CENTRAL YORK HIGH SCHOOL

COURSE SELECTION GUIDE
2017 - 2018

Edited 1/18/17
CENTRAL YORK SCHOOL DISTRICT MISSION STATEMENT

The Central York School District is committed to providing educational opportunities through which ALL learners strive to achieve their full potential.

CENTRAL YORK HIGH SCHOOL
601 MUNDIS MILL RD
YORK, PENNSYLVANIA 17406
717- 846-6789

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For information regarding civil rights or grievance procedures contact Bobbi Billman, Director of Human Resources Title VI, Title IX and ADA Coordinator at the Education Service Center, 775 Marion Road, York, Pennsylvania 17406 (717) 846-6789.

FOREWORD
This guide has been prepared for use by learners and parents/guardians in deciding which courses are best suited to the learners’ goals, interests, aptitudes and abilities. A flexible curriculum has been constructed which permits learners to select courses to meet their individual needs.

Learners’ choices may determine their chances for success in future years; therefore, learners are urged to select courses with the greatest of care. This important educational matter should be thoroughly discussed with parents/guardians. For more information concerning course selection, college admissions and requirements, or employment demands, learners and parents/guardians should arrange to consult with a school counselor.

This guide is approved by the Central York School District Board of School Directors; its contents are therefore approved district procedures.

ACCREDITATION
Central York High School is accredited by the Pennsylvania Department of Education.
ADMINISTRATION
2017 - 2018
Mr. Ryan Caufman, Principal
rcaufman@cysd.k12.pa.us

Dr. David Czarnecki, Associate Principal
dczarnecki@cysd.k12.pa.us

Mr. Jerry Eisner, Assistant Principal: Grade 9
geisner@cysd.k12.pa.us

Mr. Jeffrey Hamme, Assistant Principal:
Grade 10 & Grade 12 (Last Names L-Z)
 jhamme@cysd.k12.pa.us

Mr. Gregory Potteiger, Assistant Principal:
Grade 11 & Grade 12 (Last Names A-K)
gpotteiger@cysd.k12.pa.us

SCHOOL COUNSELORS

Mr. Matthew McGee (A – Co)
Mrs. Charlotte Utter (Cr – G)
Dr. Suzanne Schlager (H –Le)
Mr. Eric Shellenberger (Li – Pa)
Mrs. Wendy Hewitt (Pe – Sm)
Mrs. Julie Foery (Sn – Z)

Workforce Readiness Coordinator: Mrs. Ellie Lamison

Please note: Counselor assignments are grades 9–12

PUBLISHED FOR THE 2017–2018 School year. Edited 1/18/17
Dear Central York High School Learners and Families:

The faculty, staff and administrators of Central York High School are committed to ensuring each learner has access to the resources needed to strive to achieve his or her full potential. Additionally, Central York High School is committed to providing customized educational experiences to foster a culture of innovation and discovery. Individual needs are addressed through an array of opportunities that promote the learner’s academic, social, and emotional development. Through a rigorous and relevant curriculum, the integration of technology, and the Academy Program, learners will graduate ready to compete in the global economy.

We believe that Mass Customized Learning prepares learners for their futures by providing learners with voice and choice in their education because we know learners learn at different rates and in different styles; we also know that technology changes the rules of how/when we can learn. Through our Learning Options (Apollo program, self-paced, online, and project based classes), seminar courses, Build Your Own Course, student-run businesses, internships/job shadows, 5th Block, and many other educational options, learners have the opportunity to develop the skills required for their desired futures.

The Central York High School Academy Program also plays a key role in offering learners access to educational opportunities during their high school years. The Academies connect and reinforce student learning to real world experiences. Academies foster an environment that raises learner awareness of possible post-secondary opportunities in higher education, the armed forces, or the work force. It is our goal through the Academy Program to prepare learners with skills that will be transferable to their post-secondary endeavors.

The mission of Central York School District is to provide educational opportunities through which ALL learners strive to achieve their full potential. We recognize that additional guidance may be needed along the way. This Course Selection Guide provides information designed to help learners and parents create an effective plan for success in high school and beyond.

Sincerely,

Ryan J. Caufman
Principal
PROGRAMS OF STUDY

The worlds of post-secondary education, the military and work are rapidly changing and as these areas continue to change, the demands for a rigorous and relevant education infused with exposure to technological advances is essential. Learners must acquire increased academic competencies, advanced technical skills, and greater problem-solving skills to become successful learners, citizens, and workers in the future. The program of study at Central York High School includes challenging academic and skill oriented courses that provide learners the opportunity to transition from high school directly into a college or university, technical or trade school, the military, or the world of work.

As learners progress through high school, they select courses that will provide both the focus and the structure necessary to develop a four-year educational plan that will maximize post-secondary opportunities and success for all learners.

The post-secondary and career planning experience is designed to enhance the learners’ high school program and future opportunities. Learners are encouraged to meet with their school counselor throughout high school to review progress made toward achieving their educational and career goals and to further refine these goals. Other opportunities are offered through the York County School of Technology, distance learning, job shadowing, internships, and college courses. Learners and parents should study course sequences carefully and use them as guides for high school course selection and post-secondary planning.

NOTE: Any changes or inaccuracies in this Course Selection Guide does not bind the Central York School District from operating outside of the approved administrative regulations, grading practices, and/or graduation requirements.

CYHS GRADUATION REQUIREMENTS

Central York High School is organized into five academies: the 9th Grade Academy and four major areas of study (Academies) for the 10th, 11th, and 12th grades. To receive a diploma from Central York High School, a learner must demonstrate satisfactory completion of 28 course credits. Learners will take the Keystone Exams for Algebra I, English II, and Biology as required by Pennsylvania Department of Education and is a graduation requirement for the class of 2019 and beyond. These credits must come from a combination of required academic core courses and electives. No course can be used to fulfill more than one graduation requirement.

CENTRAL YORK HIGH SCHOOL GRADUATION CREDIT REQUIREMENTS

• 4 Language Arts
• 4 Social Studies
• 4 Mathematics
• 4 Science
• 2 Physical Education/Health/Driver Education
• 10 Academy Designated Courses* & Free Electives
• 28 Total

*To earn an Academy Diploma, three credits must be earned within the Academy.
For details, see Academy Program details.
NOTE: During a learner’s 4 years at Central York High School they will have the opportunity to schedule 32 credits. This allows 4 additional elective credits past the 28 needed for graduation—as described above.

HIGH SCHOOL CREDITS EARNED IN MIDDLE SCHOOL
There are currently three courses offered at the middle school that count towards a learners high school transcript and graduation requirements (Honors Algebra I, Honors Geometry, and Honors English I). These courses taken and successfully completed in middle school will be recorded on the learner’s transcript with the name of the course, the grade, and credit; however, the grades are not factored into the learner’s Grade Point Average (GPA).

TAKING GREATER THAN EIGHT (8) CREDITS PER YEAR
Learners interested in enrichment, early graduation, and/or credit recovery are able to take more than eight (8) credits per school year. We encourage learners to discuss this possibility with their parents or guardians to ensure that taking this increased course load will not be overwhelming for the learner. While considering this option, please be aware that 21 of the 28 credits for graduation must be earned at CYHS or through CYHS affiliated/ approved courses (Dual Enrollment, College in the High School (CHS), Odysseyware online, other CYHS approved online courses). Learners interested in taking credits outside of CYHS affiliated/ approved courses must get administrative approval prior to taking the course, and ensure official documentation of grades and credits received is provided to the guidance office one week prior to the end of each marking period. All credits earned will be added to the learner’s transcript and all graded courses will be factored into a learner's GPA (Please review grading and course weighting criteria for each type of course).

NOTE: This procedure will make it possible for learners to graduate in 3 years. Central York High School recommends that learners interested in taking advantage of this consult with their parent(s)/guardians, Central Learning Coach, and school counselor to ensure this is in their best interest. Learners must declare their desire to graduate early to ensure all procedures and materials are secured in order to be included in the graduation ceremony.

SENIORS TAKING FEWER THAN EIGHT (8) CREDITS
This allows learners to customize their senior year based on their individual needs (i.e. time to work to earn money towards college/ establish a permanent job/ identify a career field for future technical training, as well as use the time to foster interest in areas that might not be served by the elective courses offered at Central).

