BERMUDIAN SPRINGS HIGH SCHOOL
CURRICULUM GUIDE

2019-2020

Bermudian Springs High School
7335 Carlisle Pike
York Springs, PA  17372
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Fax: (717) 528 – 4149
www.bermudian.org
The Bermudian Springs School District does not discriminate in its educational programs, activities or employment practices based on race, color, national origin, sex, sexual orientation, disability, age, religion, ancestry, union membership, or any other legally protected category. This policy is in accordance with state law, including the Pennsylvania Human Relations Act, and with federal law, including Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967 and the Americans with Disabilities Act of 1990.
Inquiries regarding the above should be addressed to: Dr. Shane Hotchkiss, Superintendent, Bermudian Springs School District, 7335 Carlisle Pike, York Springs, PA 17372. Telephone (717) 528-4113 or 624-4231.
Dear Parents and Students,

It is that time of year when students need to begin planning their course selection schedule for the 2019-2020 school year. This curriculum guide has been prepared for the use of students and their parents in deciding which subjects are best suited to the student’s goals, interests, aptitudes, and abilities.

Bermudian Springs is a comprehensive high school with many course offerings available in four curriculum areas. Students must give careful consideration to the curricular path they choose and the proper sequence of courses to be followed from grade to grade to insure success in high school. Student’s choices at this point may determine their chances of success or failure in future years of education or employment.

It is expected that students will discuss their course selection plans with parents before making final decisions. It cannot be over emphasized that course choices must be made with the greatest of care.

All students, with the guidance of their counselors, teachers, and parents should choose carefully the subjects that will help them fulfill their interests and develop their talents and abilities to the maximum. Individual conferences for parents and students with a need for additional information or specific help may be arranged with a guidance counselor by calling the high school.

Counselors,
Mr. Mitchell Nace
Mrs. Jacqueline Null
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GENERAL INFORMATION

HIGH SCHOOL ADMINISTRATION

Jon DeFoe, Principal
Mark Fleming, Assistant Principal

COUNSELORS

Mitchell Nace
Jacqueline Null

CURRICULA

Honors/Advanced /Honors/College in the High School (CHS)

Honors/Advanced Honors/CHS courses are extremely difficult and require a greater commitment of time and effort. These courses are accelerated and are designed to challenge top level students. Higher level thinking and writing skills are stressed in these courses. All honors/CHS courses require teacher recommendation.

College Preparatory

The courses in this curriculum are designed to prepare the student for admission to a school of higher education. The school record, high school grades, and rank in class are extremely important when applying for admission to a school of higher education.

Business Education

The courses in this curriculum are designed primarily to prepare the student for post high school employment in entry-level office positions and/or entry into business schools and colleges. These courses can also provide valuable personal-use skills.

Agriculture Education

The courses in this curriculum are designed to complement each other in a sequential manner over a four year period. Careful selection of agriculture courses and electives will enable a student to meet college admission requirements. Students are encouraged to follow the suggested sequence of courses outlined later for each grade, as well as becoming active participants in the FFA.

Academic Education

The courses in this curriculum are designed to prepare the student for post high school employment or short term trade/technical training. The student will be exposed to different subject areas as he/she elects, while meeting graduation requirements.

Arts/Humanities

The 2 credit requirements in the Arts and/or Humanities may be fulfilled by electing courses in Art, Music, Agriculture Education, Tech Ed Electives, Foreign Languages, Family Consumer Science Electives, Sociology, Journalism, Psychology, and Speech and Drama.
Subject Requirements

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>English</th>
<th>1 Credit/Cycle</th>
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</thead>
<tbody>
<tr>
<td>Ctznshp in a Global Comm</td>
<td>1 Credit/Cycle</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>1 Credit/Cycle</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>1 Credit/Cycle</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>½ Credit/Cycle</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>½ Credit/Cycle</td>
<td></td>
</tr>
<tr>
<td>Life Skills - FCS</td>
<td>¼ Credit/Cycle</td>
<td></td>
</tr>
<tr>
<td>Life Skills – Business</td>
<td>¼ Credit/Cycle</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 10</th>
<th>English</th>
<th>1 Credit/Cycle</th>
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</thead>
<tbody>
<tr>
<td>World Cultures</td>
<td>1 Credit/Cycle</td>
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<tr>
<td>Science</td>
<td>1 Credit/Cycle</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>1 Credit/Cycle</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>½ Credit/Cycle</td>
<td></td>
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</tbody>
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<thead>
<tr>
<th>Grade 11</th>
<th>English</th>
<th>1 Credit/Cycle</th>
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</thead>
<tbody>
<tr>
<td>American History</td>
<td>1 Credit/Cycle</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>1 Credit/Cycle</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>1 Credit/Cycle</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>½ Credit/Cycle</td>
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</tbody>
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<tr>
<th>Grade 12</th>
<th>English</th>
<th>1 Credit/Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gov’t/Economics</td>
<td>1 Credit/Cycle</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>½ Credit/Cycle</td>
<td></td>
</tr>
</tbody>
</table>

Course Credits
Year-long classes that meet 6 periods per cycle receive a full (1) credit. Semester courses that meet 6 periods per cycle receive ½ credit. Any course that meets less than 6 periods per cycle receives 1/2 credit. (Exception: Life Skills – FCS and Business are ¼ credit per semester)

Course Difficulty Level
There are four levels of difficulty attached to the courses that are offered. The most difficult courses are prefixed with “CHS” (College in the High School). The 2nd most difficult level is those courses prefixed with "Honors". The 3rd most difficult level is those courses prefixed with "CP" (College Prep).

College in the High School (CHS)-HACC
The College in the High School program enables qualified high school juniors and seniors to enroll in college level courses at their high school during the regular school day. CHS students earn concurrent high school and college credit. Course offerings are suggested by the high school and selected from HACC’s required courses or core curriculum. Courses are taught by experienced high school instructors who are recommended for teaching excellence and qualified as HACC adjunct instructors. CHS courses are offered to high school students at a reduced tuition rate of $75.00 per credit. To qualify, a high school senior must meet HACC’s Early Admission requirements.

Students who enroll as CHS and do not meet HACC’s requirements may still take the course by meeting requirements established by Bermudian Springs High School for enrollment. College textbook fees may apply and are the responsibility of the student. Fees for CHS are subject to change. Additional information about the College in the High School program may be obtained from the guidance office.
Honors Courses (H.)
The honors courses require rigorous and in-depth study of additional topics than would be expected of others. The classes also move at an accelerated pace. Teacher recommendation required.

College Preparatory Courses (C.P.)
The C.P. courses are not as demanding as Honors sections. However, teacher expectations of students in C.P. courses are high, and the requirements are greater than for students in the academic level courses. Self-motivation and hard work are expected.

Academic Courses
The courses are designed to prepare students for post high school employment or short term trade/technical training. Students will be exposed to different subject areas as he/she elects, meeting graduation requirements.

Course Minimums
In order for a course to be offered, there must be at least 8 students enrolled. When enrollments fall below this minimum number, courses will only be offered when staff availability permits the course to be scheduled. When determining minimum enrollments for a second level course and above, the number will be determined by calculating 50% of the course that the advance course builds on.

Course Sequences
The following pages provide a suggested sequence of courses to be taken in each curricular area at each grade level. While it is not absolutely necessary to follow our suggested sequence or remain in one track, it should be remembered that in a relatively small comprehensive high school with many course offerings, scheduling conflicts may arise which may preclude a student from having all of his/her course requests met.

When a curricular path is chosen, and the suggested sequence of courses followed, a student will not only meet graduation requirements but will encounter fewer scheduling conflicts.

We ask that on the Course Selection Worksheet you indicate which curriculum you have chosen so that our guidance counselors can help as much as possible in the scheduling process.

Course Weighting Values
Some courses have a weighted value of greater than 1 when determining the student’s grade point average. Subjects are weighted according to their difficulty, and the added value is a reward to those students who elect the more difficult subjects. A higher grade point average improves one’s class rank but does not affect credits. All grades will have a GPA computed based on % grade. Honors courses are given a weight of 1.05 and College in the High School (CHS) courses are weighted at 1.1.

Diversified Occupations
The diversified occupations program is for seniors who are planning to enter the workforce upon graduation. This program will attempt to find employment for those students in areas of interest and/or possible life vocations. The program is divided into two sections. First, is the classroom portion. Students will study a variety of topics needed for being a productive part of the company that employs them. The second portion is a work release program. Students will be scheduled so they can leave school to go to the work site. Students will be given training on site and be supervised by the diversified occupations coordinator.
Failed Courses
Any student who fails a course that is required for graduation should request a meeting with the guidance office to discuss options which include, but are not limited to: applying for an approved summer school program, credit recovery (to be taken the subsequent school year), or rescheduling the course for next school year. Registration for summer school courses needs to be completed by the first week in June. Fees may apply to some of the options.

Graduation Requirements
Students must accumulate a minimum of 27 credits earned in grades 9 through 12 and achieve proficiency on the Keystone Exams (Algebra & Literature) or local assessments in these areas.

Successful completion of the following credits is required for graduation:
- English - 4 credits
- Math - 3 credits
- Science - 3 credits
- Social Studies - 4 credits
- Health – 1 credit (grades 9 & 11)
- Physical Education - 2 credits (grades 9, 10, 11, & 12)
- Life Skills- FCS 1/4 credit (grade 9)
- Life Skills- Business 1/4 credit (grade 9)
- Electives – 9.5 credits

NOTES: Two (2) of the elective credits must be in the Arts and/or Humanities
All students must achieve proficiency on the Keystone Exams, or local assessments.

Honor Roll
At the end of each marking period, the academic achievement of students will be recognized with the publication of two honor rolls. The “Distinguished Honor Roll” will include all students who have attained an average of 92% or higher with no single course grade lower than 92%. The Distinguished Honor roll will be determined by computing all grades in all courses that receive a numeric grade during the marking period. The “Honor Roll” will include all students who have attained an average of 83% or higher with no single course grade lower than 83%. The Honor roll will be determined by computing all grades in all courses that receive a numeric grade during the marking period.

Independent Study
The independent study program is for students who have demonstrated a high degree of motivation and the ability to work independently. Generally, a student will request independent study because of difficulty in scheduling a course. To be considered for the independent study program, a student must make a written request on the scheduling form. If the request for independent study is approved, the principal will assign a faculty adviser to work with the student. Independent study requests should be made before June of the previous school year.

Marking and Grading System

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-92</td>
<td>“A”</td>
<td>Excellent</td>
</tr>
<tr>
<td>91-83</td>
<td>“B”</td>
<td>Good</td>
</tr>
<tr>
<td>82-74</td>
<td>“C”</td>
<td>Average</td>
</tr>
<tr>
<td>73-65</td>
<td>“D”</td>
<td>Danger</td>
</tr>
<tr>
<td>64-Below</td>
<td>“F”</td>
<td>Failing</td>
</tr>
</tbody>
</table>

Schedule Changes
Students will be notified of two August dates for schedule changes to take place in person. Changes will only be made for academic purposes.

Student Load
All students in grades 9, 10, and 11 must schedule and carry a minimum of 7 credits per year. Students in grade 12 must schedule a minimum of 6 credits per year.
**ACADEMIC CURRICULUM**

The academic curriculum is designed primarily for those students who plan to enter the workforce immediately following graduation. However, a student may choose the level of courses at which he/she feels most confident of completing successfully, i.e., College in the High School, Honors, College Preparatory or Academic. All students must complete the required number of courses in English, Social Studies, Math, Science, Health, and Physical Education. In addition, each student should give careful consideration to the types of skills and knowledge he/she would like to acquire for employment purposes and choose from the electives that best meet those needs.

All the required and elective courses available are listed on pages 17-22 from which you may choose.

