is especially beneficial for those who are planning a career in family counseling, nursing, pediatrics, psychology, or social work.

### **7502 Preschool Lab Experience I**

**Grades 9-12**

**0.5 cr**

**Prerequisite: Child Development or Family Dynamics and Instructor Recommendation Required**

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 be under the supervision of a Family and Consumer Sciences teacher. 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. Attendance is critical for student success in the class. This course is an exceptional start for students interested in teaching, early childhood education, daycare, nursing, or any career working with young children.

Advanced levels of preschool can be taken Grades 10-12. Prerequisite: Preschool Lab Experience instructor recommendation. During the advanced levels of preschool, you 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. This course is for anyone who enjoys apparel construction or for students interested in the following careers: fashion or textile design, fashion merchandising, or family and consumer sciences education. Note: Students are required to furnish their own materials and supplies for approved projects.

<b>7511 Advanced Textiles, Fashion, and Apparel Studio</b>	<b>Grades 10-12</b>	<b>1.0 cr</b>
<b>Prerequisite: Textile, Fashion, and Apparel Studio and Instructor Recommendation</b>		
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. This class can be taken up to three times for additional credit. Students must furnish their own materials for projects.		
<b>7512 Housing and Interior Design</b>	<b>Grades 9-12</b>	<b>0.5 cr</b>
Are you interested in Interior Design for a career or just want to learn more about decorating your room or house? If so, Housing and Interior Design is for you. 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.		
<b>7520 Culinary Essentials I</b>	<b>Grades 9 -12</b>	<b>0.5 cr</b>
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. 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.		
<b>7521 Culinary Essentials II</b>	<b>Grades 9-12</b>	<b>0.5cr</b>
<b>Prerequisite: Culinary Essentials I with passing grade</b>		
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.		
<b>7522 Sports Nutrition</b>	<b>Grades 9-12</b>	<b>0.5 cr</b>
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)		
<b>7523 Food Works</b>	<b>Grades 10-12</b>	<b>0.5 cr</b>
<b>Prerequisite Culinary Essentials I with passing grade</b>		
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. 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 service industry.		
<b>7524 Global Cuisine</b>	<b>Grades 10-12</b>	<b>0.5 cr</b>
<b>Prerequisite: Culinary Essentials I with passing grade</b>		
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! This is a great course for those who want to become more sophisticated and knowledgeable about food or for those interested in careers in international studies, world cultures, and foreign languages.		



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

The Hospitality and Tourism Management Program is a course designed for juniors and seniors interested in the hospitality industry. Arranged as a blocked class taught by both FCS and Business Department teachers, students will study and learn employability skills and job-specific technical skills for the Hospitality and Tourism Career Cluster. Classroom instruction, as well as hands-on industry experience with local businesses, will comprise the program content. 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 finance. Students will cover topics including: budgets, consumer credit, loans, saving, investing, stocks, bonds and mutual funds. Other topics will include: taxes, insurance, identity theft, and retirement. Students will be working individually and in groups to complete projects. Internet websites and simulations are used to supplement the textbook and current topics.

## HEALTH/PHYSICAL EDUCATION

### **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. During these units, students will learn how to properly use the equipment in these facilities as well apply training principles to a variety of workouts. Other concepts covered will be the components of a positive fitness environment and how your body systems respond and work during exercise.

**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. They will explore how the decisions they make can impact their well-being in a positive or negative way. The dimensions of wellness that will be emphasized are physical, mental/emotional, and social.

### **5010A Fitness II / Wellness II**

**Grade 10**

**0.5 cr**

#### **Semester Course**

**Fitness II:** The fitness part of this course is intended to build upon their knowledge and experience with exercise in the different facilities. There will still be an emphasis on training principles and concepts but students will analyze different benefits of regular exercise that motivate them personally. This course will help guide students to develop their own fitness and health related goals as well as provide them with resources to design realistic goals.

**Wellness II:** The wellness part of the course is research based. Students will revisit the dimensions of wellness and the impact the dimensions have on one another. Students will gain an understanding of how to differentiate between reliable health information and erroneous information. Students will be given the opportunity to research a dimension of wellness and present their findings in a way that is suitable for their learning style.

**11th and 12th graders need 0.5 credit for each year from the list of electives below. The electives will meet every day for a semester.**

**5028 Adventure Education:** 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:** 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-** 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. Primarily an activity course, there will be an exploration of different team sports in which the objective is to advance an object into an opponent's territory and try to score. 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-** 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. Topics also include how to employ communication, conflict resolution, and other strategies to create healthy relationships. There will be a partial physical aspect of this course which incorporates self-defense.

**5020B Sport Leadership BLENDED-** The sport leadership course will explore different leadership styles. It doesn't matter whether you are extroverted or introverted, all are welcome. Regardless of our personality, we can all learn and grow in our leading and following skills. We will investigate influential leaders in sports and reflect on how we can all become better leaders. We will use contemporary books and media to experience diverse leadership skills and reflect on what style suits our personality. This course will culminate with a school/community wide event that the student leaders design and host. Take this course if you would like to be a part of something special. **Students must have their current HPE teacher's approval to take this course. This is a classroom course.**

**5021 Media Influence on Teens (Our Health & The Media)** - Students will explore a variety of ways that teen health is influenced through different sources of media such as advertisements, Facebook, Instagram and TV/celebrities. Students will work collaboratively and investigate ways they can positively use these outlets to improve their own wellness and help them make healthy decisions in regards to body image, drug/alcohol use and sexuality. This is primarily a health classroom course.

**5022 Strength Training-** 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. **Students must have their current HPE teacher's approval to take this course.**

**5024 Movement Exploration-** 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-** Do you enjoy team and individual competition? 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. You will be physically active during the majority of each class. The physical aspects of each sport along with strategy, communication, and teamwork will be discussed. Students will learn skills and strategies in a competitive setting and will demonstrate the proper use of sportsmanship and teamwork skills during game play. 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:** 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 an additional fee of up to \$28.00 for Red Cross certifications and non-certifications. Students may take the course without certification.**

**5016 Lifeguard Certification**

**0.5 cr**

**Prerequisites:** Minimum age of 15. Swim 300 yards continuously, using these strokes in the following order: 100 yards of front crawl using rhythmic breathing and stabilization, propellant kick. Rhythmic breathing can be performed either by breathing to the side or front. 100 yards of breaststroke, using a pull, breathe, kick, and glide sequence. 100 yards of either front crawl using rhythmic breathing or breaststroke, or a combination. Swim 20 yards using front crawl or breaststroke, surface dive to a depth of 7-10 feet, retrieve a 10-pound object, return to the surface, and swim 20 yards back to the starting point with object and exit the water without using a ladder or steps, within 1 minute, 40 seconds.

**Course Description:** Students will be certified in CPR for the Professional Rescuer and Lifeguarding through the American Red Cross. This will allow them to acquire employment as a lifeguard in any aquatics facility in the country. 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 an additional fee of \$36 to cover the costs paid to the American Red Cross. Students may take the course without certification.**

**5013 Adapted Physical Education (meets 3 times per cycle)**

**0.5 cr**

**5014 Adapted Physical Education - MDS (meets every cycle day)**

**1.0 cr**

Adapted Physical Education/Health is offered to students needing special consideration, whether it is permanent or temporary. Programs range from non-ambulatory needs to exercise programs. Activities offered may include aquatics, fitness, recreational activities, weight training, and use of exercise equipment. Students who participate in Special Olympic Track and Field events will also have the opportunity to train for these events throughout the year. The goal for Special Needs students participating in this class is for them to be able to take these skills and apply them to leisure time activities in their everyday life.

## INTERNATIONAL BACCALAUREATE

Course Number	Course Title	Recommended Grade	Number of Semesters	Periods per Cycle	Units of Credits
1151	IB English HL I	11-12	2	6	1.0
1152	<b>IB English HL II</b>	12	2	6	1.0
1060	<b><i>IB History HL I</i></b>	11-12	2	6	1.0
1061	<b><i>IB History HL II</i></b>	11-12	2	6	1.0
1062	<b><i>IB Psychology SL</i></b>	11-12	2	8	1.0
2038	IB Chemistry HL 1	11-12	2	9	1.0
2042	IB Chemistry HL 2	12	2	8	1.0
2045	IB Sports, Exercise and Health Science SL	11-12	2	7	1.0
3080	<b><i>IB Mathematics SL I</i></b>	10-12	2	6	1.0
3081	<b><i>IB Mathematics SL II</i></b>	11-12	2	6	1.0
3082	<b><i>IB Mathematics HL I</i></b>	11-12	2	6	1.0
3083	<b><i>IB Mathematics HL II</i></b>	12	2	6	1.0
3084	<b><i>IB Math Studies SL</i></b>	11-12	2	6	1.0
4100	<b><i>IB French SL I</i></b>	10-12	2	6	1.0
4101	<b><i>IB French SL II</i></b>	11-12	2	6	1.0
4102	<b><i>IB German SL I</i></b>	10-12	2	6	1.0
4103	<b><i>IB German SL II</i></b>	11-12	2	6	1.0
4104	IB Spanish ab initio SL I	11	2	6	1.0
4105	IB Spanish ab initio SL II	12	2	6	1.0
4106	<b><i>IB Spanish SL I</i></b>	10-12	2	6	1.0
4107	<b><i>IB Spanish SL II</i></b>	11-12	2	6	1.0
4200*	<b><i>Theory of Knowledge I</i></b>	11	2	3	.5
4201*	<b><i>Theory of Knowledge II</i></b>	12	2	3	.5
4204*	<b><i>Creativity, Activity, Service I</i></b>	11			.25
4202*	<b><i>Creativity, Activity, Service II</i></b>	12			.25
4205*	<b><i>Extended Essay I</i></b>	11			.25
4203*	<b><i>Extended Essay II</i></b>	12			.25
6094	<b><i>IB Film HL I</i></b>	11-12	2	6	1.0
6095	<b><i>IB Film HL II</i></b>	11-12	2	6	1.0
6091	<b><i>IB Art SL I</i></b>	11-12	2	6	1.0
6092	<b><i>IB Art HL I</i></b>	11-12	2	6	1.0
6093	<b><i>IB Art HL II</i></b>	12	2	6	1.0

Descriptions for IB courses are listed in the subject areas to which they correspond. All IB Courses are weighted 1.130.

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

**4200 (11) or 4201 (12) Theory of Knowledge**

**Grade 11 &12**

**0.5 cr**

**Prerequisite: IB Diploma Candidates only**

Theory of Knowledge is an interdisciplinary, coherent approach to learning and knowledge that is intended to synthesize what the students have learned up to this point in their education and aid them in evaluating knowledge claims henceforth. The course will span the junior and senior years with its intent to help students analyze, question, and interpret the ways of knowing (emotion, reason, language, and sense perception) and the areas of knowledge (natural and human sciences, the arts, mathematics, ethics, and history). It is a student-centered course, based primarily on class discussions focusing on the students as knowers as they reflect on their own experiences as learners in both the academic setting as well as their everyday lives. The goal is to produce individuals who are philosophers in the truest sense of the word—lovers of wisdom—as they search for truth with a critical eye and an open mind so that they will become lifelong learners. As Socrates stated, “The unexamined life is not worth living.” As we enter a world that is more and more shaped by the internet and one in which everyone has access to all sorts of information at the touch of a button, it is essential for students to be able to examine and evaluate the information that is out there for their consumption.

The design of the course is for students to evaluate their own learning and knowledge claims by giving them a framework to do so within. We will do this through daily analysis of literary and philosophical works, newspaper and magazine articles, internet passages, statements, and quotations, as well as television and radio shows and movies, etc., followed by open discussions along with journal writing before and after the analysis and discussion. This process will foster a dialogue with all others, past and present. In addition the students will be required to start, moderate, and bring to a close, at various times throughout the year, the class discussions. This will cause the students to be more open-minded and not allow their own personal opinions to shape the discussion as they are there to moderate not to move the discussion in a specific direction.

**\*This is a high school weighted course at 1.13**

**4204 (11) 4202 (12) CAS (Creativity, Activity, Service)**

**Grade 11 & 12**

**0.50 cr**

**Prerequisite: Senior IB Diploma Candidates only**

International Baccalaureate aims to develop internationally minded people who become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. CAS is at the heart of the Diploma Programme. CAS enables you to enhance your personal and interpersonal development through experiential learning. It provides a counterbalance to the academic pressures of the rest of the Diploma Programme and provides a personal journey of self-discovery while being challenging and enjoyable.

The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:

- **Creativity:** arts, and other experiences that involve creative thinking.
- **Activity:** physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme.
- **Service:** an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity, and autonomy of all those involved are respected.

Criteria for a CAS:

- Real, purposeful activities, with significant outcomes
- A personal challenge – tasks must extend you and be achievable in scope
- Thoughtful consideration, such as planning, reviewing progress, reporting
- Reflection on outcomes and personal learning.

PROPOSED CAS activities must meet these four criteria, occur continuously over 18 months, should conclude no sooner than February of senior year and must be completed to earn the IB diploma. CAS receives a P/F grade.

**\*This is a high school weighted course at 1.0**

**4205 (11) 4203 (12) Extended Essay**

**Grade 11 & 12**

**0.50 cr**

**Prerequisite: Senior IB Diploma Candidates only**

Each IB Diploma candidate is required to complete an extended essay on a topic of their choice from the approved subject area fields. The process will begin in the student’s junior year and continue through their senior year. 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. The essay is research-based and must be 4000 words in length and include an abstract of 300 words as well. There is no formal class but the students will be required to meet as a group at certain times during the process and to meet certain requirements by the agreed-upon dates. Extended Essay receives a P/F grade.

**\*This is a high school weighted course at 1.0**

## **JUNIOR RESERVE OFFICERS' TRAINING CORPS** **(JROTC)**

Senior Army Instructor – COL (Ret) Kardos  
Army Instructor – SFC (Ret) Vargas

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 life-long 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.

**Scheduling Notes:** JROTC is available to students in all grades. All students must begin with Leadership Education and Training 1 (LET-1). Subsequent courses are sequential with students able to take JROTC courses all four years of high school if they desire to do so.