Criteria for Eligibility:
• Earned 22 credits prior to the start of the senior year.
• Scheduled 1 credit in Math, Science, Social Studies and English in their senior year or ensure 4 credits are earned cumulatively in each core subject area (Math, Science, Social Studies, and English)
• Obtained parental approval (See School Counseling Office for the Form)

OPEN PERIODS
If a learner is on pace for graduation and has permission from a parent/guardian, he/she may
elect to have an open period in his/her schedule. Learners who do return a signed parental permission slip, may come into school late/leave early depending on when the open period falls in his/her schedule. They will be required to sign in/out at the Attendance Office on a daily basis. Learners who have an open period in his/her schedule and elect not to come in late/leave early should report and sign into the HUB or another permissible location during the open period. Learners who do not utilize this open period efficiently may be required to register for a class during their open period.

COURSE WITHDRAWAL POLICY
Central York High School encourages all learners to continuously challenge themselves to reach their full academic potential. Central York offers courses which are rigorous and provide the opportunity to learn not only an in-depth curriculum, but also the work/study habits and time management skills that learners will need throughout their educational careers.

Throughout each semester, Central York provides several opportunities for learners to obtain additional assistance if they do not understand a particular concept or require help. Those opportunities include teacher assistance during FLEX (45 minutes at the end of each day), peer tutoring during FlexTime, or teacher tutoring after school. We recommend that struggling learners frequently communicate with the teacher, learn how to adapt to various teaching styles, and commit additional time when needed.

Once we begin the school year, learners will be expected to continue with their decisions and make a commitment to be successful in the courses they selected. Unless the teacher states that the learner is academically misplaced, a withdrawal after the 3rd day of each semester will result in a withdrawal fail on his/her transcript. Learners who are interested in a schedule change must make an appointment with his/her counselor within the first 3 days of each semester.

PROCEDURES FOR HONORS/ADVANCED PLACEMENT (AP) ENROLLMENT
To enter Honors/Advanced Placement Courses, learners should:
1. Obtain a final grade of 90% or better in the subject for the course immediately preceding the Honors/AP course – OR –
2. Earn a 3.5 cumulative weighted grade point average in all subjects.

To continue in these programs, learners should:
1. Earn a final grade of “80%” or better in the subject for the preceding course in the program. – OR –
2. Earn a 3.5 cumulative weighted grade point average in all subjects.

ADVANCED PLACEMENT COURSES
Learners are highly encouraged to take the AP Exams given in May of each year. Learners who did not take an AP course but elect to take the AP Exam should ensure that rigorous preparations are conducted prior to the exam date. The fees for AP exams are nonrefundable.

GUIDELINES FOR FOUR-YEAR COLLEGE PREPARATION
The learner who is preparing for college admission is faced with a wide variety of admission requirements; therefore, it is wise to prepare for the most demanding of these standards. In
addition to four credits of language arts, social studies, mathematics, and science required for graduation from CYHS, learners are encouraged to take 2 – 4 credits of a world language.

Learners planning to participate in a NCAA athletics program in college must have passed at least 16 NCAA approved core academic courses in high school for Division I and 16 for Division II athletics. These learners must also meet minimum GPA and SAT requirements. Please reference our courses that are approved by NCAA, which can be found on their website. Please see your school counselor for the details.

**NOTE:** Colleges, technical schools, and employers are constantly changing their admission/employment requirements. Learners are encouraged to check with the post-secondary schools they are interested in to ensure clear understanding of their requirements for admissions and what credits earned in high school will transfer.

Regardless of the recommendations and guidelines above, academy learners should check the specific requirements for their academy. It is the learner’s responsibility to ensure that all requirements are in order for graduation.

**LEARNER EXPECTATIONS**
- Attend school daily and be on time
- Be kind and respectful to everyone
- Have your ID with you at all times
- Become an active member in the Central community
- Respect your school’s facilities
- Bring all necessary materials to class
- Take responsibility for your actions

**WHAT IS A CENTRAL LEARNING COACH (CLC)?**
The Central Learning Coach is an educator who is assigned a small group of learners and is directly involved in all aspects of a learner’s experience at Central York High School. Learners, assigned by grade level, will meet with their CLC 15 minutes of each day. The CLC will transition with his/her small group of learners until graduation. The goal of the CLC is to develop sustained relationships with his/her learners. Ultimately, these relationships will assist in meeting the social, emotional, and academic needs of all learners. The CLC should serve as a resource to parents/guardians as someone who will advocate for their child.

**PROMOTION GUIDELINES**
To ensure adequate yearly progress towards graduation, learners must meet the minimum requirements listed below to be promoted to the next grade. Learners who remediate classes by attending summer school or obtaining pre-approved private tutoring prior to the beginning of the academic year will be re-evaluated for grade level placement.

- To be promoted from 9th grade to 10th grade prior to the start of the school year, the learner must satisfactorily complete 7 credits.
- To be promoted from 10th grade to 11th grade prior to the start of the school year, the learner must satisfactorily complete 14 credits.
• To be promoted from 11th grade to 12th grade prior to the start of the school year, the learner must satisfactorily complete 20 credits.

Learners who fail to meet these criteria at the end of the school year will be retained in their grade until criteria are met.

Note: For a mid-year promotion in January, a learner must meet the following criteria:
• To be promoted from 9th grade to 10th grade at mid-year, the learner must have 10 credits.
• To be promoted from 10th grade to 11th grade at mid-year, the learner must have 16 credits.
• To be promoted from 11th grade to 12th grade at mid-year, the learner must have 24 credits.

FLEX
In the context of the regular school day, learners attend a 45 minute Flex period for the purpose of remediation and homework support, enrichment, seminar courses, and clubs. Peer tutoring is also available during this time period. Learners will utilize the Flex Time Management System (FTMS), found at www.cypanthers.org, to select from a variety of options the activity that will best support their academic needs at the point in time that they need it the most. Learners are encouraged to sign-up for their desired options early to help ensure their place in the day’s selected activity.

9th GRADE ACADEMY
The ninth grade academy has been designed to ease learners’ transition from the middle school environment to the high school culture. Core courses are selected to provide a sound basis for knowledge in core subjects that will follow the learners throughout their high school careers. Electives are offered to help the learners explore academies.

9th GRADE COURSE OF STUDY
All ninth grade learners will take the following courses unless otherwise approved by the administration:
1. Earth Science or Honors Earth Science
2. English I or Honors English I
3. American Studies or Honors American Studies
4. Health and Physical Education I
5. Math
6. Three Elective courses

The Central York School District is committed to providing educational opportunities through which ALL learners strive to achieve their full potential. As a result, any learner who does not earn a minimum grade of 65% in a required course will be mandated to retake the course until the required grade has been earned. Failing any course, including an elective, may prevent a learner from advancing to 10th grade. The minimum requirement for advancement to tenth grade is seven (7) high school credits.
HOW TO HAVE A SUCCESSFUL FRESHMEN YEAR
1. Manage time wisely. Learn to coordinate your time for academics, extracurricular activities, and social life appropriately.
2. Advocate for yourself. If you are having a problem academically or socially, communicate this to your teacher or school counselor so that they can help you.
3. Work to improve study skills, such as reading strategies, note-taking skills, preparing for a test, etc. If you are having difficulty with your courses, sign up for peer tutoring services, attend your teacher’s office hours during flex, or stay after school for remediation with your classroom teacher.
4. Be goal oriented—set and revisit short and long-term goals.
5. Visit the Career Center to learn more about career opportunities.
6. Check each teacher’s Schoology site for valuable links, important handouts, and an overview of the current unit.
7. Check grades regularly and make arrangements to complete missing work.
8. Utilize all available resources, not just the obvious ones.

LEARNING OPTIONS
**Self-Paced** – learners can move through the course at their optimal learning pace while receiving timely instruction from their teacher. Self-Paced courses will have scheduled in and out of the classroom times with the teacher being available to the learners each day.

**Online Course** - CYHS will offer online courses that mirror the courses provided in the traditional in class course. These courses will be run through Schoology and are different from the Odysseyware online courses offered through the Central York Cyber School.

**Project Based Learning** - These courses will focus on assessing learners through the use of projects to demonstrate mastery of the required skills and content.

**Apollo** – Courses associated with the Apollo Program will have interconnected curriculums that allow for learner voice and choice in the development of their projects. Additionally, this program focuses on the development of thinking skills and soft skills in an effort to increase learner’s critical thinking skills.