**ACADEMIC EDUCATION**

**RECOMMENDED COURSE SEQUENCE**

<table>
<thead>
<tr>
<th>ENGLISH 9</th>
<th>ENGLISH 10</th>
<th>ENGLISH 11</th>
<th>ENGLISH 12</th>
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<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>or</td>
<td>Eng In the 21st Cent I</td>
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<td>or</td>
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<td>Eng In the 21st Cent I or II</td>
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<tr>
<th>MATHEMATICS</th>
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<tbody>
<tr>
<td>Algebra I</td>
<td>Algebra II</td>
<td>Geometry</td>
<td>Statistics</td>
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<tr>
<td>or</td>
<td>or</td>
<td>or</td>
<td>or Pre-Calc/Trig</td>
</tr>
<tr>
<td>Keystone Algebra I or</td>
<td>Algebra I or</td>
<td>Algebra II</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
<td>Geometry</td>
</tr>
<tr>
<td>Replacement Math or</td>
<td>Pre-Algebra</td>
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<tr>
<th>SCIENCE</th>
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<tbody>
<tr>
<td>Earth/Space Science</td>
<td>Biology</td>
<td>Science/Technology or</td>
<td>Science/Technology or</td>
</tr>
<tr>
<td>or Animal Science or</td>
<td>Animal Science or</td>
<td>Plant Science</td>
<td></td>
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<tr>
<td>or Plant Science</td>
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<thead>
<tr>
<th>SOCIAL STUDIES</th>
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</thead>
<tbody>
<tr>
<td>Citizenship in a Global Community</td>
<td>World Cultures</td>
<td>American History</td>
<td>Government and Economics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology Ed. and/or Intro to Graphic Comm</th>
<th>Technology Elective and/or FCS Elective</th>
<th>Technology Elective and/or FCS Elective</th>
<th>Technology Elective and/or FCS Elective</th>
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<tr>
<th>PHYS. ED. 9</th>
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<tbody>
<tr>
<td>HEALTH</td>
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<tr>
<td>LIFE SKILLS – BUSINESS LIFE SKILLS – FCS</td>
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</tbody>
</table>

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<thead>
<tr>
<th>ELECTIVES Up to 2</th>
<th>ELECTIVES Up to 2</th>
<th>ELECTIVES Up to 2</th>
<th>ELECTIVES Up to 2</th>
</tr>
</thead>
</table>
**AGRICULTURE EDUCATION CURRICULUM**

Any student who enters the agriculture education curriculum should very carefully consider his or her post high school plans and choose the level of courses that will best meet the needs for college/technical school entrance or for employment in an agriculturally related field. Students may choose from the College in the High School, Honors, College Preparatory or Academic course levels. The following is a list of recommended electives:

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ag/Environmental Awareness</td>
<td>1. Ag Mechanics &amp; Technology II</td>
</tr>
<tr>
<td>2. Ag Mechanics &amp; Technology I</td>
<td>2. Leadership/SAE I</td>
</tr>
<tr>
<td></td>
<td>3. Greenhouse Production</td>
</tr>
<tr>
<td></td>
<td>4. Construction Technology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Animal Science I</td>
<td>1. Agribusiness Management</td>
</tr>
<tr>
<td>3. Ag Mechanics &amp; Technology II</td>
<td>3. Agricultural Internship</td>
</tr>
<tr>
<td>5. Construction Technology</td>
<td>5. Leadership/SAE II</td>
</tr>
<tr>
<td>7. Leadership/SAE II</td>
<td></td>
</tr>
</tbody>
</table>
**AGRICULTURE EDUCATION CURRICULUM**

**RECOMMENDED COURSE SEQUENCE**

<table>
<thead>
<tr>
<th>ENGLISH 9</th>
<th>ENGLISH 10</th>
<th>ENGLISH 11</th>
<th>ENGLISH 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.P. English or English</td>
<td>C.P. English or English</td>
<td>C.P. English or English</td>
<td>C.P. English or English</td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td><strong>MATHEMATICS</strong></td>
<td><strong>MATHEMATICS</strong></td>
<td><strong>MATHEMATICS</strong></td>
</tr>
<tr>
<td>Algebra I or Keystone</td>
<td>Algebra II or Algebra I</td>
<td>Geometry or Algebra II</td>
<td>Statistics or Pre-Calc/Trig</td>
</tr>
<tr>
<td>Algebra I</td>
<td></td>
<td></td>
<td>Geometry</td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td><strong>SCIENCE</strong></td>
<td><strong>SCIENCE</strong></td>
<td><strong>SCIENCE</strong></td>
</tr>
<tr>
<td>C.P. Earth/Space or Earth</td>
<td>Biology</td>
<td>Science/Technology or Animal</td>
<td>Science/Technology or Animal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science I or Plant Science</td>
<td>Science I or Plant Science</td>
</tr>
<tr>
<td><strong>SOCIAL STUDIES</strong></td>
<td><strong>SOCIAL STUDIES</strong></td>
<td><strong>SOCIAL STUDIES</strong></td>
<td><strong>SOCIAL STUDIES</strong></td>
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<tr>
<td>H Citizenship in a Global</td>
<td>C.P. World Cultures or</td>
<td>C.P. American History or</td>
<td>C.P. Government and</td>
</tr>
<tr>
<td>Community or Citizenship</td>
<td>World Cultures</td>
<td>American History</td>
<td>Economics or Government</td>
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<td>in a Global Community</td>
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<td></td>
<td>and Economics</td>
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<td><strong>AGRICULTURE</strong></td>
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<td><strong>AGRICULTURE</strong></td>
<td><strong>AGRICULTURE</strong></td>
</tr>
<tr>
<td>Ag/Environment Awareness</td>
<td>Ag. Mech/Tech II</td>
<td>Ag. Mech/Tech III</td>
<td>Agribusiness Management</td>
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<tr>
<td>Ag. Mech/Tech I</td>
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<td></td>
<td>(10 periods) Agricultural</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Internship</td>
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<tr>
<td><strong>PHYS. ED. 9 HEALTH</strong></td>
<td>PHYSICAL ED. 10</td>
<td>PHYSICAL ED. 11</td>
<td>PHYSICAL ED. 12</td>
</tr>
<tr>
<td>LIFE SKILLS – BUSINESS</td>
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<tr>
<td>LIFE SKILLS – FCS</td>
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<td><strong>ELECTIVES</strong></td>
<td><strong>ELECTIVES</strong></td>
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<td><strong>ELECTIVES</strong></td>
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<td>Up to 2</td>
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<td>Up to 2</td>
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</tbody>
</table>
HONORS/COLLEGE PREPARATORY CURRICULUM

Any student who is looking forward to formal post high school education should carefully consider the level of the courses chosen, i.e. College in the High School, Honors, College Preparatory or Academic. Whatever level of study chosen, it is extremely important that necessary math and science courses have been taken to meet college admission requirements.

Therefore, in addition to the English, Social Studies, and the other required courses such as Health and Physical Education, it is highly recommended that you take and successfully complete from the following Math and Science courses:

<table>
<thead>
<tr>
<th>Math</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.P./Honors Algebra II</td>
<td>Earth &amp; Space Science</td>
</tr>
<tr>
<td>C.P. /Honors Geometry</td>
<td>Biology</td>
</tr>
<tr>
<td>Pre-Calculus with Trigonometry</td>
<td>Chemistry</td>
</tr>
<tr>
<td>CHS/College Prep Statistics</td>
<td>Ecology</td>
</tr>
<tr>
<td>CHS Calculus</td>
<td>Physics I</td>
</tr>
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<td></td>
<td>Physics II</td>
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<td></td>
<td>Anatomy/Physiology</td>
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<td></td>
<td>H Adv/Honors Chemistry</td>
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<td></td>
<td>H Advanced Biology</td>
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</tbody>
</table>

In addition, the following elective courses are recommended:

1. Foreign Language
3. Sociology – seniors only
4. Advanced Biology
5. CHS United States History
6. Psychology – seniors only
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<th>ENGLISH 9</th>
<th>ENGLISH 10</th>
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<td>C.P. American History</td>
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The following is a list of all courses, both required and elective, that are offered during the 2019-2020 school year. The courses are arranged by subject area. The number located in parenthesis to the left of each course is the computer code and should be used, along with the course title, when selecting courses for next year.

### COURSE LISTINGS

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<td>(702) Homes &amp; Interiors</td>
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<td>(904) Music Theory &amp; Appreciation</td>
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<td>(807) Construction Technology</td>
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<td>(836) Advanced Woodworking</td>
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<td>(837) Architecture</td>
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<td>(838) Product Innovation and Design</td>
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<td>(849) Independent Study - Design</td>
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<td>(950) Work Experience</td>
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<td>(951) Release Time</td>
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COURSE DESCRIPTIONS

AGRICULTURE

Ag and Environmental Awareness (809)
Grades 9, 10, 11, 12
1 credit
6 pds. per cycle
This course is designed for students who wish to explore their knowledge of plants, animals, and the environment. Subject areas taught are soils, plants, wildlife, and the environment. Many types of agriculture will be studied. FFA concepts and principles are taught as part of the instruction. There are many opportunities available through membership in the FFA where skills can be better developed. Students are required to develop and complete a Supervised Agriculture Experience project of at least 20 hours that will benefit their agriculture experience.

Ag Mechanics and Technology I (810)
Grades 9, 10, 11, 12
1 credit
6 pds. per cycle
This course covers the correct and safe use of common agricultural shop tools and machinery. Students will have hands-on experience in basic welding, small gas engine maintenance, and electricity. Project planning including drawing, bill of materials, layout, and agriculture awareness and leadership development will also be covered. There are many opportunities available through membership in the FFA where skills can be better developed. Students are required to develop and complete a Supervised Agriculture Experience project of at least 20 hours that will benefit their agriculture experience.

Ag Mechanics and Technology II (811)
Grades 10, 11, 12
1 credit
6 pds. per cycle
This course is built upon skills developed in Ag Mechanics and Technology I. Students will receive instruction in advanced oxy-acetylene, welding, small gas engine repair, electricity, and agriculture awareness. There are many opportunities available through membership in the FFA where skills can be better developed. Students are required to develop and complete a Supervised Agriculture Experience project of at least 20 hours that will benefit their agriculture experience. A grade of 70% or better in Ag Mechanics and Technology I is a prerequisite.

Ag Mechanics and Technology III (812)
Grades 11, 12
1 credit
6 pds. per cycle
This course continues to build upon the skills learned and developed through the experiences of Ag Mechanics and Technology I & II. Advancement in skills related to plumbing, small gas engines, machine operations and maintenance, emerging agriculture technologies and masonry will also be studied. FFA and leadership development are covered in this course, as well. There are many opportunities available through membership in the FFA where skills can be better developed. Students are required to develop and complete a Supervised Agriculture Experience project of at least 20 hours that will benefit their agriculture experience. Successful of completion of Ag Mechanics and Technology I & II (70% or better) required.

Plant Science (813)
Grades 10, 11, 12
1 credit
6 pds. per cycle
This course deals with the economic importance of raising plants for profit. Major economical plants will be studied with a scientific emphasis on plant nutrition, growth, and reproduction. Plants will be propagated in a greenhouse setting as the relationships between plants, the environment, and how humans are studied. FFA and leadership development are covered in this course, as well. There are many opportunities available through membership in the FFA where skills can be better developed. Students are required to develop and complete a Supervised Agriculture Experience project of at least 20 hours that will benefit their agriculture experience. Recommended prerequisite is Biology.

Animal Science I (814)
Grades 11, 12
1 credit
6 pds. per cycle
This class focuses on the economic importance of raising animals for profit, veterinary science, the pet industry, and alternative animal agriculture. The broad subject content allows students to prepare for a future in animal production, care and/or management, and veterinary science. FFA and leadership development are covered in this course, as well. There are many opportunities available through membership in the FFA where skills can be better developed. Students are required to develop and complete a Supervised Agriculture Experience project of at least 20 hours that will benefit their agriculture experience. Recommended prerequisite is Biology and/or Plant Science.
**Animal Science II (818)**

Grade 12  
1 credit  
6 pds. per cycle  

Students enrolling in Animal Science II would be a student selecting the animal science pathway and career options to further develop skills and understanding of animal agriculture; specifically veterinary science. SAE projects related to the career choice will be required.

**Recommended prerequisite is Biology and/or Plant Science. (For Animal Science II: Animal Science I with a B or better.)**

**Agribusiness Management (815)**

Grade 12  
2 credits  
12 pds. per cycle  

This is the 4th year finishing course for agriculture education students who are seriously pursuing career preparation in the many areas of agriculture. Students will receive technical instruction in farm management, record keeping, livestock, and crop production. Business management skills are a major component of this class. FFA and leadership development are covered in this course, as well. There are many opportunities available through membership in the FFA where skills can be better developed. Students are required to develop and complete a Supervised Agriculture Experience project of at least 20 hours that will benefit their agriculture experience.

**Greenhouse Production (816)**

Grades 10, 11, 12  
1 credit  
6 pds. per cycle  

The relationships between plants, the environment, and how humans are involved are a major component of this class. This course is designed for students who wish to further their knowledge of plants and the environment. Subject areas taught are greenhouse construction, climate control, the environment, soils, water quality, and plant structure. Many types of plants will be propagated in a greenhouse setting. Students nurture the growing of poinsettias, garden mums, flowering plants, and vegetable plants while doing various projects in floriculture, greenhouse design, and landscaping. FFA and leadership development are covered in this course, as well. There are many opportunities available through membership in the FFA where skills can be better developed. Students are required to develop and complete a Supervised Agriculture Experience project of at least 20 hours that will benefit their agriculture experience.