**2001 Leadership Education and Training (LET) 1<sup>+</sup>** **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<sup>+</sup>  
LET-2 addresses achieving a healthy lifestyle, including basic principles of good nutrition, fundamentals of first aid, and drug awareness. The course introduces map reading skills and explores citizenship in American history and government. 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<sup>+</sup>  
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. **\*This is a high school weighted course at 1.1.**

**2004\* Leadership Education and Training (LET) 4** **Grade 12** **1.0 cr**  
**Course Prerequisite:** LET 3<sup>+</sup>  
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.  
**\*This is a high school weighted course at 1.1.**

**+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, and not have excessive absences. Students who are failing the course at the end of first semester may be moved to a different elective for second semester. Cadets must also 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 disenrolled from the program.

## **DESIRED LEARNING OUTCOMES:**

*At the end of the LET course, students should be able to:*

- Demonstrate knowledge of the ethical values and principles which underlie good citizenship and leadership practices.
- Display the ability to live and work cooperatively with others as part of an effective team; apply appropriate techniques for managing behavior and resolving conflicts in order to promote good relations with others.
- Demonstrate the ability to think critically and to communicate effectively in writing, public speaking, and in group settings.
- Explain the importance of physical fitness, diet, and life-style choices in maintaining good health. Develop a physical training program and successfully complete the Cadet Challenge.
- Recognize the role of an individual and leader in accepting cultural and ethnic diversity, and preventing discrimination.
- Explore and apply leadership styles and behaviors necessary to influence, manage, lead, and motivate others.
- Demonstrate knowledge of your responsibilities as a leader and basic skills in leading squad and platoon drills.
- Demonstrate knowledge of basic first aid and injury prevention.
- Recognize the effects that alcohol, drugs, and tobacco have on users both immediately and in the future, and how to avoid use.
- Explore how the human brain works and its effects on people's learning styles.
- Describe and demonstrate techniques for working as a member of a group to reach and execute a decision.
- Recognize the importance of historical events in developing our Constitution and government; and in shaping the role of America in the world.
- Identify and apply study skills and test-taking strategies to succeed in academic classes.

## **METHODOLOGY**

- Student-centered learning
- Class discussions
- Practical exercises, group work, and hands-on training.
- Guest speakers and/or field trips.
- Completion and submission of assignments as directed by the instructor.
- Leadership experience gained through unit organization duties and responsibilities

## **JROTC COURSE REQUIREMENTS**

- Completion of all homework assignments and projects.
- Maintenance of a LET notebook and portfolio.
- Completion of marking period examinations and other graded work, including uniform inspections and physical training.

## **JROTC EXTRACURRICULAR ACTIVITIES**

- **DRILL TEAM and COLOR GUARD** – The Drill Team and Color Guard execute precision drill and ceremonies as demonstrations for school and community events, carry the American flag 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 which 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 on-line competitions among JROTC programs nationwide.
- **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.

## MATHEMATICS

In order to graduate, all students will be required to be *Proficient* or *Advanced* on the Keystone Algebra Exam.

Course Number	Course Title	Recommended Grade	Number of Semesters	Periods per Cycle	Units of 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
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
3028	<i>Geometry Support</i>	9-10	2	3	0.5	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
3038	<i>Algebra II Support</i>	9-11	2	3	0.5	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>*HACC 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
3073	<i>Statistics L2</i>	11-12	2	6	1.0	1.0
3080	<i>*IB Mathematics SL I</i>	10-12	2	6	1.0	1.13
3081	<i>*IB Mathematics SL II</i>	11-12	2	6	1.0	1.13
3082	<i>*IB Mathematics HL I</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
3091	<i>Intro to Computer Science</i>	9-12	2	6	1.0	1.0
3093	<i>Comp Sci/Programming</i>	10-12	2	6	1.0	1.0
3095	<i>* AP Comp Sci/ Program</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**

This 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 algebraic procedures are related to geometric concepts when relevant. Students will work in small groups, participate in class discussions and use manipulatives to build an understanding of underlying concepts before developing procedural algorithms.

**3015 Algebra I L3****Grade 9****1.0 cr****3018 Algebra Support****Grade 9****0.5 cr**

Students may sign up for both courses. 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 College Algebra I L2 course but does not go as in depth on some topics and proceeds at a slower pace. Students will rely more heavily on the use of manipulatives to build an understanding of underlying concepts and procedures.

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

This course introduces geometric concepts such as properties of two and three dimensional figures while maintaining student's algebra skills. The main themes are properties of geometric figures, spatial visualization, conjecture and proof, graphing, ratios and similarity. Students will work in small groups, participate in class discussions and use manipulatives to build an understanding of underlying concepts before developing formal theorems. The honors course places a heavy emphasis on independent work, class discussions and proofs. There are extra projects requiring time outside of class in addition to daily assignments. This class requires students to understand math concepts at the abstract level. Honors students should expect assessments that test their ability to apply knowledge in new situations. Students thinking about careers in math and science and willing to spend extra time outside of class should take the honors level course.

**\*This is a high school weighted course at 1.1**

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

This course introduces important geometric concepts such as properties of two and three dimensional figures while maintaining student's algebra skills. The main themes are properties of geometric figures, spatial visualization, conjecture and proof, graphing, ratios and similarity, and using algebra skills to help solve geometric problems. Students will work in small groups, participate in class discussions and use manipulatives to build an understanding of underlying concepts before developing formal theorems. Note: Students who choose the blended version of this course will only meet with the teacher 3 times in a 6 day cycle. See the Blended Learning description in the front of the Program of Studies for more information.

**3025 Geometry L3****Grades 9-10****1.0 cr****3028 Geometry Support****Grades 9-10****0.5 cr****Prerequisite: At least 70% in Algebra I L2 or L3**

This course is specifically designed for those students who have come through Algebra I L3. Students may sign up for both courses. If they choose this option, students will have geometry class every day of the cycle and the geometry support class every other day of the cycle. The Geometry Support classes will supplement the geometry program and review fundamental skills. It is intended to accomplish the same goals as the College Geometry L2 course and will develop the same geometric concepts. However, it will proceed at a slower pace and will not go as in depth into some topics. It will cover the concepts of point, line, plane, basic trigonometric functions, proof, special angle relationships, similarity, probability and geometric figures and includes Algebra integration throughout these topics. Applications of geometric principles will be stressed and concepts are revisited throughout the entire course.

<b>3031 * H Algebra II (Pre-AP, Pre-IB)</b>	<b>Grades 9-11</b>	<b>1.0 cr</b>
<b>Prerequisite: At least 93% in Algebra I AND at least 86% in *H Geometry or at least 93% in Geometry L2</b>		
These courses build on and extend the concepts learned in Algebra I and Geometry. Emphasis is placed on problem solving, representing real situation with mathematical models, analyzing and graphing functions, working with systems of equations, developing algebraic algorithms and developing mathematical reasoning and communication skills. Students will work in small groups, participate in class discussions and use manipulatives to build an understanding of underlying concepts before developing procedural algorithms. The honors course moves at a faster pace and places heavier emphasis on independent work, class discussions, special projects and how algebraic rules are developed. Students tending toward careers in math and science and willing to spend extra time outside of class should take the honors level course.		
<b>*This is a high school weighted course at 1.1</b>		
<b>3033 Algebra II L2</b>	<b>Grades 9-11</b>	<b>1.0 cr</b>
<b>3033B Algebra II L2 Blended</b>	<b>Grades 9-11</b>	<b>1.0 cr</b>
<b>Prerequisite: At least 77% in Algebra I L2 and Geometry L2 OR at least 93% in Algebra I L3 and Geometry L3</b>		
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. Students will work in small groups and participate in class discussions to build an understanding of underlying concepts before developing procedural algorithms. Note: Students who choose the blended version of this course will only meet with the teacher 3 times in a 6 day cycle. See the Blended Learning description in the front of the Program of Studies for more information.		
<b>3035 Algebra II L3</b>	<b>Grades 9-11</b>	<b>1.0 cr</b>
<b>3038 Algebra II Support</b>	<b>Grades 9-11</b>	<b>0.5 cr</b>
<b>Prerequisite: At least 70% in Algebra I L3 and in Geometry L3</b>		
This course is specifically designed for those students who have come through the Algebra I L3/Geometry L3 program. Students <u>may sign up for both</u> courses. If they choose this option, students will have Algebra II class every day of the cycle <u>and</u> the Algebra II support class every other day of the cycle. The Algebra II Support classes will supplement the Algebra II program and review fundamental skills. It is designed to accomplish the same goals as the College Algebra II L2 course and will develop the same algebraic concepts. However, it will proceed at a slower pace and will not go as in depth into some topics.		
<b>3041 *H PreCalculus with Trigonometry (Pre-AP, Pre-IB)</b>	<b>Grades 9-12</b>	<b>1.0 cr</b>
<b>Prerequisite: At least 86% in *H Algebra II or at least 93% in Algebra II L2</b>		
This course is intended as a prerequisite for students who will be going on to study Calculus. Students will study function analysis, number systems, coordinate geometry, coordinate planes, conic sections, mathematical induction, sequences and series, the binomial theorem and probability. Students will also study trigonometric functions, including graphs, inverse functions and trigonometric identities, based on right-triangle trigonometry and the unit circle. This course is rigorous and requires independent work, class discussion and special projects. Students will be expected to prepare daily to keep up with the pace of the class. Students tending toward careers in math and science and willing to spend extra time outside of class should take the honors level course.		
<b>*This is a high school weighted course at 1.1</b>		
<b>3043 PreCalculus with Trigonometry L2</b>	<b>Grades 9-12</b>	<b>1.0 cr</b>
<b>Prerequisite: At least 86% in Algebra II L2 or at least 93% in Algebra III/Trig</b>		
This course is intended as a prerequisite for students who will be going on to study Calculus. Students will use the unit circle to study the six trigonometric functions and their graphs, apply trigonometry to right and non-right triangles, verify trigonometric identities and solve trigonometric equations. Students will also study functional analysis, college algebra, sequence and series, binomial theorem, polar coordinates, logarithms, and PreCalculus concepts (ie: piecewise functions, area under a curve, etc.).		
<b>3051 *AP Calculus AB</b>	<b>Grades 11-12</b>	<b>1.0 cr</b>
<b>Prerequisite: At least 86% in *H PreCalculus with Trigonometry</b>		
This course consists of all of the work in Calculus I and part of the work in Calculus II at the college level. The three major concepts of calculus (limit, derivative and integral) will be explored in depth for functions of a single variable. Applications of these concepts will also form a significant part of the course. Students will be expected to work with functions graphically, numerically, analytically and verbally. 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. Since good algebra skills are important for success in this course, it is suggested that students complete an algebra review assignment over the summer.		
<b>*This is a high school weighted course at 1.13</b>		

**3053 Calculus L2** **Grades 11-12** **1.0 cr**

**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. The emphasis of the course will be to apply those concepts to problems in the business, physical, and social science fields. Since good algebra skills are important for success in this course, it is recommended that students complete an algebra review assignment over the summer.

**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.

**\*This is a high school weighted course at 1.13**

**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. Real-world problems in investing, credit, banking, insurance, mortgages, employment, income taxes, budgeting and planning for retirement are solved by applying the relevant mathematics. Field projects, computer spreadsheets, graphing calculators, and partner/team collaboration are key components of the course. **This course may be taken concurrently with PreCalculus or Calculus.**

**3070 \*HACC 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.

**\*This is a high school weighted course at 1.13**

**3071 \*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.**

**\*This is a high school weighted course at 1.13**

**3073 College Prep Statistics** **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.**  
**\*This is a high school weighted course at 1.13**
- 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.**
- 3080 \*IB Mathematics SL I** **Grades 10-12** **1.0 cr**  
**Prerequisite: Prerequisite: At least 86% in CP Alg. II or at least 77% Honors Algebra II**  
This course is taught over two years and caters to students who anticipate a need for a sound mathematical background in preparation for future studies of topics such as mathematics, science, psychology, economics and business. The first year of the course focuses on introducing important math concepts through the development of mathematical techniques. Topics include Number and Algebra, Functions and Equations, Trigonometry, Vector Geometry, Statistics and Probability.  
**\*This is a high school weighted course at 1.13**
- 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.  
**\*This is a high school weighted course at 1.13**
- 3082 \*IB Mathematics HL I** **Grades 11-12** **1.0 cr**  
**Prerequisite – at least a 93% in Honors PreCalculus**  
The purpose of this demanding course is to require the student to study a broad range of mathematical topics in a meaningful and rigorous manner over the course of two years. It is designed for those who are competent in the analytical and technical mathematical skills leading up to the study of calculus. Students taking this course should either have a deep interest in the study of mathematics or have the intention of being enrolled in a mathematics intensive major for their university studies. These majors include but are not limited to mathematics, physics, and engineering. Students will be assessed through unit quizzes and tests in the context of the IB Curriculum.  
**\*This is a high school weighted course at 1.13**

**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.

**\*This is a high school weighted course at 1.13**

**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.

**\*This is a high school weighted course at 1.13**

## MUSIC

Course Number	Course Title	Recommended Grade	Number of Semesters	Periods per Cycle	Units of 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	<b><i>Guitar II</i></b>	10-12	1 (Sem. 2)	6	0.5	1.0
6574	<b><i>Guitar Ensemble</i></b>	10-12	2	6	1.0	1.0
6575	Music Appreciation	9-12	1 Sem. (1)	6	0.5	1.0
6080	Music Technology	9-12	2	6	1.0	1.0
6059	Soaring Voices	10-12	2	6	1.0	1.0
6060	Choir	9-12	2	6	1.0	1.0
6062	Orchestra	10-12	2	6	1.0	1.0
6067	9 <sup>th</sup> Grade Band	9	2	6	1.0	1.0
6063	Concert Band	10-12	2	6	1.0	1.0
6064	<b><i>Symphonic Winds</i></b>	9-12	2	6	1.0	1.0
6065	9th Grade Orchestra	9	2	6	1.0	1.0
6078/6076	Choir/9 <sup>th</sup> 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	<b><i>Choir/Symphonic Winds</i></b>	10-12	2	3/3	0.5/0.5	1.0
6070/6077	Choir/9th 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	<b><i>*Advanced Placement Music Theory</i></b>	10-12	2	6	1.0	1.13
6068	<b><i>Marching Band</i></b>	9-12	1 <sup>st</sup> marking period	Rehearsal schedule	0.25	0.25