HYBRID, BLENDED & PROJECT BASED LEARNING (PBL)
If the terms “blended learning” or “hybrid learning” were “Googled,” hundreds of definitions or descriptions would appear for each. This is because there is no agreement on a single definition for either of these instructional modes. Given this, and to ensure CYHS’ learners, parents, and faculty have a common understanding for each of these terms, they will be defined as the following:

**Blended Learning:** the combining or mixing of modes of instruction and learning using technology and physical face-to-face interaction. This can be seen in a course that has face-to-face learning designed for specific days and other days/times are for on-line components to be worked on inside or outside of the physical classroom.

**Hybrid Learning:** the combining or mixing of modes of instruction and learning using technology and physical face-to-face interaction all while being scheduled and meeting within the designated classroom every day. A variety of instructional modes are utilized. Strategies for individual work, conferencing, small group interactions with the facilitator, whole group mini lessons, etc. would all fit into this setting.
Project Based Learning: is a teaching method in which learners gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. -Buck Institute for Education

5TH BLOCK OPTION
In an effort to continue to customize the learning experience for Central York High School learners, the high school runs a 5th block to the daily schedule. The main emphasis for this schedule is to provide learners with options for when they learn best throughout the day. If a learner would like to take 5 courses a semester instead of 4, this affords them the opportunity. If a learner, due to work, internship, or other academic interests needs to have an open 1st block, this schedule allows the learner to take classes blocks 2-5. Not all courses are offered during 5th block, so please refer to your course selection sheet for which courses will be offered for the 2017-2018 school year.

ACADEMIES
Academies are schools-within-a-school, organized around broad academic themes. The rigorous and relevant learning opportunities help prepare learners for post-secondary education, the military, or employment, all with the personalized learning environment of a small, focused, learning community. Classroom instruction is structured contextually so as to enhance real-world relevance and maintain high academic standards. Local employer partnerships provide program planning assistance, job shadowing opportunities, mentoring, and internships. Our academies emphasize building relationships between learners and adults while providing opportunities for every learner to participate in some type of workplace experience related to individual post-secondary educational goals and career goals.

Central York High School offers four academies:

- ARTS & HUMANITIES
- BUSINESS AND FINANCE
- HEALTH SCIENCE & HUMAN SERVICES
- SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS (STEM)

THE ACADEMY PROGRAM
During the course selection process of a learner’s 9th grade year, he/she will be required to select an academy. The selection of an academy should be based on a learner’s interest in particular content areas, plans for post-secondary education or training, and/or career aspirations. Learners are not alone in this decision making process. Central’s school counselors, workforce readiness coordinator, teachers, and administrators are all available to provide guidance and support to the learners and their parents. By selecting an academy, learners are not deciding their future career; instead they are determining an area of study that will help determine areas of interest, engage learners in meaningful learning, and provide teacher mentors in the learner’s potential areas for post-secondary education and employment.

All academies have the same graduation requirements. Learners who meet all District graduation requirements as well as the academy requirements will graduate with an Academy Designation on their diploma. Learners who meet the 28-credit standard for graduation and meet all other
graduation requirements but do not meet the academy requirements will graduate with a standard Central York High School diploma. Changes to academies will be made on a case-by-case basis.

CAREER EDUCATION/ EXPLORATION
The high school career education program offers career exploration opportunities and a career planning focus. The high school curriculum expands career knowledge and experience through a variety of activities in many subject areas. Assessments of learner aptitudes, abilities and interests are integrated with a variety of career exploration experiences. Career speakers, job shadowing, mentoring programs, skills training, internships, and college dual enrollment opportunities assist learners in making informed decisions and in setting career and educational goals. Learners are encouraged to meet with their school counselor or the career counselor to further refine their career and educational goals.

SCHOOL-TO-CAREER OPPORTUNITIES
This program includes rigorous academic preparation for learners so that they may choose to enter post-secondary programs and promising careers. Our learners will not only learn at school, but also through supervised experiences at local worksites.

Academy learners may participate in some type of worksite experience and be expected to reach challenging academic standards. Upon completion of high school, we strive for all learners to be ready to successfully continue on to post-secondary education or enter the workforce.

Programs Include:
1. Company Tours
2. Job Shadowing
3. Learner Internship Programs
4. Mentoring Programs
5. Career Days
6. Part-Time Course Offerings (YCST)
7. Career Opportunities Program
8. Career Counseling
9. College Dual Enrollment Program
10. Multi-Media Career Center
11. College in the High School

PROCEDURES FOR TESTING OUT OF A COURSE
Any learner interested in testing out of a course in order to change their next course placement must follow the approved Central York High School procedure. Testing out of a course is solely for course placement and learners will not receive credit nor will the course be added to the learner’s transcript. Use of online resources and tutoring to prepare for the assessment, though encouraged, does not constitute course completion; therefore, credit will not be awarded.

Testing Dates:
Learners interested in testing out of a course must contact their assigned school counselor to schedule the assessment. Testing must be completed by November 1st for the subsequent course to be taken in the Spring Semester of the same school year or by June 1st for the subsequent
course to be taken in the next school year. No testing will occur over the summer break.

Procedure:
1. The learner schedules the assessment date with their school counselor in accordance with the dates listed above.
2. The learner takes the assessment (course final exam).
3. An assigned teacher will grade the assessment and return the results to the school counselor. A score of 80% or greater is required to pass the assessment and test out of the course.
4. The learner will be notified of the results by the school counselor and will be provided assistance in scheduling whatever course is needed.

Keystone Courses:
If a learner wants to test out of a course that is identified as a Keystone Course by the Pennsylvania Department of Education (PDE), (Algebra I, English II, Biology), the learner will not take the course final exam but instead must test proficient or above on the PDE provided Keystone assessment. Testing windows provided by PDE of January, May, and July will only allow for the subsequent course to be taken in the following school year.

LEARNER – PARENT/GUARDIAN – SCHOOL COMMUNICATION
At Central York High School, we believe in the importance of the communication process with all stakeholders. We believe our process allows for the most efficient and effective way of handling most concerns. Our process begins at learner/teacher level. We believe that high school learners need to begin to understand that if they are having difficulties in a particular class, they need to advocate for themselves by having consistent conversations with the teacher. If a learner would feel more comfortable having his/her counselor help facilitate this conversation, the learner should work with the counselor to assist in setting a meeting with the teacher. Additionally, parents/guardians should contact teachers directly when questions arise about a concern with their child’s progress. When a learner or parent does not feel their concern has been addressed by a teacher, the next step of the process would be to involve the child’s school counselor. Typically, the school counselor would set up a meeting with the teacher, parent, and learner so the concerns can be addressed. As appropriate, the learner’s grade level administrator could be involved in this meeting. If a common understanding cannot be reached in the previous outlined steps, the child's grade level administrator or another building administrator should be contacted. As always, in any professional setting, we strongly believe that any communication is uniformly respectful and allows each party the opportunity to share his/her perspective.

Summary of Communication Process:
Learner, Teacher
Learner, Teacher, and Counselor or Learner, Teacher, Counselor, and Parent
Learner, Teacher, Counselor, Parent, and Grade Level Administrator/Other Administrator

Skyward and Schoology continue to be the main resources as it relates to communication and academic progress. Learners and parents/guardians should be consistently checking both for grades, assignments, assessments, and other pertinent information.
COURSE DESCRIPTIONS

The subsequent descriptions are designed to provide the information necessary to make an informed decision on academy selection and the best possible courses for learners to take to provide a meaningful, relevant, and rigorous academic experience. Learners should make these decisions with the support of their parents or guardians, while remembering that their school counselors and teachers are always available to provide additional guidance and support.

Each course description below includes the course name, the grade or academy level permitted to take the course, the number of periods per cycle the course meets, the length of the course, the credit value and the weighted value of the course. Finally, any prerequisites that are required for the course are listed. Following these elements, there is a thumbnail sketch of the course offering.

With the sequential courses, a learner must successfully complete one level before proceeding to the next. A course description printed in blue indicates an honors course and a course printed in green indicates an AP level course.

Courses are one semester (18 weeks) or one year long. Semester courses may be presented during either the first or second semester or both.

NOTE: All courses run based on course enrollment and the availability of a properly certified teacher. The administration has the right to cancel a course for any reason deemed appropriate.

Key:

AP

AP Courses indicated with a Green banner.

H

Honors courses indicated with a Blue banner.

Apollo program courses are indicated with a Red banner.