**Leadership/SAE I (824)**

Grades 10, 11, 12  
credit awarded by hours completed  
6 pds. per cycle  

Supervised Agriculture Experience is a record book keeping class for these students who plan to enroll in an agriculture science course and complete an SAE project. Each SAE project must complete a minimum of 150 total hours in their projects for credit. **This is an independent study course.** Students are required to meet with the instructor at least once per week during the regular school year which may be scheduled with the instructor individually. Grading for this course will be Pass/Fail. Students who satisfactorily meet the requirements of the SAE project will be granted a pass grade for the year.

**Pre-Requisite:** Students must be in an agriculture class and be a member of the FFA.

**Credit would be based on hours completed (.25 credit for 45 hours, .50 credit for 90 hours, .75 credit for 135 hours, 1 credit for 180+ hours)**

**Leadership/SAE II (828)**

Grades 11, 12  
credit awarded by hours completed  
6 pds. per cycle  

Supervised Agriculture Experience is a record book keeping class for these students who plan to enroll in an agriculture science course and complete an SAE project. Each SAE project must complete a minimum of 150 total hours in their projects for credit. **This is an independent study course.** Students are required to meet with the instructor at least once per week during the regular school year which may be scheduled with the instructor individually. Grading for this course will be Pass/Fail. Students who satisfactorily meet the requirements of the SAE project will be granted a pass grade for the year.

**Pre-Requisite:** Students must be in an agriculture class and be a member of the FFA.

**Credit would be based on hours completed (.25 credit for 45 hours, .50 credit for 90 hours, .75 credit for 135 hours, 1 credit for 180+ hours)**

**Leadership/SAE III (832)**

Grades 12  
credit awarded by hours completed  
6 pds. per cycle  

Supervised Agriculture Experience is a record book keeping class for these students who plan to enroll in an agriculture science course and complete an SAE project. Each SAE project must complete a minimum of 150 total hours in their projects for credit. **This is an independent study course.** Students are required to meet with the instructor at least once per week during the regular school year which may be scheduled with the instructor individually. Grading for this course will be Pass/Fail. Students who satisfactorily meet the requirements of the SAE project will be granted a pass grade for the year.

**Pre-Requisite:** Students must be in an agriculture class and be a member of the FFA.

**Credit would be based on hours completed (.25 credit for 45 hours, .50 credit for 90 hours, .75 credit for 135 hours, 1 credit for 180+ hours)**
Agricultural Internship (846)

Grade 9,10,11,12  \( \frac{1}{2}, 1 \) credits  As approved by the pathway teacher

In order to allow students to develop further skills in their chosen pathway, students will be assigned to a teacher, administrator or staff member to assist by being a lab assistant. The lab assistant will report to the assigned teacher, administrator or staff member during their assigned class period and complete tasks as designated by the supervising adult. These tasks may vary from day to day and will relate to the student’s chosen pathway. This is a non-paid opportunity for students to receive work related skills. Teacher recommendation required.

ART

Fundamentals of Art and Design I (910)

Grades 9, 10, 11, 12  1 credit  6 pds. per cycle

This course curriculum is built upon the study of the Elements and Principals of Design. Unit studies will include, but won't be limited to the following topics in art: line, color, value, shape, form, space, texture. Basic clay construction techniques are taught along with instruction on the proper use of select art materials. Artists, Art styles, and Artistic time periods will be explored in a written critique format. Every student will be required to maintain a sketchbook of assigned drawings. This course is a prerequisite for all other art courses in the high school. This course may NOT be scheduled as an independent course.

Fundamentals of Art and Design II (911)

Grades 10, 11, 12  1 credit  6 pds. per cycle

This course curriculum will be a continuation of FAD1. Basic skills and techniques from FAD1 will be enhanced with new media introduced for students to explore. Artists, art styles, and artistic time periods will be examined in a written critique format. Every student will be required to maintain a sketchbook of assigned drawings. A passing grade in FAD 1 (65%) and teacher signature required. This course may NOT be scheduled as an independent course.

Studio Art (912)

Grades 11, 12  1 credit  6 pds. per cycle

This course curriculum will include the use of a variety of media including, but not limited to: acrylics, pastels, ink, pencil, oil paints, colored pencil, mixed media, and the computer. Students are expected to have a thorough understanding of the basic elements and principles of art to build upon in this course. In-depth assignments will cover a variety of media and subject areas including the use of the computer. Every student will be required to maintain a sketchbook of assigned drawings. Artists, art styles, and artistic time periods will be researched by the students and will also be explored in written critique format. A passing grade of 74% in FAD II and teacher signature required. This course may NOT be scheduled as an independent course.

Advanced Studio Art (912)

Grade 12  1 credit  6 pds. per cycle

This course will cover a multitude of subjects and media in art. Experimental and multi-media projects will be explored. Students are expected to have a thorough understanding of basic art styles and techniques to build upon in creating their own personal style in their work. Research will be required in this course. Every student will maintain a sketchbook of assigned drawings and will complete written critiques of their own work and the work of the masters. A passing grade of 74% in Studio Art and teacher signature required. This course may NOT be scheduled as an independent course.

AP STUDIO ART: 2-D Design

Grade 11, 12  1 credit  6 pds. per cycle

This course is designed to prepare you with knowledge and practice in the contemporary theories of two-dimensional design. Students will be required to complete an original body of artwork that is reflective of diverse interests and personal reflections. Students will be able to identify principles and elements of art in original art pieces and be able to form a strong underlying visual idea in the form of a concentration. Students will be able to critically analyze their work through class and individual critique formats. Complete original student artworks will be used to create a portfolio of 24 pieces, which serves as the Advanced Placement Test and can also serve as college entrance requirements. The fee for this test is approximately $94; students may apply for financial assistance. Students must be enrolled in Studio Art or Advanced Studio Art as well as this course. Teacher signature is required.
AP STUDIO ART: Drawing

Grade 11, 12  
1 credit  
6 pds. per cycle

This course is designed to prepare you with knowledge and practice in the contemporary and traditional theories of drawing. Students will be required to complete an original body of artwork that is reflective of diverse interests and personal reflections. Students will be able to identify principles and elements of art found in the works of the masters and in original art pieces. Knowledge gained will be used to form a strong underlying visual idea in the form of a concentration. Students will be able to critically analyze their work through class and individual critique formats. Complete original student artworks will be used to create a portfolio of 24 pieces, which serves as the Advanced Placement Test and can also serve as college entrance requirements. The fee for this test is approximately $94; students may apply for financial assistance. Students must be enrolled in Studio Art or Advanced Studio Art as well as this course. Teacher signature is required.

AP STUDIO ART: 3-D Design

Grade 11, 12  
1 credit  
6 pds. per cycle

This course is designed to prepare you with knowledge and practice in the contemporary theories of three-dimensional design. Students will be required to complete an original body of artwork that is reflective of diverse interests and personal reflections. Students will be able to identify principles and elements of art found in the works of the masters and in original art pieces. Knowledge gained will be used to form a strong underlying visual idea in the form of a concentration. Students will be able to critically analyze their work through class and individual critique formats. Complete original student artworks will be used to create a portfolio of 18 pieces, which serves as the Advanced Placement Test and can also serve as college entrance requirements. The fee for this test is approximately $94; students may apply for financial assistance. Students must be enrolled in Studio Art or Advanced Studio Art as well as this course. Teacher signature is required.

BUSINESS

Accounting I (505)

Grades 10, 11, 12  
1 credit  
6 pds. per cycle

Any student with aspirations of owning and operating their own business or planning to pursue a business degree at a 2 or 4 year college should take this course. This is an elective course where the students learn basic accounting skills and terminology (both manual and computerized) from beginning journal entries to the ending financial statements, while demonstrating accuracy, neatness, and legibility. Business simulations are used to provide students with real life experience. Calculators are required.

Accounting II (506)

Grades 11, 12  
1 credit  
6 pds. per cycle

This is an elective course where the students further develop their basic accounting skills and terminology (both manual and computerized) learned in Accounting I. Additional journals, ledgers, and financial statements introduce new accounting theory pertaining to payroll, accruals, adjustments, depreciation, uncollectibles, petty cash, etc. Business simulations are used to provide students with real life experience. Calculators are required. Accounting I is required.

Business Law (512)

Grades 10, 11, 12  
1 credit  
6 pds. per cycle

Everyone is affected by the laws that govern our society and everyone is impacted specifically by the legal environment of business whether they are an owner, employee, or consumer. This introduction to business law will highlight the history and development of Anglo-American law and help students develop an understanding of the legal rights from both the business and consumer perspective. You will learn the agencies responsible for regulation and enforcement; criminal and tort law as applied to business, consumer protection, contracts and sales. This course will be helpful for students going to college or directly into the work force. Learn how to protect yourself from unnecessary litigation.

Career Essentials (501)

Grades: 9, 10, 11, 12  
1/2 credit  
6 pds. Per Cycle

Even in the “eWorld” we live in, there is still a need for printed communications. Letters, memorandums, reports, and data tables are used in both printed and electronic formats in the work place. You will learn the basic formatting guidelines for creating these documents in a consistent and concise style, and there will be a major emphasis on improving proofreading skills and increasing your keyboarding speed and accuracy. You will use career awareness to produce appropriate Microsoft and Google document projects including: resumes and cover letters.
**Computer Applications (514)**

Grade 9, 10, 11, 12 1/2 credit 6 pds. per cycle

This course is for students who are uncomfortable with and have limited access to technology outside of school. Students will learn basic fundamental keyboarding by touch using word processing. Content would be focused on keyboarding skills, an introduction to Microsoft: Word, Excel, and PowerPoint. Students will observe the importance of these programs in school and the workforce. An emphasis will be placed on proofreading and improving keyboarding speed and accuracy. All of these skills are essential in the workforce and academic setting. The skills developed will be used in other courses throughout your high school career.

**Introduction to Business Concepts (502)**

Grades 9, 10, 11, 12 1/2 credit 6 pds. per cycle

Basic business concepts that are universal across all careers are introduced and discussed in this fundamental class. Every student should take this course more especially anyone with aspirations of owning and/or managing a business or pursuing a business degree at a 2 or 4 year college prior to entering the work force. Topics covered include Basic Economic Concepts, Economic Resources and Systems, Business Ethics and Social Responsibility, and Entrepreneurship and Small Business.

**Life Skills - Business (515)**

Grades 9 1/4 credit 2 pds. per cycle/semester

This course builds knowledge; skills, attitudes, and behaviors students will need as they prepare to take the next steps toward adulthood in today's ever-changing society. Topics include financial management and technology as it applies to the responsibilities of families and individuals. This course is designed for students in order to build skills needed for assuming the roles and responsibilities they will encounter as they prepare to complete high school and enter the adult world.

**Sports & Entertainment Marketing (503)**

Grades 10, 11, 12 1 Credit 6 pds. Per Cycle

Marketing is everywhere in our lives and is a driving force in almost all industries in a free-market economy. Understanding the concepts involved in marketing goods and services not only can help you succeed in whatever occupation you pursue but can also make you a savvy consumer. Students will be exposed to multiple facets of marketing. This course will be project based. Students should come with original ideas and energy to produce products based on areas of interest in: retail, sports, entertainment, hospitality and service marketing.

**Web Development (507)**

Grade 10, 11, 12 1 credit 6 pds. per cycle

What is the difference between the Internet and the World Wide Web? While much of our time is spent in “cyberspace”, how is this online environment created? The development and function of computer networks including the Internet are explored as you create websites with multiple coding tools. In addition to structured business projects, students may design their own websites with multimedia elements like animation, sound clips, etc.

**DIVERSIFIED OCCUPATIONS**

**Diversified Occupations Theory (520)**

Grade 12 1 credit 6 pds per cycle

This course is only for seniors who are on track to graduate this year. Topics that will be covered include assessing your strengths and weaknesses, steps in preparing yourself for the job market, succeeding on the job, personal resource management, human relations and decision making, and the economics of work. This course coincides with actual work experience.