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.**

**\*This is a high school weighted course at 1.13**

### **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.

**\*This is a high school weighted course at 1.0**

### **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

**\*This is a high school weighted course at 1.0**

<b>6574 Guitar Ensemble</b>	<b>Grades 10-12</b>	<b>1.0 cr</b>
<b>Prerequisite: Conference with Instructor</b>		
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. Students will become proficient in playing scales, chords, reading standard notation with an acceptable level of fluency and playing in a musically sensitive manner. This course is for students interested in an extensive study of the guitar as well as serving as a training program for those interested in becoming guitar music majors in college.		
<b>6575 Music Appreciation (Semester 1)</b>	<b>Grades 9-12</b>	<b>0.5 cr</b>
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.		
<b>*This is a high school weighted course at 1.0</b>		
<b>6080 Music Technology</b>		
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.		
<b>6068 Marching Band</b>	<b>Grades 9-12</b>	<b>0.25 cr</b>
<b>Prerequisite- Conference with Marching Band Director</b>		
Marching band is a unique course in that it requires participation prior to the beginning of the school year for which the student would receive academic credit. The marching band spends its rehearsal time- all outside of the standard school day-rehearsing and perfecting the field show which will be performed at football games, exhibition performances and competitive performances. The band also performs in local parades and other community-centered events as availability allows. Students may participate as a member of the winds section, the battery percussion section, the front ensemble or the color guard. Students will be assessed at various points throughout the season to test their knowledge of their part in the field show. Assessments will be in the form of playing tests (for wind and percussion students), spinning/dancing tests (for the color guard students), drill/movement tests (for all students except front ensemble) and audio/video analysis of previous performances. Rehearsal attendance is mandatory for participation. Students could have points docked for unexcused absences from rehearsals. The band rehearses twice a week through June and July. Band Camp, in the beginning of August, is also a required portion of the course. Specific dates and times for all rehearsals can be obtained from the band director. Students will receive a grade for marching band on the 1 <sup>st</sup> marking period report card only.		
<b>6059 Soaring Voices</b>	<b>Grades 10-12</b>	<b>1.0 cr</b>
<b>Prerequisite - Audition by Choir Director</b>		
Soaring Voices is a mixed vocal ensemble that performs only the highest quality choral literature. <b>As a select ensemble, membership is earned through a successful audition and approval from the choir director.</b> 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.		
<b>6060 Choir 9-12</b>	<b>Grades 9-12</b>	<b>1.0 cr</b>
Students in choir strive 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.		
<b>6062 Orchestra</b>	<b>Grades 10-12</b>	<b>1.0 cr</b>
Orchestra is open to all 10th-12th 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.		

<b>6067 9<sup>th</sup> Grade Band</b>	<b>Grade 9</b>	<b>1.0 cr</b>
Concert Band 9 is open to all 9 <sup>th</sup> 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.		
<b>6063 Concert Band</b>	<b>Grades 10-12</b>	<b>1.0 cr</b>
Concert Band is open to all 10 <sup>th</sup> -12 <sup>th</sup> 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		
<b>6064 Symphonic Winds</b>	<b>Grades 9-12</b>	<b>1.0 cr</b>
<b>Prerequisite: Audition/Selection by Band Director</b>		
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.		
<b>6065 9<sup>th</sup> Grade Orchestra</b>	<b>Grade 9</b>	<b>1.0 cr</b>
Orchestra 9 is open to all 9 <sup>th</sup> 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.		
<b>MULTIPLE PERFORMANCE COURSES</b>		
Students participating in Choir and Concert Band or Symphonic Winds or Orchestra should select these codes:		
<b>6078/6076 Choir and 9<sup>th</sup> Grade Concert Band Grade 9</b>		
<b>6070/6073 Choir and Concert Band Grades 10-12</b>		
<b>6071/6074 Choir and Symphonic Winds Grades 10-12</b>		
<b>6070/ 6077 Choir and Orchestra Grades 9</b>		
<b>6071/ 6072 Choir and Orchestra Grades 10-12</b>		

## **REQUIRED 9<sup>TH</sup> GRADE COURSE**

### **ACES**

<b>5023 Last Name – A-K</b>	<b>0.25 cr</b>
<b>5033 Last Name – L-Z</b>	<b>0.25 cr</b>
<b>Grade 9</b>	
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.	

## **REQUIRED 10<sup>TH</sup> GRADE COURSE**

### **ACES**

<b>5073 Last Name – A-K</b>	<b>0.25 cr</b>
<b>5083 Last Name – L-Z</b>	<b>0.25 cr</b>
<b>Grade 10</b>	
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 2nd semester. Information is disseminated pertinent to careers, course selection, aptitude testing, college and career search tools, and resume writing.	



## SCIENCE

Course Number	Course Title	Recommended Grade	Number of Semesters	Periods per Cycle	Units of 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	2	7	1.0	1.1
2023	Biology L2	10	2	6	1.0	1.0
2025	<b>Biology L3</b>	10	2	6	1.0	1.0
2094	Independent Research In Science (IRIS)	9-12	2	variable	0.25	1.0
2051	*H Chemistry	10-11	2	7	1.0	1.1
2053	<b>Chemistry L2</b>	10-11	2	7	1.0	1.0
2054	<b>Chemistry L3</b>	11-12	2	6	1.0	1.0
2033	*AP Biology	11-12	2	7	1.0	1.13
2096	*AP Environmental Science	11-12	2	7	1.0	1.13
2081	*AP Physics I	11-12	2	6	1.0	1.13
2083	<b>Physics I L2</b>	11-12	2	6	1.0	1.0
2083B	<b>Physics I L2 Blended</b>	11-12	2	3	1.0	1.0
2084	<b>Conceptual Physics L2</b>	11-12	2	6	1.0	1.0
2061	*AP Chemistry	11-12	2	8	1.0	1.13
2070	*H Biochemistry	11-12	2	7	1.0	1.1
2038	*IB Chemistry HL 1	11-12	2	8	1.0	1.13
2042	*IB Chemistry HL 2	12	2	8	1.0	1.13
2026	*HACC Biology 111 (Intro to Human Biology)	11-12	1	6	1.0	1.13
2095	*H Anatomy & Human Physiology	11-12	2	7	1.0	1.1
2031	*H Zoology & Botany	11-12	2	7	1.0	1.1
2031B	*H Zoology & Botany Blended	11-12	2	4	1.0	1.1
2045	<b>IB Sports, Health, &amp; Exercise Science SL</b>	11-12	2	7	1.0	1.13
2097	<b>Astronomy</b>	11-12	1	6	0.5	1.0
2092	Meteorology & Oceanography	11-12	1	6	0.5	1.0
2035	<b>Wildlife Biology and Ecology</b>	11-12	2	6	1.0	1.0
2055 / 2055C	<b>Topics in Applied General Science (TAGS)</b>	11-12	2	6	1.0	1.0
2085	*AP Physics C	12	2	7	1.0	1.13

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

\*weighted 1.13

NOTE: Course descriptions for 8500, 8510, 8550, 8560 and 8610 can be found in the Agricultural Science Education section.

## SCIENCE CURRICULUM: *Core Requirements*

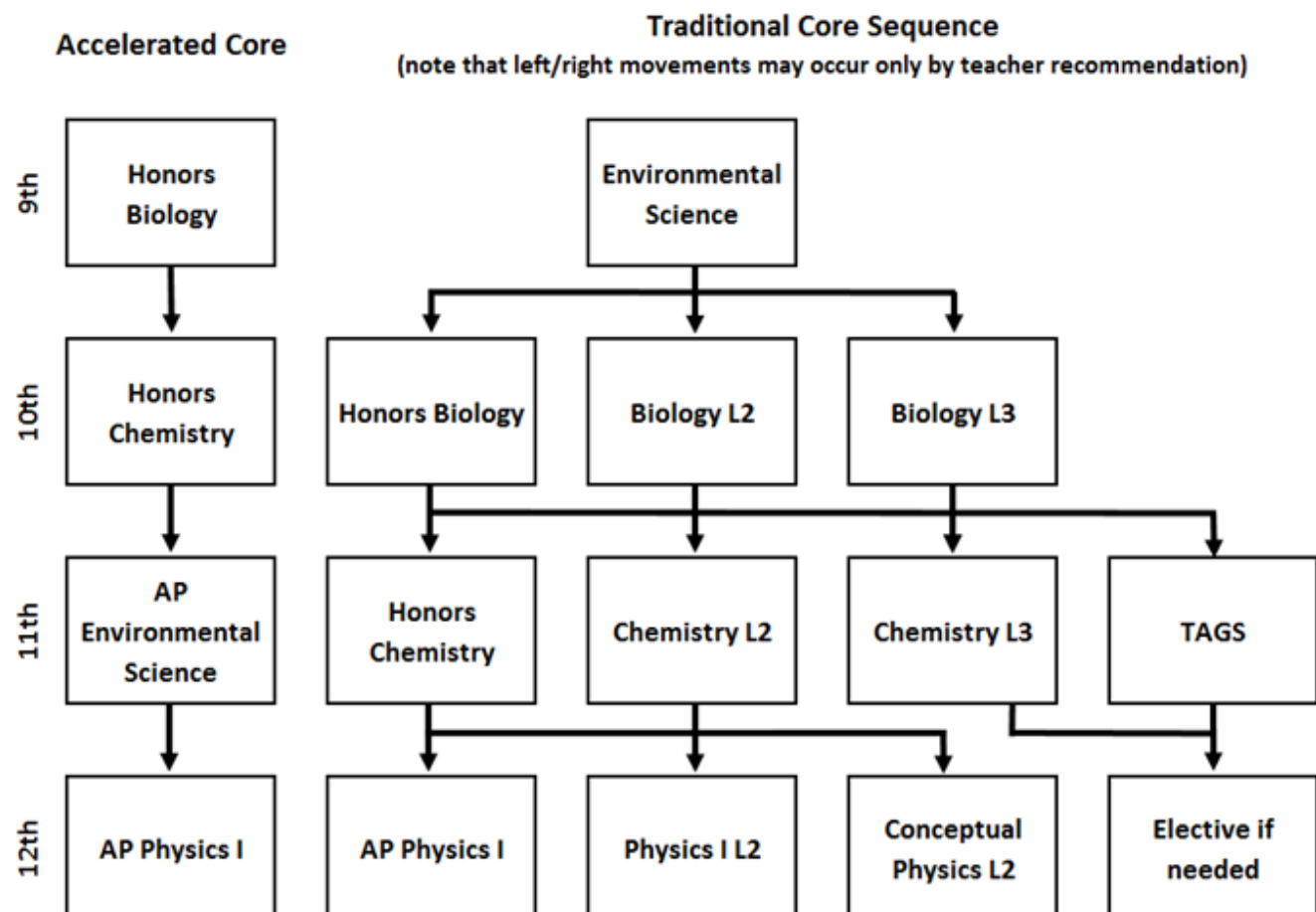
### A. THE SCIENCE CORE SEQUENCE

- Regardless of college or career aspirations, in order to be a responsible citizen and steward of the environment, each Cumberland Valley High School student will experience each of the major scientific disciplines (Earth Processes, Biology, Physical Science)
- The Science Core offerings have been sequenced with respect to their cognitive demands and notable prerequisites, as well as to provide a well-rounded curriculum experience.
- Beginning with the class of 2022, in order to earn a diploma, students must pass a course in each of the three core areas identified in the chart below:

Earth Processes	Biological Science	Physical Science
Environmental Science (9 <sup>th</sup> ) Intro to AFNR(AG) (9 <sup>th</sup> ) Earth & Space semesters (11 <sup>th</sup> ) AP Environmental Science (11 <sup>th</sup> )	Honors Biology (9 <sup>th</sup> , 10 <sup>th</sup> ) L2, or L3 Biology (10 <sup>th</sup> )	Honors Chemistry (10 <sup>th</sup> , 11 <sup>th</sup> ) L2 or L3 Chemistry (11 <sup>th</sup> ) Topics in Applied General Sci (11 <sup>th</sup> )

### B. ACCELERATED CORE SEQUENCING

- Most students will find the greatest success by taking Biology in 10<sup>th</sup> grade; however, recommended students may begin the Core Sequence in Honors Biology and replace the traditional 9<sup>th</sup> grade course with AP Environmental Science or semester Earth & Space elective offerings during their 11<sup>th</sup> grade year.
- This route allows students who intend to pursue numerous AP offerings an opportunity to begin each course a year early, and allows for the inclusion of two AP Science courses without the need to double up.
- Students should accept a recommendation to take this route **ONLY** if they have been recommended by their math teacher for at least Honors or L2 Algebra II in 9<sup>th</sup> grade.



### C. INTENDED RIGOR OF HONORS, LEVEL 2 AND LEVEL 3 COURSEWORK

- Honors science courses exceed the rigorous requirements of the Pennsylvania state Standards for Science & Technology and Environment & Ecology and are intended to prepare students for advanced elective, IB and AP offerings, and ultimately to succeed in a STEAM career field. Students in honors courses must find success in independent, collaborative and direct instruction environments, and take responsibility for their learning: this includes significant out-of-class learning experiences, pre-laboratory assignments, project completion, independent preparation for quizzes/tests, and a willingness to seek the teacher's help when it is needed.
- Level 2 science courses are standards-based, college-preparatory formats, intended to provide a gradual release of responsibility to the students. Successful students will keep pace with the learning, and use a mixture of class-time, independent work and extra-help sessions to master new content and laboratory applications.
- Level 3 science courses are standards-based, and provide students with significant in-class opportunities to master the most fundamental state standards. While students will be occasionally asked to work outside of class, time is provided in class for laboratory application, practice, review and completion of some assignments; attendance and engagement in class are key requirements for success in these programs.