Self-paced courses indicated with an Orange banner.
Online courses indicated with a Purple banner.

Project Based Learning courses indicated with a Black banner.

Department Descriptions Begin on the Following Pages:
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Art Department
Drawing & Painting
- All Grade Levels
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value

If you would like to develop your drawing skills, while exploring your creativity, this course teaches you the basic drawing and painting skills needed to improve. Charcoal, graphite, pastel, watercolor, and acrylics are some of the materials you will be introduced to. Individual thought and creativity are encouraged. No prior art experience is required.

SELF-PACED

Drawing & Painting 2
- Academies, Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
• Learning Options: Traditional & Self-Paced
• Prerequisite: Drawing & Painting with a final grade of 70% or better

This studio course is designed to refine drawing and painting skills learned in Drawing & Painting or Foundations of Art. Learners will explore a variety of approaches to drawing and painting, both in black-and-white and color. Emphasis is placed on developing personal growth in creativity as well as skills and techniques.

AP Studio Art: Drawing & Painting
• Academies, Grades 10, 11, 12
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.2 Weighted Value
• Prerequisite: Drawing / Painting 2 or administrative and instructor approval

AP Studio Art is intended for highly motivated art learners who are seriously interested in the study of art on a college level. Learners should be aware that AP work involves significantly more commitment and accomplishment than the typical high school art course and that the program is not for the casually interested.

2D Design
• All Grade Levels
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.0 Weighted Value
• Learning Options: Traditional, Self-Paced, or Online

This design course will use traditional art media and current computer technology to create graphic imagery. Emphasis is placed on both process and product focusing on composition, creativity, and craftsmanship. Learners will utilize a graphic design industry model to develop their imagery from the idea to the finished publication. This course is designed to enhance composition skills while creatively and effectively delivering a message. Emphasis will be on solving a variety of real-life design problems using manually and computer generated images.

2D Design 2
• Academies, Grades 10, 11, 12
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.0 Weighted Value
• Learning Options: Traditional, Self-Paced, or Online
• Prerequisite: 2D Design with a final grade of 70% or better
This advanced course will test design theory, application, and visual communication skills for
the school, community, and self. This course focuses on print and web design creating works for
publication in a variety of forms. This course challenges the learner to blur the line between
traditional and digital media.

AP Studio Art: 2D Design
• Academies, Grades 10, 11, 12
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.2 Weighted Value
• Prerequisite: 2D Design 2 and administrative and instructor approval

The Advanced Placement Studio Art course addresses two-dimensional (2-D) design issues that
help learners develop mastery in concept, composition, and execution of 2-D design elements
and principles.

Learners should be aware that AP work involves significantly more commitment and
accomplishment than the typical high school art course and that the program is not for the
casually interested.

3D Design
• All Grade Levels
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.0 Weighted Value

The sculpture course explores three-dimensional design and is for learners interested in working
with the materials and concepts involved in making sculpture. The dynamics of the spatial aspect
of an object and how an idea can develop into an art form are investigated. Using a variety of
media (clay, metal, wire, stone, plaster, paper, fibers, found objects) learners work in three
dimensions by carving, casting, modeling, and assembling.

3D Design 2
• Academies, Grades 10, 11, 12
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.0 Weighted Value
• Prerequisite: Sculpture/3-D Studio with a final grade of 70% or better –OR
• Foundations of Art with Instructor approval.

The learners in this course will experience an in-depth, concentrated study of fine arts
approaches to 3-D design. Building upon previous sculpting techniques, learners will construct,
carve, cast, and model.

Portfolio
• Academies, Grades 11, 12
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.0 Weighted Value
• Prerequisite: Drawing & Painting 2, 2D-2, or 3D-2

This course will provide practical support for learners considering, even if not completely decided on, a degree in the Arts, such as drawing and painting, performance, photography/video, architecture, or other disciplines in the Arts. The course will investigate methods to integrate art practices, research and contextual awareness to develop a series of works suitable for presentation to a specific audience which best serves the needs of the learner.

Honors Developing Ideas 1 Apollo
• 9th grade Honors
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.1 Weighted Value

In this course, emphasis is placed on creative problem solving, independent research and learning, task commitment and special topics. Learners will be introduced to a range of experiences that apply a variety of creative disciplines (art, music, video, poetry, performance).

Honors Developing Ideas 2 Apollo
• 10th grade Honors
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.1 Weighted Value

This course continues to place emphasis on creative problem solving, independent research, and task commitment. Focus will be places on how creative disciplines (art, music, video, poetry, performance) respond to and inspire both global and personal themes.

*Honors Portfolio 1 Apollo
• Academies, Grades 11
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.1 Weighted Value

This course will provide practical support for learners considering, even if not completely decided on, a degree in the Arts, such as drawing and painting, sculpture, printmaking, photography or mixed media. The course will investigate methods to integrate art practices, research and contextual awareness to develop a series of works suitable for presentation to a specific audience which best serves the needs of the learner.

*This class may be taken independently from the Apollo Program
*Honors Portfolio 2 Apollo
- Academies, Grades 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value

This course will provide practical support for learners considering, even if not completely decided on, a degree in the Arts, such as drawing and painting, sculpture, printmaking, photography or mixed media. The course will investigate methods to integrate art practices, research and contextual awareness to develop a series of works suitable for presentation to a specific audience which best serves the needs of the learner.

*This class my be taken independently from the Apollo Program

**Art History**
- All Grade Levels
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Learning Options: Traditional & Online

See history through the years and the lives of artists. Learners will understand the role art play has played in history. Learners will gain insight how today’s art is influenced by various cultural, political and historical happenings.

**AP Art History**
- All Grade Levels
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.2 Weighted Value
- Prerequisite: For 9th grade Academy learners: pretest and writing sample or administrative and instructor approval

This course is an in-depth study of the developments in artistic expression, from cave drawings, the monuments of ancient Egypt to the paintings, sculpture and architecture of today. Topics for this course include both Western and non-Western art.
Business Department

Business Basics
- All Grade Levels
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Learning Options: Traditional & Online

This course provides the learner with a broad overview of the functions of the business entity. Learners examine and gain an understanding of the basic principles and practices of business, types of business organizations, marketing, and financial management. Note: This is recommended as the first course in the business curriculum.

Economics
- Academies, Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Business Basics

This is an introductory course to economics centering on basic economic theories, practices and concepts. Learners will examine the events, factors and processes that shape the global, national and local economies. They will also assess the ways in which their economic decisions affect themselves and the world around them.

Personal Finance
- All Grade Levels
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Learning Options: Traditional & Online

In this course, learners will learn and apply the principles and practices of personal finance. Learners will discover new ways to maximize their earning potential, develop strategies for managing their money, understand resource and risk management, explore skills for the wise use of credit, gain insight into the different ways of investing money, understand taxes, and explore the ethical issues related to consumer rights and responsibilities. Real-world applications for each unit of study will be incorporated in this course.
Computer Apps & Web Tools
- All Grade Levels
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Learning Options: Traditional & Online

In this course, learners will learn and apply basic Word features (formatting, writing, and editing tools), Excel spreadsheet features (formulas, charts), PowerPoint features, Publisher, and learners will learn basic application level knowledge of Microsoft Office Suite. This course will also explore exciting Web 2.0 tools.

Marketing Principles and Practices
- Academies, Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Business Basics
Note: Formerly Sports and Entertainment Marketing – if this course has already been completed a learner cannot take this course for credit.

In this course, students will learn and apply marketing principles and practices using current trends as the learning vehicle. Students will participate in fun and engaging project-based-learning to investigate topics such as: buying & selling, market segmentation, target marketing, product packaging, the marketing mix, economic impact, market research, and trademarks/logos topics.

Business Management
- Academies, Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Business Basics

In this course, learners will learn and apply business management principles and practices including leadership, product management, people management, retail management, and critical thinking skills, including the use of technology and communication as tools of business. Topics covered include the management environment, types of retail businesses, retail business strategies, store design and visual merchandising, selling, and customer service. Learners will be able to apply skills learned through managing the school store.

Accounting I
- Academies, Grades 10, 11, 12
- 6 Pds./Cycle
• Semester 1.0 Credit, 1.0 Weighted Value
• Learning Options: Traditional & Online

Learners will learn the elementary principles of accounting, banking activities, payroll, accounting sub-systems, and special accounting systems and procedures. Learners will keep a practice set of accounting records for businesses to gain insight into current accounting procedures.