**Diversified Occupations Work Experience (950)**

Grade 12 1/2 credit / 1 credit 6 pds per cycle

This is the early dismissal work experience section of Diversified Occupations. Students will take their required academic courses and the diversified occupations theory course in the morning and then leave to work a minimum of 17 hours per week. A half-credit will be earned if a student works a minimum of 10 hours per week. This is an excellent opportunity to learn transferrable employability skills, learn how to employ time management skills, explore career options, and begin to build your resume work history. A passing grade in the theory class, and all other courses where the credit is needed for graduation, must be maintained in order to participate in early dismissal work experience. Students will be excused during the last two periods as their schedule permits.
ENGLISH

**English 9 (001)**

Grade 9 | 1 credit | 6 pds. per cycle
---|---|---
The general English course is designed to review and refine students’ understanding of the key elements of reading fiction and non-fiction texts. The standards based instruction will focus on the active reading skills students need to think critically about texts. Students will analyze various types of literature and write constructed responses to demonstrate their understanding of the readings. **English 9 students will not take the Literature Keystone until the end of their 10th grade year. They will take Academic English 10.**

**C.P. English 9 (002)**

Grade 9 | 1 credit | 6 pds. per cycle
---|---|---
The college prep English 9 course is structured to provide standards based instruction on the key elements of reading fiction and non-fiction. Students will analyze various types of texts and write constructed responses to demonstrate their understanding of the readings. Independent reading to develop and implement these skills will be required. Students will take the Literature Keystone at the end of this course and will be permitted to take College Prep or Honors English 10 only if they pass the exam. **Students not proficient or advanced on the Keystone Literature exam will take Academic English 10. Teacher Recommendation is required.**

**Honors English 9 (003)**

Grade 9 | 1 credit | 6 pds. per cycle
---|---|---
The Honors English 9 course is structured to provide accelerated standards based instruction on the key elements of reading fiction and non-fiction. Students will analyze various types of texts and write constructed responses to demonstrate their understanding of the readings. Independent reading to develop and implement these skills will be required. Students will take the Literature Keystone at the end of this course and will be permitted to take College Prep or Honors English 10 only if they pass the exam. **Students not proficient or advanced on the Keystone Literature exam will take Academic English 10. Teacher Recommendation is required.**

**English 10 (004)**

Grade 10 | 1 credit | 6 pds. per cycle
---|---|---
The English 10 course is structured to provide detailed standards based instruction on the key elements of reading fiction and non-fiction. Students will analyze various types of texts and write constructed responses to demonstrate their understanding of the readings. Students will take the Literature Keystone exam at the completion of this course. Those not proficient or advanced on the Keystone Literature exam will take Academic English 11.

**C.P. English 10 (005)**

Grade 10 | 1 credit | 6 pds. per cycle
---|---|---
The college prep English 10 course is designed to teach students reading, writing, organizational, and communication skills they will find useful in college level studies of all kinds. These skills are taught in connection with a study of World literature. The college prep and honors English 10 courses utilize the same textbook. **Teacher recommendation and a proficient or advanced score on the Literature Keystone Exam are required.**

**Honors English 10 (006)**

Grade 10 | 1 credit | 6 pds. per cycle
---|---|---
The Honors English 10 course is designed to allow students independent study and analysis. Intense examination of World literature is supplemented with written and oral projects, paperback texts, and handouts. Required work includes reading and analyzing one novel each marking period. **Teacher recommendation and a proficient or advanced score on the Literature Keystone Exam are required.**

**English 11 (007)**

Grade 11 | 1 credit | 6 pds. per cycle
---|---|---
This academic English course provides students with essential writing and speaking skills enhanced by units in mechanics and vocabulary. Compositions from single paragraphs to essays are taught. Various literature elements are discussed through short stories, plays, and nonfiction readings. Opportunities for independent study are also offered.

**C. P. English 11 (008)**

Grade 11 | 1 credit | 6 pds. per cycle
---|---|---
American literature will be studied in a cumulative and chronological manner through various short stories, plays, essays, and poems. In addition to class assignments, students will read and analyze works of literature through written and oral presentations with a focus on American literature. Students will study skills including communication and writing skills through the study of mechanics and vocabulary. **Students who took the Literature Keystone Exam for the first time at the end of their 10th grade year, but did not score proficient or advanced will be...**
Honors English 11 (009)

Grade 11 1 credit 6 pds. per cycle

Students survey American literature including the novel *The Great Gatsby*, and plays, *The Crucible*, and *A Raisin in the Sun*. Supplemental related literary and non-fiction pieces are scattered among these main works.

Students are required to do one independent reading activity per marking period including the play, *A Streetcar Named Desire* and the novel, *A Separate Peace*. Techniques for analyzing, discussing, and writing about literature along with many opportunities for a variety of writing and oral presentations are provided. There is also required summer reading for this course. Students complete an MLA Research project. There are bi-weekly vocabulary tests and weekly discussion board prompts. Students should possess excellent reading and writing skills for this course.

**Students who took the Literature Keystone Exam for the first time at the end of their 10th grade year, but did not score proficient or advanced will be assigned 11th Grade Academic English for remediation purposes. A teacher recommendation is needed for all other students interested in taking Honors English 11.**

**English 12 (010)**

Grade 12 1 credit 6 pds. per cycle

Students learn to determine the definitions of vocabulary words by examining the context in which they are used and are able to identify and create correct usage of words. Students learn about British literature and study the aspects of oral history, vocabulary, and the use of classical allusions in today’s world through the study of Shakespeare’s *Hamlet*. A business writing unit is included which explores the techniques for writing various business letters and for completing resumes and employment applications. Students also complete an extensive 5-7 page research project. The students acquire a proficiency in using the M.L.A. style of research writing. A study of essay writing including completion of prewriting strategies, outlines, rough drafts, and peer editing is completed. Independent reading is required.

**C.P. English 12 (011)**

Grade 12 1 credit 6 pds. per cycle

Students explore American diversity through fictional and non-fictional texts. Included are Shakespeare’s *Othello*, *A Raisin in the Sun*, *Muchacho*, and various works addressing racism and xenophobia and exploring other cultures in America. Students complete an MLA research paper, many literary analysis essays, and numerous creative projects. They have bi-weekly vocabulary tests and weekly discussion boards. **Teacher recommendation required.**

**Honors English 12 (012)**

Grade 12 1 credit 6 pds. per cycle

Students explore dystopian literature including 1984, *Brave New World*, and *Anthem*. Students read, discuss, and write about Shakespeare’s *Hamlet* and complete an independent project for *Othello*. Students learn techniques for writing about literature and for using M.L.A. documentation through bi-weekly typed essays. Many opportunities for a variety of writing are provided. Students complete an extensive 7-10 page MLA research project. Students are responsible for bi-weekly vocabulary assessments and weekly discussion boards. Students are required to complete a summer reading project and independent reading projects throughout the school year. **Teacher recommendation required.**

**Drama (014)**

Semester Course

Grades 10, 11, 12 ½ credit 6 pds. per cycle

Students will study the basic techniques of acting, focusing on pantomime and vocal exercises. Individual and group performances are essential to this course. Grades are derived through class participation and completion of assigned performances. Preparation must be completed both in class and independently.

**Speech (021)**

Semester Course

Grades 10, 11, 12 ½ credit 6 pds. per cycle

Students will focus on the value of effective communication skills through various types of speeches. Students will study types of speeches and will study different techniques for giving speeches, including the use of Power Point and other visual aids when necessary. Grades are derived through class participation and completion of assigned speeches. Preparation must be completed both in class and independently.

**Graphic Novels (016)**

Grades 9, 10, 11, 12 1 credit 6 pds. per cycle

Students in the Graphic Novel course will explore the comics medium as a mode of communicating story using the various texts as a way to acquire, practice, and master traditional and new literacy’s, including visual and critical media literacy. Through genre study, students will consider graphic novels as literature, analyze formal structure as
it relates to content, trace the development of theme including race, justice, existentialism and heroism, and research the history and growth of the popular culture phenomenon called comics. Students will look closely at the special effects created in sequential art narrative and further appreciate the medium by constructing a variety of graphic narratives both independently and collaboratively.

**Creative Writing (017)**

Grades 10, 11, 12  
1 credit  
6 pds. per cycle  
This course will be an introduction to creative writing including: poetry, short story, personal narrative, drama, and novel. Students will be expected to write weekly and share their work by participating in constructive writing workshops. This class will provide a challenging, fun, safe, and engaging forum to explore and refine your creative writing talents. While the central focus of this class is on honing creative writing skills, to do that we will also read and analyze works in each of these genres as well. Students will be expected to enter their work into at least one writing contest during the year, and the course will culminate in the development of personal digital portfolios.

**Intro to Film Studies (020)**

1 credit  
6 pds. per cycle  
Grades 10, 11, 12  
As an introduction to the study of film, this course will provide students with the basic vocabulary and understanding necessary to critically view films. Through screenings, readings, discussion and writing, students will develop a formal and aesthetic appreciation of film, and acquire a general awareness of film history and its key movements. We will examine how elements like mise-en-scene, cinematography, editing and sound work together to create meaning in a range of films. After studying basics of cinematography, students will complete a project based assessment in which they work in a group to produce a film, critically analyze thematically connected films, or pursue an independent study reflecting their mastery of these critical concepts. Students will turn in written analysis, participate in verbal and written critiques, and work collaboratively with their peers.

**English in the 21st Century I (029)**

1 credit  
6 pds. per cycle  
Grades 11, 12  
English in the 21st Century I offers the application of business communication principles through the creation of effective business documents using mail and email, effective oral presentations using online collaborative programs and apps, and effective digital citizenship using various forms of social media. The course also includes the study and application of team communication and use of technology to facilitate the communication process. Students are expected to demonstrate the knowledge, skills, and abilities to properly communicate in the 21st century. This course will replace a regular English course for Juniors or Seniors.

**English in the 21st Century II (030)**

1 credit  
6 pds. per cycle  
Grade 12  
English in the 21st Century II will continue practicing the application of business communication principles by honing the skills learned in English in the 21st Century I. The course will be completely project based, creating one project per marking period to practice and reach mastery of the following skills: creating effective business documents using mail and email, effective oral presentations using online collaborative programs and apps, and effective digital citizenship using various forms of social media. Students are expected to demonstrate the knowledge, skills, and abilities to properly communicate in the 21st century. This course will replace a regular English course for Seniors. **Students must pass English in the 21st Century I.**

**CHS English 101/102 (018)**

Grades 10, 11, 12  
1 credit  
6 pds. per cycle  
The course objective is the development of fluency in writing clear, forceful, effective prose. This course is intended for students who need or wish to develop their thinking, writing and editing skills. Part one of this course will include basic college level writing techniques and major papers with focus in the areas of event narration, conceptual explanation, and literary analyses. Part two of this course will build on English 101, connecting thinking, reading, and writing, emphasizing research, interpretation, and argumentation. A comprehensive writer’s notebook will be required. Readings in the text, supplemental readings, teacher handouts and written exercises will also be utilized. Students must apply for and be accepted into the course subject to the criteria set forth by HACC in order to earn six (6) college credits, but can still take the course even without HACC clearance. Independent reading is required **Taking CHS English 101/102 replaces English 12. There is a fee for this course (see page 6). Teacher recommendation required.**
**Business Applications (YEARBOOK) (511)**

Grade 9, 10, 11, 12  
1 credit  
6 pds. per cycle  
Meeting specified deadlines in this elective course will produce a quality yearbook. Students will demonstrate an understanding of desktop publishing including the mastery of Adobe InDesign, and basic skills using PhotoShop. Students are responsible for page layout, picture taking, editing, and final distribution of the yearbook. Course can be taken more than one year. **Teacher approval required.**

**ENGLISH AS A SECOND LANGUAGE (Administrative Assignment only)**

**English as a Second Language – (990/992)**

Grade 9, 10, 11, 12  
1 credit  
6 pds. per cycle  
This course is designed for the student for who English is not his/her first language, but who has acquired basic personal and academic English language skills. The curriculum focuses on continued development of English language skills in speaking, reading, writing, and listening. The goal is to help the student acquire the English language skills necessary for academic success. **Teacher recommendation required.**

**English as a Second Language – (991)**

Grade 9, 10, 11, 12  
2 credits  
12 pds. per cycle  
This course is designed for the student for whom English is not his/her first language, and who has recently entered U. S. schools. The curriculum provides daily instruction in listening, speaking, reading and writing English. Instruction focuses on providing English skills to help students adapt to a new language and culture, and to help students acquire the basic English skills necessary to make academic progress in content area classes.