### D. CAREER PLANNING

- Students who have not yet identified specific fields of interest are best served by simply completing the Science Core sequence to ensure that they acquire a diversity of understandings and skill-sets; if prerequisites have been met, electives are intended to enhance, rather than replace the Science Core sequence, but may be added to explore high interest areas.
- Students who have thought about potential STEAM careers as early as middle school, may and attempt to schedule related coursework as early as 9<sup>th</sup> grade; this coursework should include a diversity of experiences that include the offerings of departments other than Math and Science.
- **STEAM Clusters** have been identified and diagrammed alongside the required core offerings in order to provide students the opportunity to prepare for advanced study in a field.

### E. INDEPENDENT STUDY

- Students who are interested in pursuing a career in science should enhance their classroom experiences by completing science fair projects each year, and trying out to compete on the Science Olympiad team in their building; inclusion on these teams are based upon try-outs similar to those on athletic teams, and participation is not guaranteed.
- The Independent Research in Science (IRIS) program allows students to combine curricular work in the lab and field with authentic collaborative lab work, and a significant research experience in an area of their choosing.
- Students who are interested in applying what they have learned in class may apply to work with the Department Supervisor on **STEAMconnect**, a collaborative ePublication that showcases student work from across the spectrum of STEAM careers.

#### 2090 Environmental Science

Grade 9

1.0 cr

Environmental Science is a high school level, lab science course that will fulfill the Earth Processes graduation requirement. 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.

#### 2021 \*H Biology (Pre-AP, Pre-IB)

Grade 9-10

1.0 cr

**Prerequisite: 8th grade teacher recommendation**

Honors Biology is designed for the highly motivated student with a strong interest in the field of science. The course content exceeds the eligible content for the Keystone Biology Exam and emphasizes higher order thinking skills using laboratory investigations, independent research, collaborative learning projects, problem solving activities and bioethical discussions.

**Students are expected to demonstrate** learning through the synthesis, application, and evaluation of the fundamental principles of biology. The Honors Biology course is rigorous and supplemented with a required laboratory component corresponding to the material studied in the classroom. Students design and carry out long and short-term investigations and use proper lab report format to report their findings. Students enrolled in this course should expect an out of class time investment to complete assignments and labs, including a daily review of class material. This course will prepare students for future participation in AP/IB science courses. The Biology Keystone Exam is administered at the end of this course.

**\*This is a high school weighted course at 1.1**

<b>2023 Biology L2</b> <b>Prerequisite: Environmental Science</b> Level 2 Biology is designed to provide motivated students the opportunity to investigate biological concepts based on the eligible content for the Keystone Biology Exam through demonstration, discussion, and practical laboratory experiences. Students will engage in a variety of activities designed to improve critical thinking skills. Students in this course should expect to spend time outside of class reviewing content and completing lab activities, projects and writing assignments. The Biology Keystone Exam is administered at the end of this course. <i>*NOTE:</i> This course is also offered as a Blended Learning course. See the Blended Learning description in the front of the Program of Studies for more information.	<b>Grade 10</b>	<b>1.0 cr</b>
<b>2025 Biology L3</b> <b>Prerequisite: Environmental Science</b> This Biology course provides an overview of the principles of biology with an emphasis on the eligible content for the Keystone Biology Exam. Students planning for college or the workforce will build a solid life science foundation and receive support to develop literacy and problem-solving skills for applying these concepts to the real world. Most course work is completed in class with an emphasis on hands on experiences, projects, and application of critical thinking skills. The Biology Keystone Exam is administered at the end of this course.	<b>Grade 9-10</b>	<b>1.0 cr</b>
<b>2094 Independent Research in Science (IRIS):</b> <b>Prerequisite: Teacher or Supervisor recommendation is required</b> The goal of the program is to support students who wish to complete guided research projects that are beyond the scope they encounter otherwise; this experience will culminate in the completion of an independent research paper. To this end, all students are required to join the IRIS homeroom, during which time they coordinate and communicate with the IRIS staff regarding the progress of their work; time required by students to conduct work where direct supervision is required will need to be coordinated with staff at times of mutual convenience. At the start of IRIS, each student will draft a research proposal which outlines the research or project they wish to pursue; the staff will review the proposal, provide guidance, and notify the student no later than the end of the first quarter of school if the project has been accepted, or if adjustments are required. Students will then conduct a thorough review of relevant literature, complete their research / project, and finally, write their formal scientific paper with the timeline determined by the initial quality of their work. If the work and subsequent paper has not been submitted to the satisfaction of the staff by the end of the final quarter, credit will not be awarded. Projects of the highest quality will be published on <u>STEAMconnect</u> , an online ePublication of CVHS. Since space is limited, opportunities for IRIS work will be awarded in order of seniority, with no more than 30 opportunities available each year, as determined by available staffing.	<b>Grade 9-12</b>	<b>0.25 cr</b>
<b>2051 *H Chemistry (Pre-AP, Pre-IB)</b> <b>Prerequisite: H or L2 Algebra II, and H or L2 Biology</b> This course is designed for those students who think they are interested in a scientific career and planning to major in science in college. This rigorous study includes the structure of the atom, chemical formulas and equations, the periodic table, chemical bonding, chemical kinetics and thermodynamics, equilibrium, acids and bases, oxidation/reduction, and electrochemistry. Throughout these topics, a strong link between science and mathematics is maintained. Students should have obtained a 90% or better in all prerequisites. <b>*This is a high school weighted course at 1.1</b>	<b>Grades 10-12</b>	<b>1.0 cr</b>
<b>2053 Chemistry I</b> <b>Prerequisite: H or L2 Geometry, and Biology</b> An intimate and practical picture of the science of chemistry and its numerous applications in our daily lives as well as present a mathematical foundation for dealing with fundamental principles, theories, and concepts of chemistry. Content of this course includes: atomic structure, the periodic classification of the elements, energy relationships in chemical change and chemical bonding.	<b>Grades 10-12</b>	<b>1.0 cr</b>
<b>2054 Chemistry L3</b> <b>Prerequisite: Algebra I, and Biology</b> The course is delivered in a spiral format to reinforce the essential themes of the curriculum: energy, atomic theory, why chemistry occurs, and connections to everyday life. The course begins with an overview of the main ideas in order to help students see the conceptual “big picture,” and to help prevent being lost in the details. Moving forward, an in-depth coverage of all topic areas is conducted to help students deepen their understanding. Labs are used to provide a deeper exploration of significant areas of interest.	<b>Grades 11-12</b>	<b>1.0 cr</b>

<b>2033 *AP Biology</b>	<b>Grades 11-12</b>	<b>1.0 cr</b>
<b>Prerequisite: H or an 86% or better in L2 Biology, and H or L2 Chemistry</b>		
The advanced placement biology course is equivalent to a two-semester introductory college biology course. This course is rigorous and supplemented with a required laboratory component corresponding to the material studied in the classroom. It is an expectation that all students enrolled in this class take the AP Biology Exam. Students who take AP biology will also develop advanced inquiry and reasoning skills, such as designing a plan for collecting and analyzing data, applying mathematical routines, and connecting concepts across domains. The following major areas of study, as dictated by the AP curriculum, will be covered in this course: Molecules and Cells (chemistry, cells, photosynthesis, respiration, cell division); Genetics and Evolution (heredity, molecular genetics, evolution); Organisms and Populations (comparing digestive systems, nervous systems, endocrine systems of major classes of animals, animal behavior, ecology). 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.		
<b>*This is a high school weighted course at 1.13</b>		
<b>2096 *AP Environmental Science</b>	<b>Grades 11-12</b>	<b>1.0 cr</b>
<b>Prerequisite: H or L2 Biology, and H or L2 Chemistry</b>		
Environmental science embraces a wide variety of topics from different areas of study. This course will provide 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. Students taking this course should be able to perform calculations without a calculator using scientific notation and dimensional analysis. Lab and field experiences will occur within a double period. Summer work is a requirement for this course and all materials must be picked up at the end of the year previous to taking this course.		
<b>*This is a high school weighted course at 1.13</b>		
<b>2081 *AP Physics I</b>	<b>Grades 11-12</b>	<b>1.0 cr</b>
<b>Prerequisite: H or L2 Pre-Calculus w/ Trigonometry</b>		
This elective course has the rigor and pace of a college-level physics course. The 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. This course emphasizes science practices and scientific inquiry. Students will be encouraged to take the AP Physics 1 exam in May.		
<b>*This is a high school weighted course at 1.13</b>		
<b>2083 Physics I L2</b>	<b>Grades 11-12</b>	<b>1.0 cr</b>
<b>2083B Physics I L2 Blended</b>	<b>Grades 11-12</b>	<b>1.0 cr</b>
<b>Prerequisite: College Algebra (Alg III), or Pre-Calculus w/ Trigonometry</b>		
This course is an elective physical science course that prepares students for the experience of taking a physics course in college by exposing them to concepts and mathematics that will match and support the content found in most college introductory physics courses. It includes rigorous mathematical problem solving using algebra and trigonometry in addition to non-mathematical conceptual understanding. This course includes homework most days which provides individual practice crucial to the success of students taking this course. <b>Note: Students who choose the blended version of this course will only meet with the teacher 3 times in a 6 day cycle. See the Blended Learning description in the front of the Program of Studies for more information.</b>		
<b>2084 Conceptual Physics L2</b>	<b>Grades 11-12</b>	<b>1.0 cr</b>
<b>Prerequisite: Algebra II, H or L2 Chemistry</b>		
This course is an elective physical science course for students planning to enter college, technical school, or the workforce in a non-science major or field. It covers the material that would be encountered in a college physics course with a project-based conceptual approach.		
<b>2061 *AP Chemistry</b>	<b>Grades 11-12</b>	<b>1.0 cr</b>
<b>Prerequisites: H or L2 Chemistry (H Chemistry is highly recommended), and Pre-Calculus with Trigonometry</b>		
This rigorous course is a physical science elective that is designed to prepare students to take the AP Chemistry Test. By the end of the course, all of the topics in a first-year college chemistry course are studied including bonding, kinetics, thermodynamics, equilibrium, acids and bases, and electrochemistry. This curriculum is beneficial to students interested in science, engineering, or medicine. Students will be given a textbook and a summer assignment packet before leaving school in June so that the first three chapters in the can be completed as a summer assignment.		
<b>*This is a high school weighted course at 1.13</b>		

<b>2070 *H Biochemistry</b>	<b>Grades 11-12</b>	<b>1.0 cr</b>
<b>Prerequisite: H or L2 Algebra II, and H or L2 Chemistry</b>		
Biochemistry is a rigorous science elective course in which students learn to use chemical methods to solve biological problems. In addition, advanced topics in related areas of biology and chemistry are discussed and investigated during extensive laboratory activities. Students who plan to attend college and major in the areas of biology, chemistry or health related fields (such as nursing, pre-med, etc.) should consider electing biochemistry.		
<b>*This is a high school weighted course at 1.1</b>		
<b>2038 * IB Chemistry HL 1</b>	<b>Grades 11-12</b>	<b>1.0 cr</b>
<b>Prerequisite: H or L2 Biology, and H or L2 Chemistry</b>		
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 after the completion of IB Chemistry HL 2. Class will meet eight times per six-day cycle with two of those days being consecutive periods. 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. Along with core topics, students will be expected to complete laboratory experiments to fulfill completion of the internal assessment piece of the IB Chemistry program. This two-year program will build a global understanding of chemistry while giving students a strong foundation necessary to succeed at the college chemistry level. Technology use will be an integral part of the chemistry program; students will leave with a strong knowledge of how technology is applied in all chemistry fields in a global context. Collaboration and communication skills will be developed throughout the course and accompanying lab periods to help students prepare for the business and scientific fields in our 21 <sup>st</sup> Century global workforce.		
<b>*This is a high school weighted course at 1.13</b>		
<b>2042 * IB Chemistry HL 2</b>	<b>Grade 12</b>	<b>1.0 cr</b>
<b>Prerequisite: Completion of IB Chemistry HL 1 during grade 11, or IB Instructor approval</b>		
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 class will meet eight times per six-day cycle with two of those days being consecutive periods. 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. Students will leave this course with an understanding of how chemistry applies in a global economy through an understanding of how scientists communicate knowledge and lab discoveries and see how history has brought us to our current technology. This course will include a focus on biochemistry topics to show students the organic side of chemistry and how chemistry connects to living things. Students may select the SL assessment option but will follow the HL curriculum.		
<b>*This is a high school weighted course at 1.13.</b>		
<b>2095 *H Anatomy &amp; Human Physiology</b>	<b>Grades 11-12</b>	<b>1.0 cr</b>
<b>Prerequisite: H or L2 Biology, and H or L2 Chemistry</b>		
This life science elective 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. This 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 (brain, heart and eyes). 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.		
<b>*This is a high school weighted course at 1.1</b>		
<b>2026 *HACC Biology 111 (Introduction to Human Biology)</b>	<b>Grades 11-12</b>	<b>3.0 HACC 1.0 cr</b>
<b>Prerequisite: HACC Placement test</b>		
Explores basic biological principles by studying the structure and function of the human body with a focus on 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.		
<b>*This is high school weighted course at 1.13.</b>		

<b>2031 *Honors Zoology &amp; Botany</b>	<b>Grades 11-12</b>	<b>1.0 cr</b>
<b>2031B *Honors Zoology &amp; Botany Blended</b>	<b>Grades 11-12</b>	<b>1.0 cr</b>

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

This course is designed for students who are interested in a rigorous additional year of biology through 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 should appeal to students interested in pursuing biology at the collegiate level, as well as students who simply want to learn more biology, and may 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. **Note: Students who choose the blended version of this course will only meet with the teacher 3 times in a 6 day cycle. See the Blended Learning description in the front of the Program of Studies for more information.**

**\*This is a high school weighted course at 1.1**

<b>2045 *IB Sports, Exercise &amp; Health Science SL</b>	<b>Grades 11-12</b>	<b>1.0 cr</b>
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**Prerequisite: H or L2 Biology, and H or L2 Chemistry**

The course will incorporate the traditional disciplines of anatomy & physiology, biomechanics, kinesiology, psychology and nutrition, which will be studied in the context of sports, personal training, exercise, physical training and health. 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 may work collaboratively with the IB Chemistry students on a Group IV Project to analyze a common topic or problem. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance. Students will be prepared to take the IB exam at the conclusion of the course. 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.