Honors Accounting II
• Academies, Grades 10, 11, 12
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.1 Weighted Value
• Prerequisite: Accounting I with a final grade of 70% or higher

This course builds upon basic accounting principles and practices learned in Accounting I, and is designed to provide the learner with in-depth knowledge of accounting procedures utilized in solving business problems and making financial decisions. Major topics covered in this challenging curriculum include interpretation of GAAP, financial statement analysis, partnership accounting; budgetary control systems; accounting for taxes, notes and drafts; corporation accounting; and cost accounting. Learners will use QuickBooks Pro, the accounting software used by many local businesses, to complete assignments and special projects. Through accounting simulations, learners apply their knowledge of accounting to real-world situations. Upon completion of Honors Accounting II, learners will have the basic understanding needed to succeed in future accounting courses at the university or technical college level or to prepare for the CLEP exam for college credit.

Computer Science

Intro to Web Page Design/Computer Programming
• All Grade Levels
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.0 Weighted Value
• Prerequisite: Algebra I

This course is designed to introduce learners to two computer languages. The first half of the course will focus on learning HTML and how to create basic web pages involving hyperlinks, pictures, tables and forms completely from scratch. The second half of the course will focus on using a computer programming language to create programs involving selection and iteration structures and other techniques in order to solve problems with algorithms. Although learners will meet daily, the course will be self-paced using teacher-created online content through Schoology, allowing learners the flexibility of working ahead or taking more time when needed.
Honors Advanced Web Page Design
- All Grade Levels
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: Intro to Web Page Design/Computer Programming

This course builds off the skills learned in the Introduction course. Learners will focus on enhancing the look and layout of multiple pages at one time using Cascading Style Sheets, which goes above and beyond what we could do with HTML. Learners will also use JavaScript in order to enhance user interaction with websites through both mouse and keyboard events along with other actions. Finally, learners will use PHP in order to validate form submissions on the front end as well as access that information on the back end. This course will be run similarly to the Introduction course using teacher-created online content shared through Schoology, but will have deadlines for specific assignments.

Honors iOS App Development
- All Grade Levels
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: Intro to Web Page Design/Computer Programming

This course will introduce you to iOS app development in Swift. Learners will learn the parts of the Swift programming language, including selection and iteration structures and arrays through creation of Apps using Xcode. We will utilize the interface builder editor within Xcode, which makes it simple to design a full user interface without writing all the code. We can simply drag and drop windows, buttons, text fields and other objects onto the design canvas to create a functioning user interface. However, we will use our knowledge and skills learned about Swift to implement code to make our apps functional. This course will be run similarly to the Introduction course using teacher-created online content shared through Schoology, but will have deadlines for specific assignments.

AP Computer Science Principles
- All Grade Levels
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.2 Weighted Value
- Prerequisite: Algebra II

This course introduces learners to the foundational concepts of computer science and is meant to be equivalent to a college introductory computer science course. The course challenges learners
to explore seven big ideas: creativity, abstraction, data and information, algorithms, programming, the internet and global impact. No computer programming background is required (although recommended) for this course, as more emphasize is placed on computational thinking practices as opposed to coding.

**AP Computer Science A**  
(Fomerly AP JAVA)  
- All Grade Levels  
- 6 Pds./Cycle  
- Semester, 1.0 Credit, 1.2 Weighted Value  
- Prerequisite: Algebra II  
NOTE: Can not schedule this course if already completed AP JAVA.

This course is equivalent to a first-semester, college level course in computer science. The course introduces learners to computer science with fundamental topics that include problem solving, design strategies and methodologies, data structures, algorithms, analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using the Java language. No computer programming background is required, but it is highly recommended since the course is heavily focused in the Java language.

**Family and Consumer Science Department**

**Child and Adolescent Development for Teaching**  
- All Grade Levels  
- 6 Pds./Cycle  
- Semester, 1.0 Credit, 1.0 Weighted Value  
- Learning Options: Traditional & Self-Paced

This course is designed to work with learners interested in pursuing a career in early childhood, elementary or secondary education, child-care, or related fields dealing with children. It focuses on creating positive environments and learning experiences for children from ages 3 through 18. Learners will learn about developmental milestones, teaching strategies, and methodologies for teaching. Learners will have opportunities to work with children of all ages. Learners who successfully complete this course will become eligible for an experience in Early Childhood Education Lab or a focused content elective.

**Early Childhood Education Lab**  
- Academies, Grades 10, 11, 12  
- 6 Pds./Cycle  
- Semester, 1.0 Credit, 1.0 Weighted Value
• Prerequisite: Child and Adolescent Development for Teaching

This course is a laboratory experience in which the learners will plan and operate Panther Preschool. Learners will plan, prepare, and implement developmentally appropriate activities. It focuses on guiding behavior, teaching strategies, and classroom management while teaching preschoolers. Learners who successfully complete this course will become eligible for the Early/Elementary Education Seminar or Secondary Education Seminar.

**Elementary Education Experience**
• 11 & 12th Grade
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.0 Weighted Value
• Prerequisite: Child And Adolescent Development for Teaching and Early Childhood Education Lab

This course is recommended for learners that have a genuine interest in pursuing a career in early childhood, elementary education, or related fields working with children. Child development theory is put into practice through direct interaction with children in an assigned Central York elementary classroom. Learners will complete coursework both at the high school and on-site where they will plan, prepare, and facilitate small and large group learning activities and will assist a mentoring teacher in a variety of ways. Learners must provide their own transportation.

**Secondary Education Experience**
• 11 & 12th Grade
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.0 Weighted Value
• Prerequisite: Child And Adolescent Development for Teaching and a Focused Content Elective area of concentration.

This course is recommended for learners that have a genuine interest in pursuing a career in middle school education, high school education, or related fields working with the secondary age learner. Child development theory is put into practice through direct interaction with learners in either a Central York middle or high school classroom while exploring the teaching field as a career option. Learners will assist the mentoring teacher in a variety of ways that are relevant to the focus content.

**Introduction to Culinary Arts**
• All Grade Levels
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.0 Weighted Value

This course will provide learners with the fundamental theory, practice, and art of cooking in an atmosphere fostering teamwork through hands-on experiences in the Culinary Arts lab. Learners will create increasingly complex dishes and apply meal management and preparation to demonstrate their knowledge and skills; including knife handling and various cooking methods.
Culinary Arts- Flavor and Techniques
• Academies, Grades 10, 11, 12
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.0 Weighted Value
• Prerequisite: Intro to Culinary Arts with a final grade of 70% or better (or with instructor approval)

Learners will build on the culinary skills learned in Intro to Culinary Arts and are immersed in increasingly more difficult techniques. An in-depth study of knife skills, time management, and flavor building techniques will be emphasized. Learners will apply their knowledge of stock, sauces, and seasonings to create original dishes within the lab setting.

Culinary Arts - Central Catering
• Academies, Grades 11, 12
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.0 Weighted Value
• Learning Option: Project Based Learning
• Prerequisite: Intro to Culinary Arts and Culinary Arts - Flavor and Techniques with a final grade of 70% or better.

This course will build on culinary techniques discussed in Intro to Culinary Arts and Culinary Arts-Flavor and Techniques. It will provide learners with an in-depth knowledge of baking science. A focus on healthy baking and baking substitutions will be incorporated into increasingly more difficult techniques. Learners will also participate in a simulated restaurant experience within the culinary lab during the second marking period.

Regional & International Cooking – A Taste of Culture & Cuisine Catering
• Academies, Grades 10, 11 & 12
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.0 Weighted Value
• Prerequisite: Intro to Culinary Arts and Culinary Arts – Flavor and Techniques with a final grade of 70% or better.

Learners will explore a variety of cuisines from a global perspective to gain an understanding of preparation methods and ingredients used to prepare authentic cuisine. They will prepare a variety of authentic foods from the various cultures and regions around the world. This course applies the foundation of culinary techniques gained in Introduction to Culinary Arts and the Culinary Arts Flavor and Techniques course to the historical and cultural context of various global cuisine, while continuing to develop knife skills and culinary techniques. Learners will also participate in a simulated restaurant and catering experience within the culinary lab several times throughout the semester.
Health and Physical Education Department

Graduation Requirement: All learners must successfully complete P.E. I/Health I and P.E. II /Health II/Driver Education.