**FAMILY & CONSUMER SCIENCES**

**Life Skills - FCS (070)**

Grades 9, 10, 11, 12  
1/4 credit  
2 pds. per cycle/semester  
This course builds knowledge; skills, attitudes, and behaviors students will need as they prepare to take the next steps toward adulthood in today's ever-changing society. This course, in which students participate in skill based activities that utilize higher order thinking, communication, leadership, and management processes is required for all students. The focus is on becoming an independent, contributing, and responsible member of a family and the community. Topics include: living independently and family formation; analyzing ones needs, aptitudes and goals; balancing family, community, and career responsibilities; consumer choices and decision making related to nutrition and wellness, clothing, housing, and transportation, environmental issues; technology as it applies to each area of study; and community roles and responsibilities of families and individuals. This course is intended students to build skills needed for assuming the roles and responsibilities they will encounter as they prepare to complete high school and enter the adult world. **This course is mandatory for all HS students. It is also a pre-requisite for all other Family and Consumer Science Courses.**

**Fashion Design (701)**

Grades 10, 11, 12  
1/2 credit  
6 pds. per cycle  
This course will allow students to explore the history of textiles and fashion. Students will be researching textiles, design and care of garments. Information to help students shop more wisely for clothing, and sewing supplies and equipment will be presented. Students will also explore recycling and reusing clothing makes other pieces of clothing or accessories. Students will also be given the opportunity to explore new methods and materials for use in fashion and textile design including digital processes, dye applications and innovative garment and fabric structures. This course is designed for students that possess limited to advanced sewing skills. Clothing construction will be taught with a focus on pattern selection, pattern guidelines, and modern concepts of clothing construction techniques. **Students must have passed Life Skills – FCS. Students must also purchase supplies for garments.**

**Home Interiors (702)**

Grades 10, 11, 12  
1/2 credit  
6 pds. per cycle  
Students will explore a variety of housing and interior design concepts and issues. Students will discover how human needs are met through housing. Green/sustainable design and discovering new technologies will show how housing affects the environment. Students will also explore careers in the interior design field and explore housing decisions that they will face at different stages in their life. In part two of the course, housing styles, plans and construction, interior systems, landscape design and legal issues will be explored to give students a view of what is involved in building a home. The third section of the course invites students to discover the aesthetic and creative as-
pect of the field of interior design by discussing color, elements and principles of design, backgrounds, furniture and appliances, lighting, accessories, and use of space. The student will be involved in many hands-on activities and projects including designing a house and a landscape, decorating rooms, and comparing furnishings. **Students must have passed Life Skills – FCS.**

**Family Living (703)**

Grades 10, 11, 12 1/2 credit 6 pds. per cycle
This course is designed to help students develop the necessary decision-making skills for successful management of their lives now and in the future. The course will explore communication styles; conflict management styles; team skills; personality styles and assessments; desirable characteristics and traits; banking features and reconciliation; personal finances and budgeting; insurance; career exploration and employability; credit and loans; income taxes; family relationships (to include parenting and child care); personal networking; leadership styles; and nutrition across the lifespan.

**Child Care/Nursery School I (704)**

Grades 11, 12 1 credit 6 pds. per cycle
This course concentrates on children from birth to 6 years of age. Topics include such areas as child abuse, foods for children, choosing a day care facility for a child, children’s games and toys, developmental stages of toddlers, planning various types of activities for preschoolers, and career opportunities in the child care field. A preschool/nursery school simulation (laboratory) is operated by the students during the year. The nursery school simulates real-life child care facility where students experience dealing with toddlers (ages 3-5) on a one-to-one basis. Students work in cooperative groups to plan thematic weekly units and prepare lesson plans for the units. Snack preparation is also part of the daily planning and lesson. Journals are kept on a weekly basis to record information regarding the student’s actual implementation of their planned lessons, and their observations of the social, emotional, physical, and education development of the toddlers in the program. **Students must have passed Life Skills – FCS.**

**Child Care/Nursery School II (700)**

Grades 11, 12 1 credit 6 pds. per cycle
This course is an extension of the Child Care/Nursery School I course and concentrates on developmental stages of preschoolers, planning various types of activities for preschoolers, and career opportunities in the childcare field. A preschool/nursery school simulation (laboratory) is operated by the students during the year. The students in this course are given the opportunity to explore the managerial aspect of the preschool/nursery school. The preschool simulates a real-life child care facility where students experience dealing with children (ages 3-5) on a one-to-one basis. Level two students plan the themes for the preschool under the guidance of the teacher. They also plan the preschool orientation, field trip and graduation/celebration ceremony. As level two students they are assigned a group of level one students to mentor. The students work directly with the teacher to make the decisions for the preschool lab. Journals are kept on a weekly basis to record information regarding the student’s actual implementation of their planned lessons, and their observations of the social, emotional, physical, and education development of the toddlers in the program. Students create a portfolio of their work, track their hours and work toward their CDA. **Students must have passed CCNS I. Teacher signature required.**

**Culinary I (705)**

Grades 10, 11, 12 1/2 credit 6 pds. per cycle
This is an introductory course in gourmet food preparation. Students will learn to prepare a wide variety of foods. This course will give the student the skills necessary to be self-sufficient in the kitchen. Topics covered include kitchen safety, kitchen equipment, meal planning, food service and entertaining, principles of cooking, nutrition, and career opportunities. Foods prepared will include: easy breakfast foods, quick breads and yeast breads, pies, pizza, pastas, sauces, soups, salads, fruits and vegetable for garnishing, main meals, and gifts from the kitchen. **Students must have passed Life Skills – FCS. This course is a pre-requisite for the Culinary Arts II Course.**

**Culinary II (706)**

Grades 10, 11, 12 1/2 credit 6 pds. per cycle
This course will introduce students to the health, culture, food, and nutrition habits of the most common ethnic and racial groups of various regions of the United States and other countries of the world. Students will become familiar with different meal patterns and food preparation used in regional and international cooking. A wide variety of foods selected from these groups will be prepared in this course. Students will also use these foods in meal planning, food service and entertaining situations.

**FCS Internship (735)**

Grade 10, 11, 12 ½, 1 credits As approved by the pathway teacher
In order to allow students to develop further skills in their chosen pathway, students will be assigned to a teacher,
administrator or staff member to assist by being a lab assistant. The lab assistant will report to the assigned teacher, administrator or staff member during their assigned class period and complete tasks as designated by the supervising adult. These tasks may vary from day to day and will relate to the student’s chosen pathway. This is a non-paid opportunity for students to receive work related skills. Teacher recommendation required.

FOREIGN LANGUAGES

Spanish I (400)
Grades 9,10,11,12 1 credit 6 pds. per cycle
Students speak and maintain basic face to face conversations in Spanish. In addition, they will manipulate the language in order to communicate in basic survival situations. Students will discuss culture and demographics, read for detailed information, create various written works, and listen for information from various listening resources. **This course is designed to prepare students for college admissions.**

Spanish II (401)
Grades 10, 11, 12 1 credit 6 pds. per cycle
Students speak and maintain face to face conversations in Spanish. In addition, they will manipulate the language in order to communicate in survival situations. Students will discuss culture and demographics, read for detailed information, create various written works, and listen for information from various listening resources. This course will be fast paced and demanding at times. Students should have a solid foundation and above average grades in English before taking Spanish. **This course is designed to prepare students for college admissions. Teacher recommendation required and students should have received a 74% or above Spanish I.**

Spanish III (402)
Grades 10, 11, 12 1 credit 6 pds. per cycle
Students learn to maintain face to face conversations in Spanish. In addition, they will manipulate the language in order to communicate in complex survival situations. Students will discuss Spanish culture, demographics and historical figures, read for detailed information, create various written works, and listen for information from various listening resources. This course will be fast paced and demanding at times. Students should have a solid foundation and above average grades in English before taking Spanish. **This course is designed to prepare students for college admissions. Teacher recommendation required and students should have received a 74% in Spanish II.**

Spanish IV (403)
Grades 11, 12 1 credit 6 pds. per cycle
Students learn to maintain face to face conversations in Spanish. In addition, they will manipulate the language in order to communicate in complex survival situations. Students will read for detailed information, create various written works, listen for information from various listening resources, build vocabulary, and examine different aspects of the target culture. This course will be fast paced and demanding at times. Students should have a solid foundation and above average grades in English before taking Spanish. **This course is designed to prepare students for college admissions. Teacher recommendation required and students should have received a 74% in Spanish III.**

French I (404)
Grades 9, 10, 11, 12 1 credit 6 pds. per cycle
Students learn to communicate in French through oral, listening, written and reading actives. Conversation time/speaking practice is an integral part of this course. Emphasis on simple survival skills, basic grammar and vocabulary necessary for the novice foreign language learner. Students will also learn the customs and culture of French speaking people around the globe, geography relating to Europe and other French speaking countries, history of France, art and music of French speaking countries. Students should have a solid foundation and above average grades in English before taking French. **This course is designed to prepare students for college admissions.**

French II (405)
Grades 10, 11, 12 1 credit 6 pds. per cycle
The students continue to expand their listening, speaking, reading and writing skills. Conversation time/speaking practice is an integral part of this course. Emphasis on foundational grammar and vocabulary necessary to hold a short conversation/dialog in French. Students will move from novice level conversation to intermediate level, speaking in complete sentences and paragraph length dialog. Students should have a solid foundation and above average grades in English before taking French. **Teacher recommendation required and students should have received a 74% in French I to continue to French II.**
French III (406)

Grades 11, 12  
1 credit  
6 pds. per cycle

Students continue to use speaking, reading, and writing skills to express their personal thoughts, opinions, and ideas. Reading and writing skills are more strongly developed than levels I and II, but conversation time/speaking practice continues to be an essential and integral part of this course. Additional cultural information such as customs, travel, celebrations, and current developments are discussed. Students will also be introduced to French literature in this course. Students should have a solid foundation and above average grades in English before taking French.

**Teacher recommendation required and students should have received a 74% in French II.**

French IV (407)

Grade 12  
1 credit  
6 pds. per cycle

Students continue to increase their reading, writing, listening and speaking ability. Students will move from intermediate level to Advanced level reading, writing, speaking and listening ability. Authentic written materials, poetry, literary works and short stories are used. Students will be creating complex dialogs, making presentations and holding classroom discussions. Weekly journal writing is essential to the course. This course is designed to prepare students to succeed in college level French courses! **Teacher recommendation required and students should have received a 74% in French III.**

**HEALTH AND PHYSICAL EDUCATION**

Physical Education (Girls- 061/ Boys- 065)

Grades 9, 10  
1/2 credit  
2 pds. per cycle

Physical Education is a requirement each year. Students are expected to come prepared to participate in activities that include team sports, lifetime sports, and other physical activity.

Physical Education (Girls- 064/ Boys- 066)

Grades 11, 12  
1/2 credit  
2 pds. per cycle

Physical Education is a requirement each year. Students are expected to come prepared to participate in activities that include team sports, lifetime sports, and other physical activity.

Advanced Physical Conditioning (Co-Ed 067)

Semester Course

Grades 10, 11, 12  
1/2 Credit  
6 pds. per cycle

Advanced Physical Conditioning is a progressive strength and conditioning class in which each student will participate in an individualized conditioning program. The class is based on the BFS Total Program Principles. Students will participate in a variety of activities designed to improve all aspects of athletic performance including strength, power, speed, agility, flexibility, and the reduction of injuries. Active, intense physical participation is required. **Teacher recommendation required.** This course replaces the regular Physical Education requirement for the year. Students may still elect to take regular PE if they wish. **Maximum enrollment of 16 students per semester.**

Health (060)

Grade 9 
1/2 credit 
2 pds. per cycle

Major units of study will include, but not be limited to: Drugs and Alcohol, Human Development, Wellness, Decision-Making Skills, Goal Setting, AIDS, and Stress Management.

Health (062)

Grade 11 
1/2 credit 
2 pds. per cycle

Major units of study will include, but not be limited to: Nutrition, Fitness, Drug Addiction, Alcoholism, AIDS, Prescription Drugs, and Medicines.

CHS Health (063)

Semester Course

Grade 12 
1/2 credit 
6 pds. per cycle

This course will study current knowledge concerning attitudes and practices which promote and maintain the present and future health of the individual and the community. This course emphasizes the prevention of disease, and a positive health attitude. Nutrition, fitness, drugs, and sexuality are some of the topics discussed. **Teacher recommendation required. Teacher recommendation required and it is recommended that a student have received an (A) average in 9th and 11th grade health class and a GPA of 80% or higher at the end of their junior year. There is a fee for this course (see page 6).**

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LAB ASSISTANT

Lab Assistant (530)
Grade 9,10,11,12 0 credits As requested by the teacher
In order to support teachers in accomplishing tasks related to their classroom setting, students may be asked by a teacher to help out by being a lab assistant. The lab assistant will report to the teacher on a regular basis and completed task at the direction of a teacher. These tasks may vary from day to day but the student must report to the scheduled room each day that they are assigned. Teacher recommendation required.