**\*This is a high school weighted course at 1.13**

<b>2097 Astronomy</b>	<b>Grades 11-12</b>	<b>0.5 cr</b>
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**Prerequisite: Geometry**

This half-credit elective will explore the basic principles of astronomy. 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?” Several mandatory projects and labs require independent nighttime observations and studies. This course is designed for all levels of student who wish to further develop their understanding of the Universe around us.

<b>2092 Meteorology and Oceanography</b>	<b>Grade 11-12</b>	<b>0.5 cr</b>
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This half-credit elective will investigate the driving forces behind our weather and its relationship with the oceans. The course will focus on the structure and properties of our atmosphere and hydrosphere as well as the factors that influence them. Reading weather maps and weather predictions will be an almost daily occurrence with the expectation that students will develop an ability to make their own predictions. This course is designed for all levels of student who wish to further develop an understanding of our physical world.

<b>2035 Wildlife Biology &amp; Ecology</b>	<b>Grades 11-12</b>	<b>1.0 cr</b>
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**Prerequisite: Biology, and Chemistry (or TAGS)**

This course is a life science elective that focuses on the following topics of study: forest ecology, ornithology, mammalogy, aquatic biology and herpetology. In all units an emphasis will be placed on ecology and practices in wildlife management. This course is designed to prepare students for college programs or wildlife professions. Lab activities and outdoor field work are a major part of the daily work for this class. Dissections of some vertebrates are conducted in this course to better understand adaptations like digestion. This course will appeal to anyone interested in learning more about the wildlife of Pennsylvania.

<b>2055 Topics in Applied General Science (TAGS) L3</b>	<b>Grades 11-12</b>	<b>1.0 cr</b>
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**Prerequisites: Algebra 1**

This course is designed for 11th and 12th grade students who wish to broaden their knowledge of physical science. The course will first examine the nature of science and help to increase basic science literacy and then examine the basics of chemistry and physics with laboratory experiences used to stress basic techniques and focus on the way the sciences apply to everyday life. Students taking this course satisfy a required physical science credit.

**2085 \*AP Physics C****Grades 11-12****1.0 cr****Prerequisite: AP Physics I or Physics I (AP is strongly recommended), and Calculus**

This intensive second year advanced physics course is a physical science elective course designed for those students planning a career in mathematics or the physical sciences (particularly engineering). The rigorous course reflects the basic outline of two calculus-based physics courses taught at the collegiate level. Students should have earned a 90% or better in AP Physics I or Physics I. Students will be encouraged to take one or both of the Advanced Placement C exams in Mechanics, or Electricity and Magnetism in May.

**\*This is a high school weighted course at 1.13**



## **SOCIAL STUDIES**

<b>Course Number</b>	<b>Course Title</b>	<b>Recommended Grade</b>	<b>Number of Semesters</b>	<b>Periods per Cycle</b>	<b>Units of Credits</b>	<b>Weighted Value</b>
1011	<i><b>*AP World History</b></i>	9	2	6	1.0	1.13
1012	<i><b>*H World History</b></i>	9	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><b>*AP US Government &amp; Politics</b></i>	10	1 (Sem. 1)	6	0.5	1.13
1022	American Government L2	10	1	6	0.5	1.0
1022B	American Government Blended L2	10	1	3	0.5	1.0
1023	American Government L3	10	1	6	0.5	1.0
1031	<i><b>*AP Microeconomics</b></i>	10	1 (Sem. 2)	6	0.5	1.13
1032	Introduction to Economics L2	10	1	6	0.5	1.0
1032B	Introduction to Economics Blended L2	10	1	3	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	<i><b>*AP American History</b></i>	11	2	6	1.0	1.13
1042	<i><b>*HACC History 103 (US History I)</b></i>	11-12	1 (Sem.1)	6	1.0	1.13
1043	<i><b>*HACC History 104 (US History II)</b></i>	11-12	1 (Sem. 2)	6	1.0	1.13
1044	US History L2	11	2	6	1.0	1.0
1044B	US History Blended L2	11	2	3	1.0	1.0
1045	US History L3	11	2	6	1.0	1.0
1051	<i><b>*AP Human Geography</b></i>	12	2	6	1.0	1.13
1052	Contemporary Global Issues L2	12	2	6	1.0	1.0
1052B	Contemporary Global Issues Blended L2	12	2	3	1.0	1.0
1053	Contemporary Global Issues L3	12	2	6	1.0	1.0
1060	<i><b>*IB History HL I</b></i>	11-12	2	6	1.0	1.13
1061	<i><b>*IB History HL II</b></i>	11-12	2	6	1.0	1.13
	<i><b>*IB Psychology SL (available 2019-2020)</b></i>	11-12	2	8	1.0	1.13
1071	<i><b>*AP Psychology</b></i>	10-12	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
	<i><b>*AP European History (available 2019-2020)</b></i>	10-12	2	6	1.0	1.13
	<i><b>*AP Comparative Government (available 2019-2020)</b></i>	10-12	2	6	1.0	1.13
1083	Sociology L2	12	2	6	1.0	1.0
1084	Anthropology L2	10-12	1 (Sem. 2)	6	0.5	1.0
1039	<i><b>*HACC History 101 (World History I)</b></i>	11-12	1 (Sem. 1)	6	1.0	1.13
1040	<i><b>*HACC History 102 (World History II)</b></i>	11-12	1 (Sem. 2)	6	1.0	1.13
1035	<i><b>*HACC Economics 201 (Principles of Economics I: Macro)</b></i>	11-12	1	6	1.0	1.13

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

<b>1011 *AP World History</b>	<b>Grade 9</b>	<b>1.0 cr</b>
<b>Prerequisite: Teacher Recommendation is required.</b>		
The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contact in different types of human societies. This course focuses on the expanse of global history from 8000 BC to the present. Course material focuses on events that have had a global impact and on the significant interactions between cultures, regions and institutions in Asia, Africa, Europe and the Americas. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence. The content of AP World History reflects the content of a college level World History course. Near the conclusion of the course the students may take the Advanced Placement exam. All students must be recommended by a Social Studies teacher. Students enrolled in AP courses should be exceptionally motivated and interested in social science. Appropriately placed students should expect approximately 5 hours of homework per week. A summer assignment is required.		
<b>*This is a high school weighted course at 1.13</b>		
<b>1012 *H World History</b>	<b>Grade 9</b>	<b>1.0 cr</b>
<b>Prerequisite: Teacher Recommendation</b>		
This honors level course requires a deeper examination of historical concepts with an emphasis on analysis, synthesis, and evaluation. Students choosing this course should be highly motivated and demonstrate a strong curiosity in world history and how it is connected to today's world. A strong emphasis will be placed on independent reading and note-taking skills outside of the classroom. This course will prepare students for future participation in AP courses. Appropriately placed students should expect approximately 4-5 hours of homework/daily reading/daily review per week. A summer assignment is required.		
<b>*This is a high school weighted course at 1.1</b>		
<b>1013 World History L2</b>	<b>Grade 9</b>	<b>1.0 cr</b>
This Level 2 course is designed to provide college-bound students the opportunity to investigate historical concepts at a high level. Students will engage in a variety of activities designed to improve critical thinking skills and collaborative skills. Student assessment is varied between independent and group-based activities. Students will be expected to examine and analyze historical concepts, primary sources, and subject-specific films. Independent reading outside of class is essential. Appropriately placed students should expect 2-3 hours of work outside of the class per week.		
<b>1014 World History L3</b>	<b>Grade 9</b>	<b>1.0 cr</b>
This Level 3 course will help prepare students for college and/or the workplace. Students will participate in activities designed to increase social studies literacy and critical thinking skills. Emphasis is placed on vocabulary and reading skills and the development of writing and speaking skills necessary for success in the future. The pace of instruction is designed to meet student needs. Appropriately placed students should expect approximately 1-2 hours of work outside of class per week.		
<b>1015 World History Skills</b>	<b>Grade 9</b>	<b>1.0 cr</b>
This Skills level Social Studies class will help prepare students for college and/or the workplace. Important to this course will be the development of students' skills in reading content specific passages, writing proficiency, vocabulary and basic Social Studies skills. The curriculum will mirror that of the Level 2 and Level 3 World History courses.		
<b>1021 *Advanced Placement US Government and Politics</b>	<b>Grade 10</b>	<b>0.5 cr</b>
<b>Prerequisite: Teacher Recommendation</b>		
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. Throughout the course sophomore, junior and senior students will conduct in-depth analysis and evaluation of the political system of the U.S. The student's awareness of contemporary issues is also essential to this study and is promoted through a required summer project. All students must be recommended by a social studies teacher. Students will be expected to take the AP exam in U.S. Government and Politics.		
<b>*This is a high school weighted course at 1.13</b>		
<b>1022 American Government L2</b>	<b>Grade 10</b>	<b>0.5 cr</b>
<b>1022B American Government Blended</b>	<b>Grade 10</b>	<b>0.5cr</b>
The American Government Level 2 course will concentrate on the government based in Washington, D.C. Level 2 courses are designed to provide college-bound students the opportunity to investigate social science concepts at a high level. The course will explore in-depth, through the use of the text and current events, the functions of the three branches of government: the executive, legislative, and judicial; their relationships with one another; and their impact on American society. In addition, this course will conclude with a study of state and local governments with emphasis on the role of the individual within the system and his/her responsibility to the community. Note: Students who choose the blended version of this course will only meet with the teacher 3 times in a 6 day cycle. See the Blended Learning description in the front of the Program of Studies for more information.		

**1023 American Government L3****Grade 10****0.5 cr**

The American Government Level 3 course will mirror the curriculum of the Level 2 course. The pace of instruction will be designed to meet student needs. This course help prepare students for college and/or the workplace. 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 writing and speaking skills necessary for success in the future.

**1031 \*Advanced Placement Microeconomics****Grade 10****0.5 cr****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. Throughout the course sophomore, junior and senior students will conduct in-depth analysis and evaluation of the economic system of the U.S. All students must be recommended by a social studies teacher. Students will be expected to take the AP exam in Microeconomics.

**\*This is a high school weighted course at 1.13**

**1032 Introduction to Economics L2****Grade 10****0.5 cr****1032B Introduction to Economics Blended****Grade 10****0.5cr**

This Level 2 course is designed to provide college-bound students 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. Note: Students who choose the blended version of this course will only meet with the teacher 3 times in a 6 day cycle. See the Blended Learning description in the front of the Program of Studies for more information.

**1033 Introduction to Economics L3****Grade 10****0.5 cr**

The Economics Level 3 course will mirror the curriculum of the Level 2 course. This course helps prepare students for college and/or the workplace. 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 writing and speaking skills necessary for success in the future. Students will investigate the role government plays in our economy and the influence that the economy has on their everyday lives. Current events will be an important part of this course.

**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. The first 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 second 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.

**1041 \*Advanced Placement-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. The year-long program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those of a full-year introductory college course. 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. Near the conclusion of the course the students may take the Advanced Placement test. The score on this test will determine whether he/she can exempt freshman U.S. History in college.

Admission to the program is open to college-bound juniors and seniors who show excellence in the freshman and sophomore years. All students must be recommended by a social studies teacher. A summer reading is required.

**\*This is a high school weighted course at 1.13**

**1042 HACC HIST 103 - U.S. History I****Grade 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.

**\*This is a high school weighted course at 1.13****1043 \*HACC HIST 104 - U.S. History II****Grade 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.

**\*This is a high school weighted course at 1.13****1044 U.S. History L2****Grade 11****1.0 cr****1044B U.S. History L2 Blended****Grade 11****1.0 cr**

This Level 2 course is designed to provide college-bound students the opportunity to investigate social science concepts at a high level. It 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 will also allow the students the opportunity to draw on recent resources as well as 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. Note: Students who choose the blended version of this course will only meet with the teacher 3 times in a 6 day cycle. See the Blended Learning description in the front of the Program of Studies for more information.

**1045 U.S. History Level 3****Grade 11****1.0 cr**

This Level 3 course will help prepare students for college and/or the workplace. The curriculum will mirror that of the Level 2 course. Students will participate in activities designed to increase social studies literacy and critical thinking skills. Emphasis is placed on vocabulary and reading skills and the development of writing and speaking skills necessary for success in the future. The pace of instruction is designed to meet student needs. 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.

**1051 \*Advanced Placement Human Geography****Grade 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. Near the conclusion of the course the students may take the Advanced Placement test. Admission to the program is open to senior students who have shown excellence in their previous Social Studies classes. All students must be recommended by a social studies teacher. A summer assignment is required.

**\*This is a high school weighted course at 1.13****1052 Contemporary Global Issues L2****Grade 12****1.0 cr****1052B Contemporary Global Issues L2 Blended****Grade 12****1.0 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. This course is offered for college bound students, who will be exposed to an approach which requires them to get involved actively in the classroom. They will be stimulated with demanding written materials, discussion processes, and problem-solving techniques. Evaluations will stress a blend of objective and subjective materials. Outside projects and work are an integral part of the requirements. Note: Students who choose the blended version of this course will only meet with the teacher 3 times in a 6 day cycle. See the Blended Learning description in the front of the Program of Studies for more information.

**1053 Contemporary Global Issues L3****Grade 12****1.0 cr**

This course is designed for students who do not plan to follow the college prep curriculum. Contemporary Global Issues is a thematic overview of issues faced globally in the twenty-first century. Most importantly, through the study of these themes/issues, students will gain a sense of the interconnectedness of our world. Emphasis is placed on vocabulary and map skills and the development of writing and collaboration skills necessary for success in the future.

**1060 \*IB History HL I****Grade 11-12****1.0 cr****Prerequisite: Teacher Recommendation**

IB History HL I is a thematic based study of international political, economic, social and cultural developments with emphasis on the move to global war 1931-41. A key theme of the course is the study of 20th century authoritarian states including methods used, maintenance of power and impact of the leader's policies. The course will demand higher level thinking and will include extensive outside reading, writing, and research. Emphasis will be placed on the research and critical analysis of primary sources to arrive at original historical conclusions. Students will conduct research and complete a first draft of the historical investigation in the second semester of the course.

**\*This is a high school weighted course at 1.13**

**1061 \*IB History HL II****Grade 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.

**\*This is a high school weighted course at 1.13**

**\*IB Psychology****Grades 11-12****1.0 cr****(AVAILABLE 2019-2020)****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.