Health I /PE I
• Grade 9
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.0 Weighted Value

This course involves the study of wellness, mental health, nutrition, stress management, and human sexuality. Learners will learn ways to make responsible decisions about their health. Also, through group participation, the learners will be helped to develop physical fitness, swimming skills at the high school natatorium, and lifetime game activities.

Health II /PE II / Driver Education
• Academies Grade 10
• 6 Pds./Cycle
• Semester 1.0 Credit, 1.0 Weighted Value

This course includes a study of the concept of life stages and human needs and an appraisal of how life stages and human needs impact on personal goals and values. This course also offers a personal appraisal of individual health and wellness, nutrition and fitness; personal philosophies regarding the use of tobacco, alcohol and illegal drugs; and the consequences of substance abuse on long-term health and lifetime goals. Also, through group activities, the learners will be helped to develop physical fitness, swimming skills at the High School natatorium, and lifetime game activity skills. The learners will also complete 30 hours of in-class driver education.

Resistance Training I
• Academies Grades 11 & 12
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.0 Weighted Value
• Prerequisite: Health/PE I, Health/PE II Grades 11-12 only

This course is designed to refine the understanding and practical application of kinesiology through the use of resistance training. Rotations will include experiences with free weights, body weight exercises and weight machines. The Fitness Center will be home to most of the activities of the class, however isometric and body weight training may take place elsewhere within the physical education area. Learners will develop workout regimes with targets for various muscle groups, weight and repetition goals.

Resistance Training II
• Academies, Grades 11, 12
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.0 Weighted Value
• Prerequisite: Health/PE I, Health/PE II, Resistance Training I, Grades 11-12 only
This course is designed to further expand the knowledge and understanding of how to use exercise science and participate in an active lifestyle. Learners will explore the anatomy and physiology of the body and how it is affected through vigorous physical activity. This will be achieved through activities that focus on the five components of fitness: muscular strength, muscular endurance, cardiovascular endurance, flexibility and body composition. Learners will learn advanced weight lifting techniques, movement based activities and alternative exercises utilizing the fitness center, pool and other areas within the physical education area.

**Fitness for Life**
- Academies, Grades 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Health/PE I, Health/PE II

This course will lead the learner through various types of physical fitness activities. Learners will engage in workouts to develop cardiovascular endurance, muscular strength and endurance, and flexibility. Learners will have the opportunity to develop a fitness plan suited to their current development and future objectives.

**Applied Sports Medicine**
- Academies, Grades 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Health/PE I, Health/PE II Grades 11-12 only

This course is designed to offer learners an overview of various sports medicine topics with a focus on practical application. Course content includes: CPR and emergency care, taping techniques, therapeutic and rehabilitation exercises as well as preventative measures and evaluation processes used by athletic trainers. Learners are required to complete a practicum in the athletic training room during athletic practices and/or games.

**Aerobics and Aerobic Activities**
- Academies, Grades 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Health/PE I, Health/PE II Grades 11-12 only

This course is designed to provide learners with skill development in various aerobic forms, including running, stationary machines, non-contact kickboxing and other continuous movement sports and activities. The course will also provide daily practice of these forms with an emphasis on sustained elevated heart rate and fitness monitoring.
Aquatics Fitness
- Academies, Grades 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Successful completion of swimming requirements in 9th and 10th grade. Grades 11-12 only. A pre-test will be given to ensure proper placement in the course.

Learners will learn the fundamentals of proper shallow and deep-water aerobics as an alternative means to aerobic fitness. Other aquatics activities that will promote lifelong fitness will include, but are not limited to: water polo, canoeing, lap swimming, and snorkeling.

Junior Reserve Officer Training Corps (JROTC) (Air Force)

Mission of AFJROTC: "Develop citizens of character dedicated to serving their nation and community”

The objectives of AFJROTC are to educate and train high school cadets in citizenship, promote community service, instill responsibility, character, and self-discipline, and provide instruction in air and space fundamentals.

The AFJROTC program is grounded in the Air Force core values of integrity first, service before self, and excellence in all we do. The curriculum emphasizes the Air Force heritage and traditions, the development of flight, applied flight sciences, military aerospace policies, and space exploration.

JROTC I
- All Grade Levels
- 6 Pds/Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value

JROTC I teaches aviation history focusing on the development of flight with emphasis on: the civilian and military contributions to aviation; the development, modernization, and transformation of the Air Force; and a brief astronomical and space exploration history. Leadership qualities are developed through study of basic military drill and military customs and courtesies. The AFJROTC Wellness Program includes physical fitness as well as the importance of strength training, proper diet, and weight control, and the development of healthy habits. This is the recommended first course for all new cadets.

NOTE: Cadets must adhere to US Air Force Dress & Appearance standards when in uniform. Uniform wear is mandatory at least one day per week and for other special functions.
JROTC II
- All Grade Levels
- 6 Pds/Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Senior Aerospace Science Instructor approval

JROTC II teaches an introductory course on how airplanes fly, how weather conditions affect flight, flight and the human body, and flight navigation. Leadership education will stress communications skills, basic military drill and ceremonies, and cadet corps activities. The AFJROTC Wellness Program includes physical fitness as well as the importance of strength training, proper diet, and weight control, and the development of healthy habits.

NOTE: Cadets must adhere to US Air Force Dress & Appearance standards when in uniform. Uniform wear is mandatory at least one day per week and for other special functions.

JROTC III
- Grades 11 & 12
- 6 Pds/Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Senior Aerospace Science Instructor approval

JROTC III teaches world cultures; introducing cadets to the study of world affairs, regional studies and cultural awareness. Leadership education focuses on communicating effectively, understanding groups and teams, preparing for leadership, solving conflicts by holding positions of greater responsibility in the cadet corps. Leadership education also prepares cadets for life after high school by exploring life skills and career opportunities. The AFJROTC Wellness Program includes physical fitness as well as the importance of strength training, proper diet and weight control, and the development of healthy habits.

Space programs are studied, along with space exploration, organization of the Air Force and organizational management. Students look at opportunities for military, military academies, and/or comparable civilian jobs. The AFJROTC Wellness Program includes physical fitness as well as the importance of strength training, proper diet, and weight control, and the development of healthy habits.

NOTE: Cadets must adhere to US Air Force Dress & Appearance standards when in uniform. Uniform wear is mandatory at least one day per week and for other special functions.

JROTC IV
- Grades 11 & 12
- 6 Pds/Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Senior Aerospace Science Instructor approval

JROTC IV studies the space environment, discusses issues critical to upper atmosphere – such as orbits and trajectories – manned/unmanned space flight, and investigates the importance of
entering space. Leadership education focuses on personal management, cadet corps management, and preparing for life after high school and career opportunities. The AFJROTC Wellness Program includes physical fitness as well as the importance of strength training, proper diet, and weight control, and the development of healthy habits.

Space programs are studied, along with space exploration, organization of the Air Force and organizational management. Students look at opportunities for military, military academies, and/or comparable civilian jobs. The AFJROTC Wellness Program includes physical fitness as well as the importance of strength training, proper diet, and weight control, and the development of healthy habits.

NOTE: Cadets must adhere to US Air Force Dress & Appearance standards when in uniform. Uniform wear is mandatory at least one day per week and for other special functions.

For more information about the AFJROTC program please see a JROTC instructor (LTC Sprenkle or Chief Sandacz in room 169) or your school counselor.
Language Arts
Graduation Requirements: A learner must successfully complete English I, II, III, IV, or the English Honors equivalent unless otherwise approved by the administration.
Honors level courses are intended for learners who meet the prerequisites as established by the high school faculty. Learners who enroll in these courses will encounter texts, which are more challenging than the standard class, and they should plan to study these texts in more depth. In addition to text complexity, honors learners may expect to practice core language arts skills at a faster pace and with a heavier workload. Advanced aspects of grammar, composition, and literary analysis are also utilized.

**English Communications**
- Academies, All Grades
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: By Administrative Placement Only

English Communications is a remedial course for learners who need to strengthen their literature analysis and writing skills. Learners are administratively placed in the course after discussion with their 8th grade Language Arts teachers. Learners will have the opportunity to practice the skills needed to be successful in all English classes in the high school as well as on the Literature Keystone exam. This course is designed to allow learners to build a solid foundation for English I and beyond.

**English I**
- 9th Grade Academy
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value

In ninth grade, learners will study literature through the lens of the Human Experience. English I serves as a foundation course to review previous Language Arts experiences and sets the expectation for high school English courses. There will be a heavy focus on the analysis and evaluation of all genres as they pertain to the Human Experience. Learners will also exhibit their knowledge and understanding of unit studies through expository and persuasive process writing. Both formative and summative assessments will be given throughout the semester, and the course will culminate with a final exam.