MATHEMATICS

Pre-Algebra (300)
Grades 9,10 1 credit 6 pds. per cycle
This is a beginning course in algebraic principles. Topics covered include real numbers, algebraic expressions, writing and solving linear equations, rational expressions, relations and functions. Administrative/teacher recommendation required.

Algebra I (301)
Grades 9, 10 1 credit 6 pds. per cycle
This is a second year course in algebraic principles. Topics covered include linear functions, systems of equations and inequalities, quadratic equations, exponents and exponential functions, and polynomials.

Keystone Algebra I (314)
Grade 9 1/2 credit 3 pds. per. cycle
This course is a supplement to Algebra I which provides additional preparation to enable students to be successful on the Algebra Keystone exam. Students will be assigned to this course based on their performance in 8th grade pre-algebra and PSSA exam performance. This course is a mandatory elective for those students assigned. Administrative/teacher recommendation required.

Algebra II (315)
Grade 10,11 1 credit 6 pds. per. cycle
This course is an extension of and builds upon the topics taught in Algebra I. Areas taught include linear functions, systems of equations, quadratic relations and systems. Students who pass Algebra I, but aren’t proficient or advanced on the Keystone Algebra exam will be placed in this course. Algebra I and teacher recommendation are required.

C.P. Algebra II (302)
Grades 9,10,11,12 1 credit 6 pds. per cycle
This course is an extension of and builds upon the topics taught in Algebra IA & B. Areas taught include linear functions, systems of equations, quadratic relations and systems, exponential and logarithmic functions. Algebra I and teacher recommendation are required.

Honors Algebra II (303)
Grade 10, 11 1 credit 6 pds. per cycle
The honors section of Algebra II is structured to provide a greater in-depth study of such topics as logarithms, trigonometric functions, progressions, and series. This course will afford the top mathematics students an opportunity to accelerate their math study. Algebra I and teacher recommendation are required.

Geometry (304)
Grade 10, 11 1 credit 6 pds. per cycle
Students learn the basic concepts of Euclidean Geometry including definitions, postulates, theorems, and applications. Algebra 1 is required or taken simultaneously.

C.P. Geometry (305)
Grades 9, 10, 11 1 credit 6 pds. per cycle
This course is the classical study of Euclidean Geometry including definitions, postulates, theorems, and applications. Completion of Algebra I and teacher recommendation required.

Honors Geometry (306)
Grades 9, 10 1 credit 6 pds. per cycle
Honors geometry is an in-depth and accelerated study of Euclidean Geometry including definitions, postulates, theorems, and applications. Completion of Algebra I and teacher recommendation required.
C.P. Pre-Calculus with Trigonometry (307)
Grades 11, 12 1 credit 6 pds. per cycle
This course will provide an advanced study of algebraic and transcendental functions. It is intended for the student who plans on attending college or post-secondary school where calculus or advanced mathematics will be required. Instructional approaches will emphasize algebraic and graphical analyses, interpretation, and application to problem solving. Functions studied will include: linear, quadratic, polynomial, rational, trigonometric, exponential, and logarithmic. A graphing calculator (TI-83 or better) is recommended. Completion of Algebra II and Geometry is required.

Honors Pre-Calculus with Trigonometry (308)
Grades 11, 12 1 credit 6 pds. per cycle
This course is intended for the student who plans on enrolling in the subsequent study of Calculus. It will provide an accelerated study of the material in Pre-Calculus with Trigonometry without as much review of the basic algebra II concepts and a greater focus on the theory and abstract concepts behind the functions. Students planning on taking CHS Calculus should take this course as a prerequisite. A graphing calculator (TI-83 or better) is recommended. Completion of Algebra II and Geometry as well as teacher recommendation is required.

CHS Calculus (309)
Grade 12 1 credit 6 pds. per cycle
Calculus is a college level mathematics course intended for students who have a thorough knowledge of college preparatory mathematics, including algebra, axiomatic geometry, trigonometry, and analytic geometry. This course will be taught as part of the “College in the High School” program. College-level credit will be offered through HACC. The class will be organized and run according to the time and material commitments required by HACC to give the students the experience of taking a college level course while still in high school. Students must apply for and be accepted into the program subject to the criteria set forth by HACC. This includes an adequate score on the placement test for this course. Success in the course will require a large time commitment on the part of the student. There is a fee for this course (see page 6). Teacher recommendation required.

C.P. Statistics (310)
Grades 11, 12 1 credit 6 pds. per cycle
This is a formal, introductory course to the study of statistics and probability. Included will first be the study of descriptive statistics, probability, and probability distributions. That will be followed by the study of inferential statistics which includes confidence intervals, hypothesis testing, correlation and regression analysis. A graphing calculator (TI-83 or better) is recommended. Completion of Algebra II is required.

CHS Statistics (311)
Grades 11, 12 1 credit 6 pds. per cycle
CHS Statistics is structured to provide a more comprehensive study of the inferential branch of statistics. It is intended for those students who will go on to college and major in subjects requiring a full course in introductory statistics. It will provide a more accelerated study of the basic concepts of descriptive statistics with more a more in-depth study of hypothesis testing and analysis in the second half of the course. This course will be taught as part of the “College in the High School” program. College-level credit will be offered through HACC. The class will be organized and run according to the time and material commitments required by HACC to give the students the privilege of taking a college level course while still in high school. Students must apply for and be accepted into the program subject to the criteria set forth by HACC. This includes taking the mathematics placement test administered by HACC and achieving an adequate score to be placed in this course. Success in the course will require a large time commitment on the part of the student. A graphing calculator (TI-83 or better) is recommended. There is a fee for this course (see page 6). Teacher recommendation required. Completion of Algebra II and an adequate placement test score is required.

MUSIC
Concert Choir (901)
Grade 9, 10, 11, 12 1 credit 6 pds. per cycle
Concert Choir is a group for any interested singer who wishes to be a part of a large choral ensemble. Singers need not have any previous experience, although it can be helpful. Students will receive fundamental musicianship training, including honing their skills in music reading, solfege, and performance. Music of varied periods, languages, and styles (both sacred and secular) will be studied, rehearsed, and performed. Students who take this class should enjoy singing and want to get better at it. Students are encouraged to enroll in other choirs in addition to Concert Choir as long as they have room in their schedule.
Women’s Choir (918)
Grades 9, 10, 11, 12
Women’s Choir is a group for advanced female singers who are interested in performing choral music written specifically for treble voices. There is no audition required for this class, but it is an advanced ensemble. Students will need approval from Mr. Carlson (or Mrs. Throckmorton for incoming 9th grade students) before enrolling in Women’s Choir. Students are encouraged to enroll in other choirs in addition to Women’s Choir as long as they have room in their schedule.

Concert Band (902)
Grades 9, 10, 11, 12
Band is available to students in grades 9-12. Students in concert band are required to participate in 3-4 public concerts a year. Students that have not had previous band experience should contact the guidance office for more information. Teacher approval is required. Those students who would like to participate in marching band will select it as an extracurricular activity.

Music Theory and Application (904)
Grades 10, 11, 12
Students will learn the skills of reading music and learning to use those skills to write music. Students who might want to major in music education or elementary education will find this class helpful for their college curriculum in either of these majors.

Band (Chorus) (906)
Grades 9, 10, 11, 12
Students selecting both Band and Chorus should select this course along with (907) Chorus/Band.

Chorus (Band) (907)
Grades 9, 10, 11, 12
Students selecting both Band and Chorus should select this course along with (906) Band (Chorus).

Steel Band (926)
Grades 9, 10, 11, 12
Students will be able to study in-depth, the culture of pan, and be able to learn to fine tune performance skills, and arrange music for the ensemble. Students are required to participate in scheduled performances which are primarily scheduled outside the normal school day. Students who play drum set, bass guitar, and electric guitar are welcome to participate in this ensemble.

Steel Band (908)
Grades 9, 10, 11, 12
Students will be able to study in-depth, the culture of pan, and be able to learn to fine tune performance skills, and arrange music for the ensemble. Students are required to participate in scheduled performances which are primarily scheduled outside the normal school day. Students who play drum set, bass guitar, and electric guitar are welcome to participate in this ensemble. This is a year-long class to be taken in conjunction with jazz band for 1 credit.

Jazz Band (909)
Grades 9, 10, 11, 12
Students will study the art of improvisation, soloing, and the history of one of America’s own musical art forms. Students will play music in various styles and settings. The opportunity to learn an instrument needed for the Ensemble will be available. Students are required to participate in scheduled performances as part of this class. Students that play bass guitar and piano are invited to play. Teacher permission is required. This is a year-long class to be taken in conjunction with steel band for 1 credit.

World Music (921)
Grades 9, 10, 11, 12
This course explores the relationship between music and culture using examples from around the world. Students begin by examining cultural elements of American popular music, and use these skills to analyze music from outside the United States. Students explore music and its culture through listening, group discussion, and performance.

Sound Engineering (922)
Grades 10, 11, 12
Students in this class will learn and practice the art of running sound systems in many diverse venues and for a va-
riety of events. Students will also learn recording, mixing, and production techniques, as well as professional practices in music entertainment services (Disco Jockey)

**Eagle Singers (900)**

Grades 9, 10, 11, 12  
1 credit  
6 pds. per cycle

Eagle Singers is the top performing vocal ensemble in Bermudian Springs School District. Students must audition in the previous school year and desire to study, rehearse, and perform choral music at a high level. Eagle Singers maintain a busy schedule of area performances throughout the year and represent their school and their district through the highest level of musicianship possible. Students enrolled in this class are the most dedicated singers at school, and hold themselves and each other to a high standard of musicianship. Students are encouraged to enroll in other choirs in addition to Eagle Singers as long as they have room in their schedule. **Teacher signature required.**

**American Popular Music (925)**

Semester Course

Grades 9-12  
½ credit  
6 pds. per cycle

What is music? How do we interact with music? Why is music an integral part of our society? This course explores these questions and more as we analyze musical examples from various genres and time periods. After a study of the structural elements of modern American popular music, we then go back in time to the origins of music and trace the development of popular music throughout history. The course will cover a variety of genres of popular music, including classical, jazz, country, rock, and hip-hop

**KEYSTONE EXAM PREPARATION (Administrative Assignment only)**

**KEYSTONE Preparation – Biology (971)**  
½ credit  
2 pds. per cycle

Chapter 4 regulations regarding graduation requirements for students include the student’s ability to demonstrate proficiency in Algebra I, Biology and Literature. Proficiency in Biology will be demonstrated by the Keystone Exam-administered when they are enrolled in Biology or our local assessment. Our local assessment will include educational software called Plato. Students will be assigned to a Plato lab setting from their regularly scheduled study hall to demonstrate mastery in the areas of deficiency exhibited in the state assessment.

**RELEASE TIME**

**Release Time – (951)**

Grade 12  
Marking period

Students in their senior year that have scored proficient on all of their Keystone Exams will be eligible for release time. Release time could occur during their 1st or 11th period each day. In addition to being proficient on the Keystone Exams, a student must also be in good standing with attendance, grades and behavior. Any student that exceeds one day of unexcused absence in a marking period, are not passing four credits, or have been assigned to STAP for more than three days, will lose the privilege of release time. Students may earn back these privileges by demonstrating an improvement in these areas. This plan will be developed by an administrator.

**SAFETY EDUCATION**

**Behind-The-Wheel-Driving**

Behind – The -Wheel Driver Training education consists of the actual driving with an independent contractor. It is scheduled individually with the driver education teacher when a student obtains his/her permit or license. Students complete the application (available in the high school office) and pay a $325.00 fee for this instruction.

**SCIENCE**

**Earth/Space Science (200)**

Grade 9  
1 credit  
6 pds. per cycle

This course includes general study in the areas of geology, earth history, astronomy, and meteorology. There will be occasional laboratory work requiring cooperative learning with other students which may need to be conducted outside of class time. The planetarium will be utilized in this class.

**C.P. Earth/Space Science (201)**

Grade 9  
1 credit  
6 pds. per cycle

This course covers the materials in the regular Earth/Space curriculum with additional emphasis and depth. It also requires independent research reports, which are written and/or oral, to be completed by the students on their own time outside of class periods. There will also be certain laboratory experiments requiring cooperative work with other students which may need to be conducted outside of class time. The planetarium will be utilized in this class.
Honors Earth/Space Science (213)

Grade 9 1 credit 6 pds. per cycle
This course will encompass geology, astronomy, earth history, and meteorology. Topics are covered at a faster pace and more in depth than C.P. Earth/Space. The planetarium will be used to present shows to elementary classes. This lab-oriented course will be fast-paced and very practical. Lab reports and group projects are a part of this course. A high “A” in 8th grade Science is recommended. Teacher recommendation is required.