**\*This is a high school weighted course at 1.13**

**SOCIAL STUDIES ELECTIVES:**

The following courses may be taken as electives to fulfill graduation requirements.

**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. Students will be prepared for and encouraged to take the AP exam in the spring. Admission to the program is open to sophomores, juniors and seniors who show excellence in their preceding years. All students must be recommended by a social studies teacher. There is summer work required and the purchase of an AP test preparation workbook is suggested.

**\*This is a high school weighted course at 1.13**

**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.
- \*Advanced Placement European History** **Grades 10-12** **1.0 cr**  
**(AVAILABLE 2019-2020)**  
**Prerequisite: Teacher Recommendation**  
 Students will study European History from roughly Charlemagne to the present. Their studies will be in the context of important political, economic, religious, social, intellectual and art history developments. All of which, are important in understanding the development of contemporary institutions, the role of continuity and change in present-day society and essentially how European history has helped shape the world in which we all live. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation of that evidence, and (c) an ability to express historical understanding in various forms of writing like document based questions. Near the conclusion of the course, students are strongly encouraged to take the Advanced Placement test. Admission to the program is open to sophomores, juniors and seniors who have shown excellence in their prior Social Studies courses. All students must be recommended by a social studies teacher. A summer assignment is required.  
**\*This is a high school weighted course at 1.13**
- \*Advanced Placement Comparative Government and Politics** **Grades 10-12** **1.0 cr**  
**(AVAILABLE 2019-2020)**  
**Prerequisite: Teacher Recommendation**  
 Advanced Placement Comparative Government and Politics class covers a body of knowledge equivalent to that which a student would be expected to master in an introductory college course in Political Science. The course gives the student a basic understanding of the world's diverse political structures and practices and will encompass the study of both specific countries and general concepts used to interpret the key political relationships found in virtually all nation polities. The basic core of the discipline of Comparative Politics is an analysis of the common elements of political activity, dispute resolution, and the manner in which power is obtained, exercised and controlled. The study of Comparative Politics concerns the behavior, institutions, processes, ideas, and values which are present in more than one country and searches for those distance patterns, similarities, and differences that help clarify the basic nature, structure, and beliefs of individual political regimes.  
**\*This is a high school weighted course at 1.13**
- 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.
- 1039 \*HACC History 103 (World History I)** **Grade 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.  
**\*This is a high school weighted course at 1.13**

**1040 \*HACC History 104 (World History II)****Grades 11-12****1.0 cr/3 HACC****Prerequisite: Teacher Recommendation. Students must pass the HACC 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.

**\*This is a high school weighted course at 1.13****1035 \*HACC Economics 201 (Principles of Economics I: Macro)****Grades 11-2****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 to 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	Units of 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
8416	Topics of General Science (TAGS)	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

Course #	Course Title	Recom Grade	Number of Semesters	Periods per Cycle	Units of Credits	Weighted Value
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
8780	Topics of Environmental Science	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/.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
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
8612	Topics of General Science (TAGS)	11	2	6	1.0	1.0

<b>Course #</b>	<b>Course Title</b>	<b>Recom Grade</b>	<b>Number of Semesters</b>	<b>Periods per Cycle</b>	<b>Units of Credits</b>	<b>Weighted Value</b>
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	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 B 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 C 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 D 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. 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.

### **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 EDUCATION

Course Number	Course Title	Recommended Grade	Number of Semesters	Periods per Cycle	Units of Credits	Weighted Value
7000	*Introduction to Engineering Design (PLTW)	9-12	2	6	1.0	1.1
7010	<b>*Principles of Engineering (PLTW)</b>	10-12	2	6	1.0	1.1
7020	<b>*Civil Engineering and Architecture (PLTW)</b>	11-12	2	6	1.0	1.1
7021	<b>*Digital Electronics (PLTW)</b>	11-12	2	6	1.0	1.1
7030	<b>*Engineering Design and Development (PLTW)</b>	12	2	6	1.0	1.1
7005	Foundations of Technology	9-12	2	6	1.0	1.0
7015	<b>Technical Computer Aided Drafting and Design (CAD)</b>	10-12	2	6	1.0	1.0
7025	<b>Architectural Drafting and Design</b>	10-12	2	6	1.0	1.0
7016	<b>Circuit Analysis</b>	10-12	2	6	1.0	1.0
7026	<b>Electricity and Control (Not Offered 18-19)</b>	10-12	2	6	1.0	1.0
7017	<b>Materials and Production</b>	10-12	2	6	1.0	1.0
7027	<b>Manufacturing Enterprise</b>	10-12	2	6	1.0	1.0
7018	<b>Energy, Power and Transportation</b>	10-12	2	6	1.0	1.0
7028	<b>Transportation Research &amp; Development (Not Offered 18-19)</b>	10-12	2	6	1.0	1.0
7050	Foundations of Graphic Communication	9-12	2	6	1.0	1.0

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.

*Tags: Design Process, Technical Sketching, Measurement & Statistics, Modeling Skills, Geometry of Design, Reverse Engineering, Documentation, Advanced Computer Modeling, Design Team, Design Challenge*

**\*This is a high school weighted course at 1.1**

### **\*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.

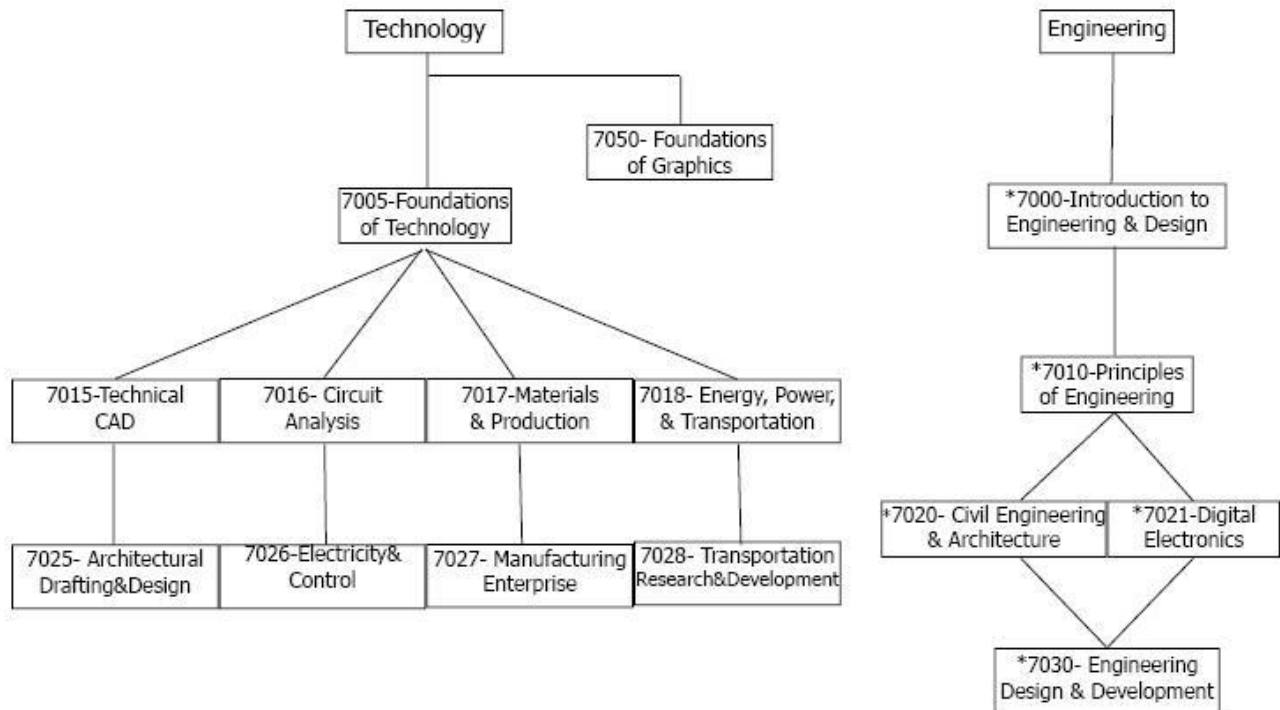
*Tags: Energy & Power, Materials & Structures, Control Systems, and Statistics & Kinematics*

**\*This is a high school weighted course at 1.1**

<b>*7020 Civil Engineering and Architecture (PLTW)</b>	<b>Grades 11-12</b>	<b>1.0 cr</b>
<b>Prerequisite: Principles of Engineering</b>		
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.		
<i>Tags: History of Civil Engineering &amp; Architecture, Careers in Civil Engineering &amp; Architecture, Residential Design, Commercial Application, Commercial Building Systems</i>		
<b>*This is a high school weighted course at 1.1</b>		
<b>*7021 Digital Electronics (PLTW)</b>	<b>Grades 11-12</b>	<b>1.0 cr</b>
<b>Prerequisite: Principles of Engineering</b>		
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.		
<i>Tags: Foundations in Electronics, Combinational Logic, Sequential Logic, Controlling Real World Systems</i>		
<b>*This is a high school weighted course at 1.1</b>		
<b>*7030 Engineering Design and Development (PLTW)</b>	<b>Grade 12</b>	<b>1.0 cr</b>
<b>Prerequisite: Civil Engineering and Architecture PLTW or Digital Electronics and Application</b>		
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.		
<i>Tags: Project Management, Researching a Problem, Designing a Solution, Creating a Prototype &amp; Testing Plans, Evaluation &amp; Reflection of Design Process, Presentation of Design Process</i>		
<b>*This is a high school weighted course at 1.1</b>		
<b>7005 Foundations of Technology</b>	<b>Grades 9-12</b>	<b>1.0 cr</b>
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.		
<i>Tags: Technical Communications, Architectural and Construction Systems, Electrical Principles, Control Systems, Materials Processing, Mass Production, Energy, Power, &amp; Transportation</i>		
<b>7015 Technical Computer Aided Drafting &amp; Design (CAD)</b>	<b>Grades 10-12</b>	<b>1.0 cr</b>
<b>Prerequisite: Foundations of Technology, Introduction to Engineering &amp; Design (PLTW), or Principles of Engineering (PLTW)</b>		
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.		
<i>Tags: Drafting, CAD, Design, Autodesk Series, Google SketchUp Pro, 3D Printing</i>		
<b>7025 Architectural Drafting &amp; Design</b>	<b>Grades 11-12</b>	<b>1.0 cr</b>
<b>Prerequisite: Technical Computer Aided Drafting &amp; Design (CAD), Introduction to Engineering &amp; Design (PLTW), or Principles of Engineering (PLTW)</b>		
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.		
<i>Tags: Architecture, Modeling, Autodesk Revit, Alternative Building Materials</i>		

- 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.  
*Tags: Electricity Basics, Ohm's Law*
- 7026 Electricity & Control (Not offered 18-19)** **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.  
*Tags: Electricity, Robotics, Logic Circuits*
- 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.  
*Tags: Woodworking, Metalworking, Plastics, Hybrid Materials, Computer Numerical Control, Rapid Prototyping*
- 7027 Manufacturing Enterprise** **Grades 11-12** **1.0 cr**  
**Prerequisite:** Materials & Production or Introduction to Engineering & Design (PLTW), 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.  
*Tags: Woodworking, Metalworking, plastics, Hybrid Materials, Assembly Lines, Mass Production, Computer Numerical Control, Rapid Prototyping*
- 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.  
*Tags: Land, Air, Sea, & Space Transportation, Energy Systems*
- 7028 Transportation Research & Development (Not offered 18-19)** **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.  
*Tags: Land Transportation, Air Transportation, Space Transportation, Propulsion Systems, Research & Development*
- 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.  
*Tags: Communications Technologies, Adobe Illustrator, Adobe In Design, Adobe Photoshop, Adobe Flash, Website Design*

# Cumberland Valley Technology & Engineering Education



\* Indicates class is a Honors Project Lead the Way course and carries a 1.1 weight.



## 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. The mental discipline involved in language study will aid the student in developing a flexibility of mind that will enable him/her to meet, more effectively the demands of life's situations. We strongly recommend that years of language study be consecutive. An 85% overall average is used as a guideline for determining a teacher's recommendation for advancement to the next level.