**Honors English I**
- 9th Grade Academy
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Learning Options: Traditional & Self-Paced

In ninth grade, learners will study literature through the lens of the Human Experience. English I serves as a foundation course to review previous Language Arts experiences and sets the expectation for high school English courses. There will be a heavy focus on the analysis and evaluation of all genres as they pertain to the Human Experience. Learners will also exhibit their knowledge and understanding of unit studies through expository and persuasive process writing.
Both formative and summative assessments will be given throughout the semester, and the course will culminate with a final exam.

The self-paced course differs from the traditional Honors English I course in its self-paced structure. Learners cover the same units and skills as the traditional course, but learners are able to move through the course at an individual pace. Learners are expected to attend at least one class block per cycle. The facilitator will provide the learners with resources to move through the curriculum including in-person lessons based on learner need.

**English II**
- Academies, Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value

Tenth grade learners will study literature from around the world. They will be working towards answering the overarching question: How does our culture shape the people we are? There will be a one-week introductory unit that sets the foundation for cultural exploration. The introductory unit precedes four five-week units that focus on the following countries/regions: Latin and Central America, Asia and Africa and the Middle East. Within each unit, learners will explore an array of genres such as fiction, non-fiction, poetry, drama, and literary non-fiction. The year’s culminating unit will be a project based learning experience. Learners will apply their knowledge from the aforementioned units. Throughout the year, learners will read and analyze texts, take part in seminars, write essays, analyze language through literature and deliver speeches. Having read literature from a variety of cultures, learners will be expected to make connections about how culture shapes who we are. This broad study will help prepare learners embark on studying the American experience in eleventh grade.

**Honors English II**
- Academies, Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Learning Options: Traditional & Self-Paced

Tenth grade learners will study literature from around the world. They will be working towards answering the overarching question: How does our culture shape the people we are? There will be a one-week introductory unit that sets the foundation for cultural exploration. The introductory unit precedes four five-week units that focus on the following countries/regions: Latin and Central America, Asia and Africa and the Middle East. Within each unit, learners will explore an array of genres such as fiction, non-fiction, poetry, drama, and literary non-fiction. The year’s culminating unit will be a project based learning experience. Learners will apply their knowledge from the aforementioned units. Throughout the year, learners will read and analyze texts, take part in seminars, write essays, analyze language through literature and deliver speeches. Having read literature from a variety of cultures, learners will be expected to make connections about how culture shapes who we are. This broad study will help prepare learners
embark on studying the American experience in eleventh grade.

The self-paced course differs from the traditional Honors English II course in its self-paced structure. Learners cover the same units and skills as the traditional course, but learners are able to move through the course at an individual pace. Learners are expected to attend at least one class block per cycle. The facilitator will provide the learners with resources to move through the curriculum including in-person lessons based on learner need.

**English III**
- Academies, Grades 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value

English III focuses on the American experience, spanning across the centuries of the country’s existence. Each of the units explores the human condition through triumph and failure. The four main units are as follows: Establishing Roots, Justice for All, American Ideologies and Philosophical Voice, & The American Dream. Various types of texts will be studied in each unit - informational, fiction, poetry, and drama. In addition to reading, learners will participate in class discussions, write with a variety of purposes, and compose and deliver speeches. By the end of the course, learners will understand and be able to express what it means to be an American, including the personal and collective struggles of the American citizen throughout the centuries. Other areas of study include grammar, critical reading research and various other language arts skills.

**Honors English III**
- Academies, Grades 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Learning Options: Traditional & Self-Paced

English III focuses on the American experience, spanning across the centuries of the country’s existence. Each of the units explores the human condition through triumph and failure. The four main units are as follows: Establishing Roots, Justice for All, American Ideologies and Philosophical Voice, & The American Dream. Various types of texts will be studied in each unit - informational, fiction, poetry, and drama. In addition to reading, learners will participate in class discussions, write with a variety of purposes, and compose and deliver speeches. By the end of the course, learners will understand and be able to express what it means to be an American, including the personal and collective struggles of the American citizen throughout the centuries. Other areas of study include grammar, critical reading research, and various other language arts skills.

The self-paced course differs from the traditional Honors English III course in its self-paced structure. Learners cover the same units and skills as the traditional course, but learners are able to move through the course at an individual pace. Learners are expected to attend at least one
class block per cycle. The facilitator will provide the learners with resources to move through the curriculum including in-person lessons based on learner need.

**ONLINE**

**English IV**
- Academies, Grades 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Learning Options: Traditional & Online

Our senior course offers a diverse look at the world’s literary contributions. Their legacy, wisdom, and cultural gems allow us a insightful look into the past. The readings will be thematically arranged and will include analytical analysis of the human experience. Written expression and understanding of the works will be expected. Frequent class discussions will encourage added growth and a personal dimension to the learning of world literature.

**APOLLO**

**Honors English I - Apollo**
- 9th Grade Academy
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value

This course focuses on the Human Experience with an emphasis on perception. Learners will review genres of literature as well as foundational writing skills as they move across units based on the following topics: revenge, honor, passion, and journey of the hero. As with other Apollo classes, this skills-based course will consist of independent projects as well as assessments, mainly in the form of expository and persuasive writing. Learners have the opportunity to build their daily schedule, electing to attend lessons or work independently but regularly meeting with Apollo classroom teachers.

**APOLLO**

**Honors English II - Apollo**
- Academies, Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value

The driving question behind this course is how does our culture shape the people we are? Throughout the semester, learners will focus on four main topics: culture, constricting identities, human relationships, and waiting on the world to change. A variety of world literature will be studied, including works from Central America, Africa, Asia, and the Middle East. Learners will be expected to analyze literature, participate in Socratic seminars, write essays, and deliver
speeches. Like all Apollo classes, the majority of the coursework will be project-based. Learners will build their daily schedules, electing to attend lessons or work independently on projects. All work is skills-based, allowing the reading, writing, and other work to serve as vehicles that address those skills.

**Honors English III Apollo**
- Academies, Grade 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: Participation in the Apollo Program

This course focuses on American literature over the centuries, as well as practical reading and writing skills. In addition to traditional texts, students will read contemporary literature, including news articles, to find connections to themes over the course of American history. Since this is the Apollo version of the class, students will work in a project-based atmosphere that blends art, English, and social studies. Students meet the same objectives and work through the same standards as Honors English III; however, a strong emphasis is placed on thinking skills and soft skills.

**Honors English IV Apollo**
- Academies, Grade 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: Participation in the Apollo Program

This course examines literature—fiction and nonfiction—from around the world. With four unit themes (sense of place, virtues, perseverance and choose-your-own) learners explore the human experience through literary analysis and critical thinking, regarding issues that impact people and characters, past and present. The course revolves around a strong focus on the written word, peer discussions, and independent projects.

**Honors Humanities**
- Academies, Grades 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Learning Options: Traditional & Self-paced
In Honors Humanities, learners will study literature, art, philosophy, religion and other aspects of culture, which span both, time and place. They will be working towards answering the overarching question: What are the inherent human characteristics, and why do they span both time and culture? There will be a one-week introductory unit that sets the foundation for humanities exploration. This unit will be followed by three thematic units, which include: existentialism, dissonance, and the power of knowledge. Throughout the year, learners will read and analyze texts, take part in seminars, write essays, analyze language through literature, synthesize meaning and deliver speeches. By the end of their study, learners will have developed a greater sense of self through their close examination of rigorous texts and critical thinking. As this course is a Language Arts course that includes various aspects of the Arts & Humanities, indicators included align with those of the Common Core as well as including those of the Pennsylvania Arts & Humanities outcomes.

AP Literature and Composition
• Academies, Grades 11, 12
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.2 Weighted Value

The Advanced Placement English course follows a College Board approved curriculum and is designed to provide learners with critical reading, analytical writing, and interpretive skills that are expected of learners who have completed an introductory college course in literature. Learners will read, discuss, and write about literature in all genres, including poetry, short stories, novels, drama, and essays. The focus will be on British and American literature throughout all literary eras. Learners will be required to do extensive reading outside of class and will be completing and revising several essays in the AP style. Upon completion of this course, learners will be prepared to take the AP English Literature exam in the spring.