Biology (202)

Grade 10 1 credit 6 pds. per cycle
This basic course deals with the study of living things. Fundamental biological concepts such as basic biochemistry, cell biology, Mendelian genetics, genetic engineering, and major kingdoms of life are studied. Laboratory investigations, including microscope work, and inquiry activities are part of this course.

C.P. Biology (203)

Grade 10 1 credit 6 pds. per cycle
The study of living things is designed to meet the needs of the college bound student and will be more in depth than the general course. This course will focus on the nature of life, cell structure and function, cellular processes, genetics, classification, and evolution. Laboratory investigations, including microscope work and inquiry activities are done routinely in this course. Teacher recommendation required.

Honors Biology (204)

Grades 9, 10 1 credit 6 pds. per cycle
This course offers a more challenging and comprehensive study of Biology than the college prep or general courses. Included will be the study of fundamental biological concepts, introduction to biochemistry, cell biology, Mendelian genetics, genetic engineering, major kingdoms of life, and evolution. Laboratory activities will be an integral part of this course. Must be taking college prep math sequence. Student should have had or be taking Geometry. Teacher recommendation required.

C. P. Chemistry (205)

Grades 10, 11, 12 1 credit 6 pds. per cycle
In this course, students utilize chemical theories and calculations to explore and predict properties of matter. These properties are investigated on the atomic and molecular scale. Laboratory activities reinforce concepts and introduce the students to basic laboratory techniques. This course is recommended for college bound students. Students electing this course should have successfully completed or be currently enrolled in Algebra II. Teacher recommendation required.

Honors Chemistry (206)

Grades 10, 11, 12 1 credit 6 pds. per cycle
The Honors Chemistry class will include all topics of CP Chemistry in addition to several other areas. The use of mathematics and scientific writing will be emphasized. Topics are covered at a faster pace and more in-depth than CP Chemistry. Extensive laboratory work/reports will be required on a regular basis. Successful completion or current enrollment in Algebra II and teacher recommendation required.

Advanced Chemistry (207)

Grade 11, 12 1 credit 6 pds. per cycle
This advanced course in chemistry builds on topics covered in C.P Chemistry and Honors Chemistry. This course also covers the more advanced topics of organic chemistry, electrochemistry, equilibrium, thermodynamics, and kinetics. This course includes extensive laboratory and written work and is on the level of a first-year college general chemistry course. It is recommended for students who plan to enter science, engineering, and health-related fields. Successful completion of Honors Chemistry (83% or higher) or C.P. Chemistry (92% or higher) and/or teacher recommendation required.

C.P. Ecology (210)

Grades 10, 11, 12 1 credit 6 pds. per cycle
This college prep level course will focus on aspects of our environment and how we influence it from the Biology viewpoint. Topics will include: ecosystems, climate, populations, and environmental issues. Students will study these topics through various instructional methods including extended laboratory investigations and research projects/presentations. This course is designed to be taken as a third or fourth year of science for those students interested in environmental science, climatology, and species interactions. Successful completion of Biology and teacher recommendation required.
Honors Physics I (208)
Grades 11, 12 1 credit 6 pds. per cycle
The Honors Physics I course will include all topics covered in C.P. Physics I with the addition of rotational mechanics. Multi-step problem solving will be emphasized. Extensive laboratory work/reports will be required with each chapter. A strong background in Algebra is recommended. Prerequisite: Algebra II or concurrently taking Algebra II

Honors Physics II (214)
Grade 12 1 credit 6 pds. per cycle
This course is a continuation of Physics I Honors, which is the prerequisite. The course will focus on Rotational Dynamics, Fluids, Electricity, Optics, and a set of lab investigations using information learned in Physics I will be performed. The student should have a strong background in mathematics. Prerequisite: Honors Physics I and teacher recommendation.

Science and Technology (211)
Grade 11, 12 1 credit 6 pds. per cycle
This general science course focuses on the use of scientific concepts in our modern society. Topics involving biology, chemistry, environmental science, and physics are explored. Major emphasis placed on the applications of science. This course includes laboratory activities, projects and the use of scientific methods. This course is not intended for students who have successfully completed Chemistry and is intended to fulfill the 3rd year science requirement.

Anatomy/Physiology (217)
Grade 11, 12 1 credit 6 pds. per cycle
This course will include an in depth study on the anatomy and physiology of the human body. Topics will include nervous, cardiovascular, digestive, muscular and skeletal systems. Laboratory work includes the detailed dissection of the fetal pig. It is recommended that a student electing this course will have earned a grade of 80% or better in C.P. or Honors Biology and will have the recommendation of the instructor. Successful completion of chemistry is a prerequisite.

Advanced Biology H (212)
Grade 11, 12 ½ credit Semester course 6 pds. per cycle
This course will go into more detail on concepts that were introduced in Biology. Topics will include biochemistry, genetics, DNA and evolution. During this course, students will track an inheritance pattern using fruit flies, design their own experiments and complete an insect collection. It is recommended that a student electing this course will have earned a grade of 83% or better in C.P. or Honors Biology and will have the recommendation of the instructor. Successful completion of chemistry is highly recommended, but not required.

Forensics (218)
Grades 10, 11, 12 ½ credit Semester course 6 pds. per cycle
This course focuses on the skills and concepts behind crime scene investigation and forensic science. Whether you aspire to work in one of the many related careers, or just have an interest in forensics, this course will help you hone your investigative skills and review a wide range of science concepts. We’ll be using physics, chemistry, anatomy, cell biology, environmental science and computer science skills. Successful completion of Biology is required.

C.P. Physics I (270)
Grades 11, 12 1 credit 6 pds. per cycle
This is a college prep level course that will focus on the study of classical mechanics. Topics will include motion in one and two dimensions, vectors, forces and the laws of motion, work and energy, and momentum and collisions. Problem solving and concept development through investigations is the basis of the course. Prerequisite: Algebra II or concurrently taking Algebra II.
Citizenship in a Global Community (100)
Grade 9 1 credit 6 pds. per cycle
This course will be a project based course that will foster a lifelong sense of belonging to and engagement with civic life, through geography, citizenship, and multicultural studies. It will enable students to develop their understanding of the present in light of the past and prepare them to participate as informed citizens in the social life of a democratic, pluralistic society that is receptive to a complex world. Through the course we will journey through the world with learning directed by the six themes of geography: Political and Economic Systems, Ecosystems and Geography, Culture and Population.

Honors Citizenship in a Global Community (102)
Grade 9 1 credit 6 pds. per cycle
This course will be a project based course that will foster a lifelong sense of belonging to and engagement with civic life, through geography, citizenship, and multicultural studies. It will enable students to develop their understanding of the present in light of the past and prepare them to participate as informed citizens in the social life of a democratic, pluralistic society that is receptive to a complex world. Through the course we will journey through the world with learning directed by the six themes of geography: Political and Economic Systems, Ecosystems and Geography, Culture and Population. Teacher recommendation required and students should have received a 92% or above in both their 7th and 8th grade English and History class to qualify for Honors.

World History (103)
Grade 10 1 credit 6 pds. per cycle
This course introduces students to world history from 1500 to the present with a cultural view of selected countries. Throughout the course, attention is given to the use of maps and the development of geography skills. The course provides students with a background of world history that will help them understand their own time. It is a goal of the Social Studies department to continue to develop productive and responsible citizens through the teaching of character education.

C.P. World History (104)
Grade 10 1 credit 6 pds. per cycle
World Cultures introduces students to world history from 1500 to the present with a cultural view of selected countries. Each culture is examined through many disciplines. Geography, history, sociology, anthropology, economics, political science, and the arts are combined for an interdisciplinary study. It is a goal of the Social Studies department to continue to develop productive and responsible citizens through the teaching of character education. Teacher recommendation is suggested.

Honors World History (105)
Grade 10 1 credit 6 pds. per cycle
This course includes a more in-depth study of European oriented world history from 1400 to the present. Also studied are cultural views of selected countries. Geography, history, sociology, anthropology, economics, political science, and the arts are combined for an interdisciplinary study. Students will gain a greater sense of the cause/effect cycle of history through the use of historical facts, developing critical reading skills, and writing essays. It is a goal of the Social Studies department to continue to develop productive and responsible citizens through the teaching of character education. Teacher recommendation is suggested.

U.S. History (106)
Grade 11 1 credit 6 pds. per cycle
This course introduces students to the concepts, forces and events that have shaped the American people from 1890 to the present. It is a goal of the Social Studies department to continue to develop productive and responsible citizens through the teaching of character education.

C.P. U.S. History (107)
Grade 11 1 credit 6 pds. per cycle
History’s decision makers – whether famous or ordinary citizens – never knew how things were going to turn out. The consequences of their decisions; however, helped determine how we arrived where we are today. The purpose of this course is to trace these pathways from 1890 to the present and make students active participants in the unfolding of history. This course is designed to prepare the student for a college level history course. It is a goal of the Social Studies department to continue to develop productive and responsible citizens through the teaching of character education. Teacher recommendation is suggested.
Honors U.S. History 108
Grade 11 1 credit 6 pds. per cycle
Every historical period is a complex web of events, influences, and relationships. Nevertheless, in each era there is a main trend, a big idea that can be used to help students understand, focus, and master this important subject matter. This honors course is a demanding program of study of American History from 1890 to the present that requires students to construct historical opinions and determine and defend their significance. The course promotes the acquisition and practice of skills such as historical interpretation, research, and writing. It is a goal of the Social Studies department to continue to develop productive and responsible citizens through the teaching of character education. **Teacher recommendation is suggested.**

CHS U.S. History (109)
Grade 11, 12 1 credit 6 pds. per cycle
Part 1 of this course is designed to provide selected students with the analytic skills and factual knowledge necessary to deal critically with crucial problems and materials in American History. Students will learn to assess historical materials – their relevance to a given interpretive problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. The course reviews American History from the Age of Discovery to 1865. Part 2 of this course is a demanding program of study of American History from 1865 to the present that requires students to construct historical opinions and determine and defend their significance. It is a goal of the Social Studies department to continue to develop productive and responsible citizens through the teaching of character education. This course will be taught as part of the “College in the High School” program. College level credit will be offered through HACC. The class will be organized and run according to the time and material commitments required by HACC to give the students the experience of taking a college level course while still in high school. Students must apply for and be accepted into the program subject to the criteria set forth by HACC. **There is a fee for this course (see page 6). Teacher recommendation required.**

Govt/Economics (110)
Grade 12 1 credit 6 pds. per cycle
The semester of American Government will focus on the Constitution of the United States. Studies will include the tenets of our democracy, and citizens’ necessary responses in order to assure that our political system prospers. Students will study the principles of our free enterprise system in the Economics semester. Concepts studied will include the price system, business organizations, competition, banking, and the government’s role in our economy. It is a goal of the Social Studies department to continue to develop productive and responsible citizens through the teaching of character education.

C.P. Govt/Economics (111)
Grade 12 1 credit 6 pds. per cycle
The semester of American Government will examine the theories of government leading to the development of our political system, the tenets of our democracy as articulated in our constitution, and our necessary responses as citizens to assure the prosperous continuation of our government. Students will study the principles, both in theory and application, of our free enterprise system in the Economics semester. Students should possess extensive writing and reasoning skills for this course. It is a goal of the Social Studies department to continue to develop productive and responsible citizens through the teaching of character education. **Teacher recommendation is suggested.**

Honor Govt/Economics (112)
Grade 12 1 credit 6 pds. per cycle
The semester of American Government will examine the theories of government leading to the development of our political system, the tenets of our democracy as articulated in our constitution and our necessary responses as citizens to assure the prosperous continuation of our government. Students will study the principles, both in theory and application, of our free enterprise system in the Economics semester. Students should possess exceptional writing and reasoning skills for this course. It is a goal of the Social Studies department to continue to develop productive and responsible citizens through the teaching of character education. **Teacher recommendation is suggested.**

Sociology (113)
Grade 12 1 credit 6 pds. per cycle
Sociology is a course that seeks to study human society and social behavior. Sociologists concentrate their attention on interaction-the ways in which people relate to one another and influence each other’s behavior. The Study of Sociology provides you with the tools to develop a sociological imagination, or the ability to see the connection between the larger social world and our personal lives.
**Psychology (114)**
Grade 12  
1 credit  
6 pds. per cycle  
Psychology introduces students to new ways of looking at and interpreting their behavior. Students will gain a better understanding of how psychologists study human and animal behavior, and various means to apply practical applications of psychology. The course will give students the chance to know who they are, and what they are, in order to become mature and productive individuals. It is a goal of the Social Studies department to continue to develop productive and responsible citizens through the teaching of character education.