Course Number	Course Title	Recommended Grade	Number of Semesters	Periods per Cycle	Units of Credits	Weighted Value
4013	French I	9-12	2	6	1.0	1.0
4014	<b><i>French II</i></b>	9-12	2	6	1.0	1.0
4015	<b><i>*H French III</i></b>	9-12	2	6	1.0	1.1
4016	<b><i>*AP French Language</i></b>	9-12	2	6	1.0	1.13
4100	<b><i>*IB French SL I</i></b>	10-12	2	6	1.0	1.13
4101	<b><i>*IB French SL II</i></b>	11-12	2	6	1.0	1.13
4018	<b><i>*H French VI</i></b>	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	<b><i>German II</i></b>	9-12	2	6	1.0	1.0
4023	<b><i>*H German III</i></b>	9-12	2	6	1.0	1.1
4023B	<b><i>*H German III Blended</i></b>	9-12	2	3	1.0	1.1
4024	<b><i>*AP German Language</i></b>	9-12	2	6	1.0	1.13
4102	<b><i>*IB German SL I</i></b>	10-12	2	6	1.0	1.13
4103	<b><i>*IB German SL II</i></b>	11-12	2	6	1.0	1.13
4026	<b><i>*H German VI</i></b>	9-12	2	6	1.0	1.13
4104	<b><i>*IB Spanish ab initio I</i></b>	11-12	2	6	1.0	1.13
4105	<b><i>*IB Spanish ab initio II</i></b>	12	2	6	1.0	1.13
4043	Spanish I	9-12	2	6	1.0	1.0
4044	<b><i>Spanish II</i></b>	9-12	2	6	1.0	1.0
4045	<b><i>*H Spanish III</i></b>	9-12	2	6	1.0	1.1
4046	<b><i>*AP Spanish Language</i></b>	9-12	2	6	1.0	1.13
4047	<b><i>*AP Spanish Literature</i></b>	9-12	2	6	1.0	1.13
4106	<b><i>*IB Spanish SL I</i></b>	10-12	2	6	1.0	1.13
4107	<b><i>*IB Spanish SL II</i></b>	11-12	2	6	1.0	1.13

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

\*weighted courses

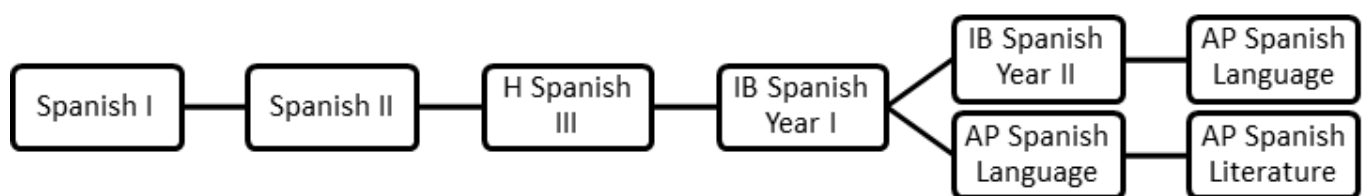
### French Course Sequence



### German Course Sequence



### Spanish Course Sequence



<b>4013 French I</b>	<b>Grades 9-12</b>	<b>1.0 cr</b>
Level I stresses proper pronunciation, comprehension of oral and written French, oral expression, written response employing proper grammatical constructions, and familiarity with French culture. These are accomplished within the context of daily situations encountered in a French environment. Note: Some students may have previously taken this course at the middle school level.		
<b>4014 French II</b>	<b>Grades 9-12</b>	<b>1.0 cr</b>
<b>Prerequisite: 4013, Conference with instructor required.</b>		
This level reviews material from level 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 French culture. Note: Some students may have previously taken this course at the middle school level.		
<b>4015 *H French III (Pre-AP, Pre-IB)</b>	<b>Grades 9-12</b>	<b>1.0 cr</b>
<b>Prerequisite: 4014, Conference with instructor required.</b>		
This level increases the emphasis on reading and writing French. Some French literature is included. Further review and development of grammatical forms and syntax are employed in the student's speaking and writing. In addition, the use of French in the classroom at all times is required after the first marking period. Active student participation is an integral part of this course.		
<b>*This is a high school weighted course at 1.1</b>		
<b>4100 *IB French SL I</b>	<b>Grades 10-12</b>	<b>1.0 cr</b>
<b>Prerequisite: 4015, Conference with instructor required.</b>		
The skills of listening, speaking, reading, and writing are highly integrated. Selections from French 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. The use of French is required in the classroom at all times. Active student participation is an integral component of this course.		
<b>*This is a high school weighted course at 1.13</b>		
<b>4016 *AP French Language</b>	<b>Grades 9-12</b>	<b>1.0 cr</b>
<b>Prerequisite: 4100, Conference with instructor required.</b>		
The skills of listening, speaking, reading, and writing are highly integrated. Selections from French 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. The use of French 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 the AP Exam.		
<b>*This is a high school weighted course at 1.13</b>		
<b>4101 *IB French SL II</b>	<b>Grades 11-12</b>	<b>1.0 cr</b>
<b>Prerequisite: 4100, Conference with instructor required.</b>		
This is the second year IB course. The overall objective of the course is to continually develop French language acquisition with regards to the four domains: reading, writing, listening and speaking. By studying and manipulating the French language through culturally embedded activities, students will be able to meet the aims and objectives of expressing themselves in a globally and culturally aware manner. Advanced grammatical concepts will be integrated through authentic materials focusing on all four areas of proficiency. At the end of this year of study, students will be prepared to take the IB Exams.		
<b>*This is a high school weighted course at 1.13</b>		
<b>4018 *H French VI</b>	<b>Grades 9-12</b>	<b>1.0 cr</b>
<b>Prerequisite: 4101, Conference with instructor required.</b>		
This is the highest level of French offered. The course objective is to continue to promote French language acquisition with continued regard to the four domains: reading, writing, listening and speaking. Culturally embedded activities further the students French language proficiency. Advanced grammar concepts remain the focus and are integrated through the use of authentic materials. Literature, films, and short stories in addition to current events are among the topics used to advance the students' understanding of the French-speaking world.		
<b>*This is a high school weighted course at 1.13</b>		
<b>4021 German I</b>	<b>Grades 9-12</b>	<b>1.0 cr</b>
<b>4021B German I Blended</b>	<b>Grades 9-12</b>	<b>1.0 cr</b>
Level I stresses proper pronunciation, comprehension of oral and written German, oral expression, written response employing proper grammatical construction, and familiarity with German culture. These are accomplished within the context of daily situations encountered in a German environment. Note: Some students may have previously taken this course at the middle school level. <b>Note: Students who choose the blended version of this course will only meet with the teacher 3 times in a 6 day cycle. See the Blended Learning description in the front of the Program of Studies for more information.</b>		

<b>4022 German II</b>	<b>Grades 9-12</b>	<b>1.0 cr</b>
<b>Prerequisite: 4021, Conference with instructor required.</b>		
This level reviews material from level 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 German culture. Note: Some students may have previously taken this course at the middle school level.		
<b>4023 *H German III (Pre-AP, Pre-IB)</b>	<b>Grades 9-12</b>	<b>1.0 cr</b>
<b>4023B *H German III Blended (Pre-AP, Pre-IB)</b>	<b>Grades 9-12</b>	<b>1.0 cr</b>
<b>Prerequisite: 4022, Conference with instructor required.</b>		
This level increases emphasis on reading, writing, and speaking German. Reviews of previously learned grammatical constructions are coupled with introduction and developed learning of more advanced grammatical concepts and new vocabulary. A survey of German geography is also included. In addition, the use of German is required in the classroom at all times beginning in November. Active student participation is an integral part of this course.		
<b>Note: Students who choose the blended version of this course will only meet with the teacher 3 times in a 6 day cycle. See the Blended Learning description in the front of the Program of Studies for more information.</b>		
<b>*This is a high school weighted course at 1.1</b>		
<b>4102 *IB German SL I</b>	<b>Grades 10-12</b>	<b>1.0 cr</b>
<b>Prerequisite: 4023, Conference with instructor required.</b>		
The skills of listening, speaking, reading, and writing are highly integrated. Selections from German 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. The use of German is required in the classroom at all times. Active student participation is an integral component of this course.		
<b>*This is a high school weighted course at 1.13</b>		
<b>4024 *AP German Language</b>	<b>Grades 9-12</b>	<b>1.0 cr</b>
<b>Prerequisite: 4102, Conference with instructor required.</b>		
The skills of listening speaking, reading, and writing are highly integrated. Selections from German 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. The use of German 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 the AP Exam.		
<b>*This is a high school weighted course at 1.13</b>		
<b>4103 *IB German SL II</b>	<b>Grades 11-12</b>	<b>1.0 cr</b>
<b>Prerequisite: 4102, Conference with instructor required.</b>		
This is the second year IB course. The overall objective of the course is to perfect the four skills in German language acquisition with regards to the four domains: reading, writing, listening and speaking. By studying and manipulating the German language through culturally embedded reading, writing, speaking and listening activities, students will be able to meet the aims and objectives of expressing themselves in a globally and culturally aware manner. Advanced grammatical concepts will be integrated through authentic materials focusing on all four areas of proficiency. At the end of this year of study, students will be prepared to take the IB Exams.		
<b>*This is a high school weighted course at 1.13</b>		
<b>4026 *H German VI</b>	<b>Grades 9-12</b>	<b>1.0 cr</b>
<b>Prerequisite: 4103, Conference with instructor required.</b>		
The overall objective of this course is to perfect the four skills in German language acquisition with regards to the four domains: reading, writing, listening and speaking. Students will study the German language through culturally embedded reading, writing, speaking and listening activities. Students will review previously learned grammar and vocabulary in addition to learning new grammar and vocabulary. Reading German literature is also a requirement for this course. Students are expected to speak German at all times.		
<b>*This is a high school weighted course at 1.13</b>		
<b>4104 *IB Spanish ab initio SL I</b>	<b>Grades 11-12</b>	<b>1.0 cr</b>
<b>Prerequisite: Conference with instructor required. No previous Spanish experience.</b>		
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.		
<b>*This is a high school weighted course at 1.13</b>		

<b>4105*IB Spanish ab initio SL II</b>	<b>Grade 12</b>	<b>1.0 cr</b>
<b>Prerequisite: 4104, Conference with instructor required. IB Spanish ab initio I</b>		
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.		
<b>*This is a high school weighted course at 1.13</b>		
<b>4043 Spanish I</b>	<b>Grades 9-12</b>	<b>1.0 cr</b>
Level I stresses proper pronunciation, comprehension of oral and written Spanish, oral expression, written response employing grammatical constructions, and familiarity with Hispanic culture. These are accomplished within the context of daily situations encountered in a Hispanic environment. Note: Some students may have previously taken this course at the middle school level.		
<b>4044 Spanish II</b>	<b>Grades 9-12</b>	<b>1.0 cr</b>
<b>Prerequisite: 4043, Conference with instructor required.</b>		
This level reviews material from level 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 Hispanic culture. Note: Some students may have previously taken this course at the middle school level. Note: Some students may have previously taken this course at the middle school level.		
<b>4045 *H Spanish III (Pre-AP, Pre-IB)</b>	<b>Grades 9-12</b>	<b>1.0 cr</b>
<b>Prerequisite: 4044, Conference with instructor required.</b>		
This level increases the emphasis on speaking and writing in Spanish. The reading selections review and further develop grammatical forms and syntax which are then employed by the student. Stress is placed on the use of Spanish in the classroom at all times. Active student participation is an integral part of this course.		
<b>*This is a high school weighted course at 1.1</b>		
<b>4106 *IB Spanish SL I</b>	<b>Grades 10-12</b>	<b>1.0 cr</b>
<b>Prerequisite: 4045, Conference with instructor required.</b>		
This is the first course of a two year sequence of advanced Spanish study. Students will acclimate themselves to the skills of studying language at an advanced and accelerated level. Major grammatical topics from prior years of study will be reviewed. Introduction to analytical and interpretive reading, writing, speaking, and listening will be presented and practiced thoroughly in preparation for International Baccalaureate assessments. The course will be centered on the International Baccalaureate themes. The use of Spanish is required in the classroom at all times. Active student participation is an integral component to this course.		
<b>*This is a high school weighted course at 1.13</b>		
<b>4107 *IB Spanish SL II</b>	<b>Grades 11-12</b>	<b>1.0 cr</b>
<b>Prerequisite: 4106, Conference with instructor required.</b>		
This is the second year IB course. The overall objective of the course is to perfect the four skills in Spanish language acquisition with regards to the four domains: reading, writing, listening and speaking. By studying and manipulating the Spanish language through culturally embedded reading, writing, speaking and listening activities, students will be able to meet the aims and objectives of expressing themselves in a globally and culturally aware manner. Advanced grammatical concepts will be integrated through authentic materials focusing on all four areas of proficiency. At the end of this year of study, students will be prepared to take the IB Exams.		
<b>*This is a high school weighted course at 1.13</b>		
<b>4046 *AP Spanish Language</b>	<b>Grades 9-12</b>	<b>1.0 cr</b>
<b>Prerequisite: 4106, Conference with instructor required.</b>		
This is a rigorous course recommended for students who possess advanced and sophisticated control of grammatical structures. Grammatical concepts are reviewed on a weekly basis in class, and students are expected to complete review exercises independently at a high level of achievement. Students will be taught skills essential for success on listening, reading, writing, and speaking portions of the Advanced Placement Spanish Language and Culture test. Topics are explored thematically with an emphasis on historical, literary, and cultural studies using a variety of media. The use of Spanish is required in the classroom at all times. Active student participation is an integral component to this course.		
<b>*This is a high school weighted course at 1.13</b>		

**4047 \*AP Spanish Literature NOT OFFERED 2018-19****Grades 9-12****1.0 cr****Prerequisite: 4046, Conference with instructor required.**

This course is designed for students who are proficient in the Spanish language. Students will be reading Hispanic Literature based on the AP curriculum. The literary text is taught, not as an end in itself, but as a cultural and historical construct from which students can glean many aspects of Hispanic studies—from simple customs to basic values. The use of Spanish and active student participation is required at all times. At the end of this year of study, students will be prepared to take the AP Exam.

**\*This is a high school weighted course at 1.13**

## **APPENDIX**

- **A: Cumberland-Perry Area Vocational Technical School**
- **B: Application for Argus Staff**
- **C: CV Eye Staff Application**
- **D: CVTV Television Production Class 7060 – Application**
- **E: Cooperative Education Program Application**
- **F: Internship Application**
- **G: Engineering Design & Development 7030- Application**







[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 22 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 objectives.

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 guidance counselor for an application. Clicking on the program names below will connect you to the program web page at [www.cpavts.org](http://www.cpavts.org).

## **2016-2017 CAREER PATHWAYS AND PROGRAMS AT CPAVTS**

<b><u>CONSTRUCTION AND MAINTENANCE</u></b>  <a href="#">Carpentry</a> <a href="#">Electrical Construction and Maintenance</a> <a href="#">Heating/Ventilation/Air Conditioning</a> <a href="#">Horticulture/Landscaping</a> <a href="#">Masonry</a>	<b><u>ARTS &amp; TECHNOLOGY</u></b>  <a href="#">Advertising Art &amp; Design</a> <a href="#">Computer Networking</a> <a href="#">Graphic Communications</a>
<b><u>MANUFACTURING</u></b>  <a href="#">Electronics Technology</a> <a href="#">Precision Machine Technology</a> <a href="#">Welding Technology</a>	<b><u>HEALTH SCIENCES</u></b>  <a href="#">Dental Assistant</a> <a href="#">Nurse/Nursing Assistant</a> <a href="#">Health Careers Technicians</a>
<b><u>HUMAN SERVICES AND HOSPITALITY</u></b>  <a href="#">Cosmetology</a> <a href="#">Criminal Justice</a> <a href="#">Culinary Arts</a> <a href="#">Early Childhood Education</a>	<b><u>TRANSPORTATION &amp; LOGISTICS</u></b>  <a href="#">Auto Collision Technology</a> <a href="#">Auto Technology</a> <a href="#">Diesel Technology</a> <a href="#">Logistics &amp; Warehouse Management</a>

Additional information on curriculum, college credit opportunities, and uniform requirements is available online at [www.cpavts.org](http://www.cpavts.org).

## ADVANTAGES FOR STUDENTS ATTENDING CPAVTS

### Earn College Credit - College in the High School Program

The College in High School (CHS) program, also called dual enrollment, allows high school students to take college classes while enrolled at CPAVTS during the regular school day. CHS is considered *dual enrollment* because students earn credits toward high school graduation and a college degree at the same time. Classes are taught by CPAVTS teachers who are approved by Harrisburg Area Community College or Pennsylvania College of Technology to teach these classes. The college credits are awarded by HACC or Penn College, but the credits may transfer to other colleges and universities. Details on College in the High School courses can be found at [www.cpavts.org](http://www.cpavts.org).

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

Twenty one 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.

Suggested Course Sequence by the Pennsylvania Department of Education for Programs of Study  
For Students Enrolled in Career and Technical Programs:

Grade 9	Grade 10	Grade 11	Grade 12
English	English	English	English
Earth Science	Biology	Chemistry	Elective
Social Studies	Social Studies	Social Studies	Social Studies
Algebra I or Pre-Algebra	Geometry or Algebra I	Algebra II or Geometry	Additional Math
Physical Education	Physical Education	Physical Education	Physical Education
Electives	<b>CPAVTS Program</b>	<b>CPAVTS Program</b>	<b>CPAVTS Program</b>

Additional information on Program of Study and which colleges are participating can be found at [www.cpavts.org](http://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.

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 2014-2015 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.

<b><u>Carpenter</u></b>	<b><u>Industry Certifications</u></b>	<b><u>Related Occupations</u></b>
2014 Median Wage in PA \$45,138 per year	OSHA – 10 PA Builders Association	Estimator Dry wall installer Construction & building inspector
Program of Study Approved	2015 High Priority Occupation	

### **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.

<b><u>Electrician</u></b>	<b><u>Industry Certification</u></b>	<b><u>Related Occupations</u></b>
2014 Median Wage in PA \$57,042 per year	OSHA – 10 PA Builders Association	Electrical engineer Avionics technicians Construction & building inspector
Program of Study Approved	2015 High Priority Occupation	

### **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.

<b><u>HVAC-R Technician</u></b>	<b><u>Industry Certification</u></b>	<b><u>Related Occupations</u></b>
2014 Median Wage in PA \$46,254 per year	EPA 608, PA Builders Association, OSHA - 10	Service technician Plumber Sheet metal or pipe fitter
Program of Study Approved	2015 High Priority Occupation	

### **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!

<u><b>Landscaping &amp; Groundskeeper</b></u>	<u><b>Industry Certification</b></u>	<u><b>Related Occupations</b></u>
2014 Median Wage in PA	OSHA- 10	Floral designer
\$26,600 per year		Groundskeeper
Program of Study Approved		Landscaper

### **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.

<u><b>Brick and Block Mason</b></u>	<u><b>Industry Certification</b></u>	<u><b>Related Occupations</b></u>
2014 Median Wage in PA	OSHA – 10	Tile setter
\$48,983 per year	Rough Terrain Forklift	Cement finisher
		Construction supervisor
Program of Study Approved	2015 High Priority Occupation	

## **COMMUNICATIONS 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.

<u><b>Graphic Designer</b></u>	<u><b>Industry Certification</b></u>	<u><b>Related Occupations</b></u>
2014 Median Wage in PA	Adobe® Certification	Web page designer
\$44,000 per year		Graphic illustrator
Program of Study Approved		

### **GRAPHIC COMMUNICATIONS**

The **Graphic Communications** program provides students with practical instruction in the basics of producing a wide variety of printed materials. They learn the offset printing process by preparing projects from the initial design to finished product, and the theory of photography is taught: Students use a digital camera and digital plate-setting to produce plates used in the reproduction of printed materials. This program also provides students with practical experience in learning the techniques of layout and design of a printing assignment, as well as computer skills, which are learned through the use of Windows and Macintosh operating systems. Additionally, students learn how to proofread their work, which is an important part of preprint operations to ensure accuracy before work is sent to press. Other activities included in the curriculum are: paper selection; cutting and binding; and collating and finishing.

Competencies in printing press operations on a wide variety of equipment are stressed in the program; work orders from a variety of sources provide students with opportunities to experience actual production work.

<u>Printing Press Operator</u>	<u>Industry Certification</u>	<u>Related Occupations</u>
2014 Median Wage in PA	Adobe® Certification	Printer
\$35,600 per year		Graphic designer
Program of Study Approved		

### **COMPUTER NETWORKING – new for 2016-2017**

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.

<u>Computer Network Administrator</u>	<u>Industry Certification</u>	<u>Related Occupations</u>
2014 Median Wage in PA	To be determined	Network Administrator
\$66,794 per year		Systems Analyst
		Security Specialist
Program of Study Approved	2015 High Priority Occupation	

## **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 tasks 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.

<u>Dental Assistant</u>	<u>Industry Certification</u>	<u>Related Occupations</u>
2014 Median Wage in PA	PA Dental Radiographic	Dental hygienist
\$33,719 per year	First Aid/CPR/AED	
Program of Study Approved	2015 High Priority Occupation	

### **NURSING/NURSING ASSISTANT**

Students in the **Nursing** 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 Center.

<u>Certified Nursing Assistant</u>	<u>Industry Certification</u>	<u>Related Occupations</u>
2014 Median Wage in PA	C.N.A.	Nurse practitioner

\$27,884	First Aid/CPR/AED	
Program of Study Approved	2015 High Priority Occupation	

### **HEALTH CAREERS TECHNICIANS**

The **Health Careers** program prepares students to assist a variety of medical professionals. Since most jobs in this field require additional schooling (often extensively so), students are also prepared to enter a post-secondary institution to continue their studies. In pursuit of these two goals, graduates can emerge with their Pharmacy Technician Certification and certification in First Aid/CPR. Skills taught during the course of this program include: learning anatomical, physiological, and medical terminologies, understanding healthcare structures and principles (for example, communications, ethics, and parents' rights), identifying various medications, their uses, and how to calculate dosages, and demonstrating basic patient care skills (bed-making, isolation techniques, dressing changes, taking vital signs, personal patient care, transfers, range of motion skills, and many others).

<b><u>Pharmacy Technician</u></b>	<b><u>Industry Certification</u></b>	<b><u>Related Occupations</u></b>
2014 Median Wage in PA	First Aid/CPR/AED	Physical therapist
\$29,468 per year	Pharmacy Technician	Radiology technician
		Surgical nurse
		Respiratory therapist
Program of Study Approved	2015 High Priority Occupation	Pharmacist

## **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.

<b><u>Chef</u></b>	<b><u>Industry Certifications</u></b>	<b><u>Related Occupations</u></b>
2014 Median Wage in PA	ServSafe®	Cook, Pastry chef
\$43,049		Butcher, Meat cutter
Program of Study Approved	2015 High Priority Occupation	

### **COSMETOLOGY**

The **Cosmetology** program at CPAVTS gives students a great head start to a lucrative career. Our curriculum is rigid, however, by the time the student graduates, 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.

<b><u>Cosmetologist</u></b>	<b><u>Industry Certification</u></b>	<b><u>Related Occupations</u></b>
2014 Median Wage in PA	State Board of Cosmetology	Barber
\$23,900 per year		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.



<u><b>Police Officer</b></u>	<u><b>Industry Certification</b></u>	<u><b>Related Occupations</b></u>
2014 Median Wage in PA	First Aid/CPR	Police officer
\$60,200 per year	National Incident Management	Fire Marshall
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.

<u><b>Pre-School Teacher</b></u>	<u><b>Industry Certification</b></u>	<u><b>Related Occupations</b></u>
2014 Median Wage in PA	CDA Ready Certification	Group supervisor
\$24,800 per year	First Aid/CPR	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.

<u><b>Autobody Repair Technician</b></u>	<u><b>Industry Certification</b></u>	<u><b>Related Occupations</b></u>
2014 Median Wage in PA	PA Inspection and Emissions	Painters & customizers
\$40,923 per year		Insurance adjuster
Program of Study Approved	2015 High Priority Occupation	

### **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/electronics 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.

<u><b>Automotive Technician</b></u>	<u><b>Industry Certification</b></u>	<u><b>Related Occupations</b></u>
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2014 Median Wage in PA	PA Inspection and Emissions	Repair estimator
\$37,568 per year		Safety or emissions inspector
Program of Study Approved	2015 High Priority Occupation	

### **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.

<b><u>Diesel Technician</u></b>	<b><u>Industry Certification</u></b>	<b><u>Related Occupations</u></b>
2014 Median Wage in PA	PA Inspection and Emissions	Mobile heavy equipment repair
\$42,589 per year	Air conditioning 609, OSHA 10	Farm equipment repair
Program of Study Approved	2015 High Priority Occupation	

### **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

<b><u>Shipping and Receiving Clerk</u></b>	<b><u>Industry Certification</u></b>	<b><u>Related Occupations</u></b>
2014 Median Wage in PA	OSHA – 10	Stock supervisor
\$36,146 per year		Distribution clerk
		Forklift operator
Program of Study Approved	2015 High Priority Occupation	

## **MANUFACTURING**

### **ELECTRONICS TECHNOLOGY**

The **Electronics Technology** program provides a foundation in the principles of basic electronics and an in depth background in the field. This program will introduce the student to computers and many of the popular operating systems. This program includes instruction beginning with the structure of the atom, units of measurement, and most of the formulas required to understand basic electronics. For all theory presented, the student will construct circuits and do experiments to help them to understand the theories learned. The student will apply learned theories to testing electronic components and diagnosing circuit problems. The student is also introduced to digital electronics where they build and analyse logic circuits, and will learn how microprocessors function and how they can be used to control electronic systems. Other activities include rebuilding a (PC) computer (identifying all major components and determining their function); installing and studying most Windows operating systems; and learning how to diagnose many of the common computer problems encountered.

<u><b>Electronics Engineering Technician</b></u>	<u><b>Industry Certification</b></u>	<u><b>Related Occupations</b></u>
2014 Median Wage in PA	Student Electronics Technician	Broadcast technician
\$55,800	OSHA 10	Avionics technician
		Data system technician
Program of Study Approved		

### **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.

<u><b>Machinist</b></u>	<u><b>Industry Certification</b></u>	<u><b>Related Occupations</b></u>
2014 Median Wage in PA	NIMS - multiple	CNC operator
\$39,530		Tool and die maker
		Maintenance Technician
Program of Study Approved	2015 High Priority Occupation	

### **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.

<u><b>Welding Technician</b></u>	<u><b>Industry Certification</b></u>	<u><b>Related Occupations</b></u>
2014 Median Wage in PA	AWS®	Sheet metal worker
\$37,999 per year		Boilermaker
Program of Study Approved	2015 High Priority Occupation	

## APPENDIX B

# Application for 2018 Argus Staff

This form must be completed and you must be approved by [Mr. Lucas](#) or [Mr. Bollinger](#) before you may sign-up for **ARGUS** on your Course Selection Sheet.

Name \_\_\_\_\_ Grade you will be in 2018-2019 \_\_\_\_\_

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 (You must be a Senior)

SENIOR SECTION STAFF MEMBER (Seniors only—4 positions)

UNDERCLASS SECTION EDITOR (You must be a Junior)

UNDERCLASS STAFF MEMBER (1 sophomore position, 2 Freshman positions)

FACULTY EDITOR (You must have prior experience)

FACULTY STAFF MEMBER (1 position—any grade)

SPORTS EDITOR (You must be a Junior or Senior and have prior experience)

SPORTS STAFF MEMBER (4 positions—any grade)

ACTIVITIES STAFF EDITOR (You must be a Junior or Senior)

ACTIVITIES STAFF MEMBER (3 positions—any grade)

STUDENT LIFE AND COPY EDITOR (You must be a Junior or Senior)

STUDENT LIFE MEMBER (1 position—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 and when did you take the course?

\_\_\_\_\_

What is your present overall weighted grade point average? \_\_\_\_\_

**I will be able to stay after school until 4:00 p.m. as needed and cover events outside of the school day.**

**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.**

**Freshmen, Sophomores and Juniors**--return this application to Rm 231 by **February 2<sup>nd</sup>**. The staff roster will be posted (Rm 231) on **February 5<sup>th</sup>** and members must obtain a course recommendation by Mr. Lucas or Mr. Bollinger before scheduling. Thank you for your interest.



## APPENDIX C

### 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): 8<sup>th</sup> 9<sup>th</sup> 10<sup>th</sup> 11<sup>th</sup> **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 D

### 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 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
<b>Responsible</b>			
<b>Trustworthy</b>			
<b>Respectful</b>			
<b>Creative</b>			
<b>Works well with others</b>			
<b>Attention to Detail</b>			
<b>Self-motivated</b>			
<b>Meets Deadlines</b>			
Recommending Teacher signature:			





# APPENDIX E

## Cooperative Education Program Application

Complete and return form to [Mrs. Terri Consevage](#), Career Coordinator

### **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: \_\_\_\_\_

#### **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. We also affirm to the best of our knowledge that the above information is true and correct.

---

Print Name of Student

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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](#), Business Dept, and CVHS\*\***

Thank you for completing this form.

**Name of student:** \_\_\_\_\_

	<b>Displays At High Level</b>	<b>Displays At Average Level</b>	<b>Displays At A Low Level</b>	<b>Does Not Display As A Quality</b>
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:

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Date Given to Teacher: \_\_\_\_\_

Date Due to Mrs. Consevage: \_\_\_\_\_



## APPENDIX F

# Internship Application

Complete and return form to [Mrs. Terri Consevage](#), Career Coordinator

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: \_\_\_\_\_ Work Permit number: \_\_\_\_\_

#### **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](#), Cooperative Education Office (Room 235)

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

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.



## 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 via interoffice it to: [Mrs. Terri Consevage](#), Business Dept, 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:

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Date Given to Teacher: \_\_\_\_\_

Date Due to Mrs. Consevage: \_\_\_\_\_



## APPENDIX G

# Appendix G

## 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: \_\_\_\_\_