**TECHNOLOGY EDUCATION**

**Material Design and Processing (800)**
Grades 9, 10, 11, 12  
1 credit  
6 pds. per cycle  
This course will provide students with a basic foundation to woodworking, construction technology, and drafting and design concepts. Students will learn the skills and techniques used in these different areas of technology and engineering through the completion of drawings and projects throughout the year. There will be opportunity to work in the technology education lab environment on hands-on projects relating to each of these areas of study. Some major concepts discussed will be fine woodworking techniques, project planning, orthographic projection and isometric drawing. Students will learn how to use AutoCAD in the design portion of this course. **This course serves as a prerequisite for Advanced Woodworking, Construction Technology, CADD, and Architecture. An overall course grade of at least 74% in Material Design & Processing is required to move on to any of the courses listed above.**

**Graphic Design (802)**
Grades 9, 10, 11, 12  
1 credit  
6 pds. per cycle  
The class will introduce students to graphic design and the major concepts within the field. Students will learn and apply the principles of design as they complete various projects throughout the year. Students will learn how to create, edit, and manipulate digital images and artwork as they develop graphic design using Adobe Illustrator and Adobe Photoshop. Students will be expected to work independently on projects and drawings throughout the year. Major concepts covered in this course include elements and principles of design, page composition and layout, typography, vector and raster image editing, desktop publishing, screen printing, and vinyl cutting. **This course does not serve as a prerequisite for any other technology education courses.**

**Computer Aided Drafting and Design (804)**
Grades 10, 11, 12  
1 credit  
6 pds. per cycle  
This course will provide students with knowledge of computer-aided drafting and design (CADD) concepts and techniques. Students will expand on the mechanical drawing concepts learned in the Material Design & Processing course. AutoCAD and AutoDesk Inventor software will be used while students learn both 2-dimensional drafting and 3-dimensional modeling skills. Students will be expected to work independently on projects and drawings throughout the year. Although all students will gain practical knowledge from this course, it will be especially beneficial to students considering careers in engineering. **Pre-requisite is Material Design and Processing. This course serves as a prerequisite for Product Innovation & Design. An overall course grade of at least 83% in CADD is required to move on to Product Innovation & Design.**

**Advanced Manufacturing and Production (806)**
Grades 10, 11, 12  
1 credit  
6 pds. per cycle  
This course emphasizes shop safety, basic and advanced machine operations, and project production in a mass production setting. Each student is required to design a small project of his/her own choosing. Students will work together as a team in order to complete every student designed project in the class. Every student will come out of the course with all projects completed. There will also be an emphasis on production and manufacturing processes used in today’s industry as well as a marketing aspect in the course. Students will develop strategies to market their products. This course may only be taken once. **Pre-requisite is Material Design and Processing.**

**Construction Technology (807)**
Grades 10, 11, 12  
1 credit  
6 pds. per cycle  
This year long elective course will expose students to various advanced techniques and processes related to the construction industry. Topics covered will include: project planning and estimating, project design and fabrication, floor and wall framing, roofing, home wiring, copper and pvc plumbing, drywall, and masonry. All students will be involved in hands on activities relating to different construction activities. **Pre-requisite is Material Design and Processing.**
**Advanced Construction Technology (808)**

Grades 11, 12  
1 credit  
6 pds. per cycle

This year long elective course will expose students to more advanced techniques and processes related to the construction industry. Topics covered will include: project planning and estimating, project design and fabrication, floor and wall framing, roofing, home wiring, copper and pvc plumbing, drywall, and masonry. All students will be involved in hands-on activities relating to different construction activities. Students in the Advanced Construction course will develop plans and complete a much larger project incorporating several of the core units covered in the first level construction course. Possible projects would include on-site projects on the district campus, sheds, gazebos, and other larger structures. Extra time outside of the normal class period may be required of students in the Advanced Construction course. **Pre-requisite is Construction Technology.**

**Advanced Woodworking (836)**

Grades 10, 11, 12  
1 credit  
6 pds. per cycle

This year long elective course will expose students to various advanced techniques and processes related to woodworking: including reading and creating a drawing; design principles; power equipment use; assembly techniques; finishing; and shop safety. Each student will be involved in hands-on production of advanced woodworking projects. Students will develop plans for a project of their own choosing to complete during the course of the year. Students may take the advanced woodworking course several times but will be expected to complete more difficult projects as they progress each year with the program. **Pre-requisite is Construction Technology.**

**Architecture (837)**

Grades 10, 11, 12  
1 credit  
6 pds. per cycle

This course will provide students with knowledge of residential design concepts and techniques. Students will expand on the mechanical drawing concepts learned in the Material Design & Processing course. AutoCAD and AutoDesk Revit will be used while students learn architectural design skills. Students will be expected to work independently on projects and drawings throughout the year. Students will produce drawings such as floor plans, elevations, roof plans, foundation plans, plot plans, and electrical layout plans. Although all students will gain practical knowledge from this course, it will be especially beneficial to students considering careers in engineering and/or architecture. **Pre-requisite is Material Design and Processing.** This course serves as a prerequisite for Product Innovation & Design. An overall course grade of at least 83% in Architecture is required to move on to Product Innovation & Design.

**Product Innovation and Design (838)**

Grades 11, 12  
1 credit  
6 pds. per cycle

This course will provide students with knowledge of industrial design concepts and strategies. Students enrolled in this course will learn how to utilize and apply the engineering design process. The course will focus on creating products in a practical and systematic fashion, while using the technical skills learned in prerequisite courses. Students will gain an understanding of how consumer products are designed and engineered. Emphasis will be placed on student creativity, autonomous learning, logical reasoning skills, and technical problem solving ability. Students will develop practical solutions to given problems and formally present their ideas. Students will be expected to work independently and as part of a design team on large projects throughout the year. Although all students will gain practical knowledge from this course, it will be highly beneficial to students considering careers in engineering. **Pre-requisites are Material Design and Processing and CADD or Architecture.**

**Independent Study – Design (849)**

Grade 12  
1 credit  
6 pds. per cycle

This independent study is available to students in grade 12 only. Students will complete independent projects focusing on the area of design they select (Graphic Design, Architectural Design, Product Design). Students will be expected to develop study plans, timelines, and project outlines to be approved by the teacher each marking period. **Only students completing all prerequisites and receiving signed teacher permission can enroll for this independent study option.** Students who wish to sign up for this independent study must discuss this with the teacher during their junior school year. **Prerequisite:** Material Design & Processing, CADD, Architecture, Product Innovation & Design, Graphic Design.
Technology Education Course Flowchart

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<td>Product Innovation and Design</td>
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**Graphic Design** - no prerequisite, offered but not included in the strand of courses above

Other Notes:
- All new technology education courses will be a full year
- Material Design and Processing must be scheduled the same period of each day for both teachers. Students will switch teacher’s mid-year.
- Arrows indicate progression for students through the strand of courses.
Adams County Tech Prep (2 year program)

Grades 11, 12
Programs Offered:
Allied Health
Building Trades
Culinary
Diesel Mechanics
Early Learning
Law Enforcement
Network/Telecommunications

Students apply their sophomore year. Acceptance is based on academic history, attendance, discipline record, and the career objective stated on the student’s application essay. This is a two year (junior/senior) commitment. Students will earn 3 elective credits their junior year and 4 elective credits their senior year.

**See the Guidance Office for information.**
**SPECIAL EDUCATION COURSES**

**Learning Support –Pre-Algebra/Readiness (712)**
Grade 9
1 credit
6 pds. per cycle
This course is designed to include the prerequisite skills needed to enter Algebra 1. Focus is placed on basic operations and operations involving rational numbers including fractions, decimals, positive, and negative numbers. Instruction will also introduce students to algebraic problems involving one and two variables. Emphasis is placed on improving student’s ability to apply these skills in various applications in preparation for taking Algebra 1 as a tenth grade student. **IEP team recommendation is required. Maximum ten students.**

**Res Rm Science (713)**
Grade 10, 11, 12
1 credit
6 pds. per cycle
LS Science is a discovery science course. Throughout the year we cover units including ecology, oceanography, simple machines, chemistry, meteorology, physics, geographical environments, cell cycles and a review before the Keystone tests. This is a class for learning support students only, and can only be signed up with permission from the teacher.

**Replacement Practical Math (722)**
Grades 11-12
1 credit
6 pds. per cycle
This course is designed to help students improve their computational skills by applying them to real-life experiences. Focus is placed on basic operations and operations involving whole numbers, averages, fractions, percent, decimals, measurement, interest, money and time. **IEP team recommendation is required. Maximum ten students.**

**Learning Support – Algebra 1 (718)**
Grades 10-11
1 credit
6 pds. per cycle
This course is designed to include problem solving and math application to daily life skills. Focus is placed on computing fundamental math problems involving whole numbers, decimals, fractions, and percents. Emphasis is placed on improving student’s ability to apply these skills in various applications in preparation for the Keystone Exam. **IEP team recommendation is required. Maximum ten students. Students will also be enrolled in a mandatory elective Keystone Algebra (1/2 credit, 3 days in the six day cycle)**

**Reading Intervention 9 (708)**
Grade 9
1 credit
6 pds. per cycle
This reading intervention course is designed to be a focused intervention that incorporates four different rotations during instruction to provide differentiated and individualized instruction in reading, to strengthen basic reading skills. Students are responsible for reading leveled paperback books and using the Read 180 computer software program independently. Students will also be instructed through whole group shared lessons, as well as small group guided instruction. Students are taught current events as well as the abilities to decode, comprehend, and learn new vocabulary through a variety of resources. These resources include newspaper and magazine articles, poems, and short stories both fiction and non-fiction. **IEP team recommendation is required. Maximum ten students.**

**Reading Intervention 10 (723)**
Grade 10
1 credit
6 pds. per cycle
This reading intervention course is designed to be a focused intervention that incorporates four different rotations during instruction to provide differentiated and individualized instruction in reading, to strengthen basic reading skills. Students are responsible to read leveled books and use the Read 180 computer software independently at their instructional level. Students work to improve fluency, and critical reading skills. Students participate in group lessons, both as a whole class, and in small groups. Emphasis is placed on students' ability to decode, comprehend, and learn new vocabulary. **IEP team recommendation is required. Maximum ten students.**
**Learning Support English 9 (709)**

Grade 9  
1 credit  
6 pds. per cycle  
This Basic English course is designed to teach students effective communication for adulthood, as well as written composition skills through a variety of comprehension and vocabulary activities. Students will learn how to organize information and use a number of different sources for information. Students will make deductions, draw conclusions, and write directions using a variety of resources. Students will learn elements of literature through a selection of short stories, poems, and plays. There will be a number of writing opportunities for students to work on mechanics, grammar, and organization.  
**IEP team recommendation is required. Maximum twelve students.**

**Learning Support English 10 (710)**

Grade 10  
1 credit  
6 pds. per cycle  
This course focuses on the fundamentals of English. Emphasis is placed on reading comprehension, knowledge of vocabulary skills, and communicating through writing in preparation for the Literature Keystone Exam.  
**IEP team recommendation is required. Maximum twelve students.**

**Learning Support English 11 (721)**

Grade 11  
1 credit  
6 pds. per cycle  
This course focuses on the fundamentals of English. Emphasis in reading comprehension and vocabulary improvement is based on American Literature. Job related tasks such as applications and business letters are involved. Writing skills are further developed in preparation for the Literature Keystone Exam.  
**IEP team recommendation is required. Maximum twelve students.**

**Learning Support English 12 (711)**

Grade 12  
1 credit  
6 pds. per cycle  
This course focuses on the writing process and preparing the Senior Research Project /Paper. Students will work through all steps of the writing process. In addition, students will further develop key vocabulary, review Writing Domains, and analyze literature.  
**IEP team recommendation is required. Maximum twelve students.**

**Learning Support U.S. History 11 (852)**

Grade 11  
1 credit  
6 pds. per cycle  
This course introduces students to the concepts, forces and events that have shaped the American people from 1890 to the present. Through the study of people and past events students will learn how our nation was created.  
**IEP team recommendation is required. Maximum ten students.**

**Learning Support Gov. & Econ. 12 (717)**

Grade 12  
1 credit  
6 pds. per cycle  
This course covers the basics of economics including supply, demand, types of businesses, and the government’s control of our money system. The second half of the year focuses on the United States Government including the three branches and the responsibilities of each.  
**IEP team recommendation is required. Maximum ten students.**