Yearbook I
• Academies, Grades 11 & 12
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.0 Weighted Value
• Prerequisite: English I and II with a final grade of 80% or better and instructor approval

In this course, learners will learn the necessary process of publishing a school yearbook. Learners will be introduced to page layout, photography and story and caption writing, along with various communication skills and the importance of meeting deadlines. Due to the independent assignments and responsibility of meeting said deadlines, learners need initiative and strong organizational skills. Learners need 80% or better in English I and II or an English teacher recommendation to register for this class.

Yearbook II
• Academies, Grades 11 & 12
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.0 Weighted Value
• Prerequisite: Yearbook I and instructor approval

This course will have a major role in the actual production of the publication. The level II learners will perfect their skills and hone in on a major area of interest in the production process. These learners will also be encouraged to submit individual items for judging at the state and/or national level. Learners need to have earned 80% or better in yearbook I to qualify for this course.

**Journalism I**
- Academies, Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: English teacher recommendation or 80% or better in English I and II is required for admission to this course.

A course designed to introduce the fundamentals of journalism and reporting, this class is open to tenth through twelfth graders. Curriculum units include new media, media ethics, AP Style and grammar, newspaper design, interviewing, and feature, news, sports, and opinion writing. Journalism I learners are staff members of The Prowler.

**Journalism II**
- Academies, Grades 11 & 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Journalism I and instructor approval

Run in a workshop environment, Journalism II is intended for juniors and seniors who have successfully completed Journalism I and desire to be in leadership roles on the newspaper staff. Journalism II learners act as editors for The Prowler, On The Prowl, the entertainment magazine, and the online paper. In addition, they serve as mentors for the Journalism I learners. Their responsibilities include advanced reporting and editing skills, as well as layout and design of the three publications.

**Fundamentals of Speech and Communication**
- Academies, Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value

This course covers the broad spectrum of topics and skills that comprise the field of human communication. Special attention will be given to preparing and delivering oral communication to a variety of audiences. Intrapersonal, interpersonal, small group, and public communications contexts will be explored. Learners will be able to apply the skills learned in this course to other discipline areas as an aid in developing, clarifying, and refining thinking, speaking, and writing strengths.
Media Literacy
• All Grade Levels
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.0 Weighted Value

An elective for ninth through twelfth graders, Media Literacy introduces learners to the world of media, including magazines, newspapers, broadcast news, television, advertising, and the internet. Learners will critically deconstruct media to recognize spin, bias, propaganda, and subtle messages. They will also construct media to experience the importance of goal setting and preplanning.

Learners Preparing for Success
• Academies, All Grades • 6 Pds./Cycle
• Semester, 1.0 Credit, 1.0 Weighted Value
• Learning Options: Traditional & Online

Using a project-based learning format, this course will prompt learners to explore their interests and abilities, careers, jobs, and post-secondary education. Learners will focus on developing career and educational goals and plans, as well as soft skills to move them toward a successful future after high school. Among other activities, learners will analyze employment outlooks and income potentials, develop financial literacy skills, as well as learn to write a variety of “real world” communications, such as a resume and business letters. Learners will create a Personal Learning Network to explore and connect with experts in their fields of interest and explore alternative forms of learning. Throughout the course learners will develop and improve communication, research, critical-thinking, problem-solving, and technology skills.

Television Production
• Academies, Grades 10, 11, 12
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.0 Weighted Value

This course provides an introduction to the practical, technical, and aesthetic aspects of video production and broadcasting as well as the principles of composition, lighting, sound, and editing in a hands-on environment. Learners will learn basic news writing, reporting, and interviewing and assist in the daily production of CTV.

Television Production II
• Academies, Grades 10, 11, 12
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.0 Weighted Value
• Prerequisite: 80% or higher in Television Production I

This course is an advanced level workshop designed to build upon the practical, technical, and aesthetic aspects of video production and broadcasting explored in Television Production I.
Learners will produce independent video projects with a focus on goal setting, communication, professionalism, and organizational skills and coordinate the daily production of CTV and other scholastic video projects.

**Theatre Arts**
- All Grade Levels
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value

Theatre Arts is designed to serve as an introduction into all things related theatre and performance. This course focuses on establishing a stronger sense of self, a deeper awareness of others, and a basic understanding and respect for specific theatre and acting-based terms. Learners will also learn how to become more effective performers and audience members through a variety of activities, performances and discussions. Learners participate in improvisation games, audition techniques, scene-study and production analysis.

**Acting I**
- Academies, Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Theatre Arts

Acting I builds on the foundation that is set in Theatre Arts. Learners must pass Theatre Arts if they are to take Acting I. Acting I focuses solely on performance and intermediate acting theory. Learners will learn more advanced techniques for the stage and screen through more improvisation, structured performances, and acting-theory discussions. The course will end with participation in the Acting I Showcase where learners will perform pieces from their work over the whole course.

**Acting II**
- Academies, Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Acting I

Acting II is the capstone course for the performing arts electives. Learners will continue to focus on in-depth acting theory and performance skills. Learners will spend much of the first marking period focusing on advanced scene study and work shopping. The second marking period is spent on researching, preparing, and presenting a class show. Learners will be responsible for casting, scheduling, acting, marketing, and coordinating the class show that runs in May.

**Current Topics in Reading 1-2**
- All Grades
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: By Administrative Placement Only
These courses use the READ180 curriculum, a balanced reading intervention approach, combines direct instruction, small group instruction, modeled and or independent reading effective teaching practices to serve at-risk learners. The READ180 curriculum is designed to serve each class of up to fifteen learners in grades 9-12, who are reading two or more years below grade level. Learners will be introduced to the analysis of conventions and strategies for reading non-fiction as well as the short story genre. In addition, learners will complete a writing unit within each reading workshop. All units attempt to integrate subject matter from other disciplines and emphasize critical thinking and effective communication skills. These courses offer the flexibility of placement into an alternate course at the end of the semester, based on the individual achievement of the learner.

**Systems of Reading 1-2**
- All Grades
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: By Administrative Placement Only

Systems of Reading courses are designed for high school learners who have difficulties with phonemic awareness, single word decoding, spelling, writing and literal comprehension that reflects in Lexile scores below 400L. These courses use System 44, a sequential, balanced literacy curriculum emphasizing developmental reading instruction. Its emphasis is on building the foundations of phonemic awareness, vocabulary development, comprehension, text reading, word recognition, and writing, while reading texts with Lexiles measuring 400L or below. These courses offer the flexibility of placement into an alternate course at the end of the semester, based on the individual achievement of the learner.

**Writing for Publication: From Children's to Adult Literature**
- Academies, Grades 9, 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Learning Options: Traditional & Self-Paced

From the history of children’s books to the most popular forms of adult literature, this course is designed to expose young writers to the many genres of publishable writing. Learners will study the infancy of children’s literature and the authors who brought these stories to life. They will write their own children’s story, learn the basics of readers’ theatre, and present their creations to district learners. In the second portion of the course, they will delve into the writing of adult fiction and non-fiction.
Creative Writing
- All grade levels
- All academies
- Semester, 1.0 Credit, 1.0 Weighted Value
- Learning Options: Self-Paced, Online, & Traditional

This course is designed to hone instinctive ability into demonstrable craft. Students will learn the basics of character development, story archetypes, the elements of plot and storyline, continuity, and the general discipline necessary to be a writer. There will be weekly assignments that lead writers to the goal of creating a short story or novel for publication. Natural ability will be put to the test through in-depth exercises and constructive criticisms meant to improve the writer's skills. Students should know that their work will be shared with the class both online in shared folders, in discussion blogs, and oral readings. This is not a good forum for comics, manga, graphic novels, or writing that requires art/drawing as a medium.

College in the High School
English Composition (HACC)
- Academies, Grades 11, 12,
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.2 Weighted Value
- Prerequisite: English III or Honors English III and scoring proficient on HACC placement test
- Note: Learners pay tuition, books and fees

This course is designed for the development of fluency in writing clear, forceful, effective prose. The course builds on connecting thinking, reading, and writing. For a description of the College in the High School program, see your school counselor.

College in the High School
Humanities, Modern Culture and the Arts (HACC)
- Academies, Grade 11,12,
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.2 Weighted Value
- Prerequisite: English III or Honors English III and scoring proficient on HACC placement test
- Note: Learners pay tuition, books, and fees.
- Note: This course does not meet the requirements for a NCAA core course.

Learners will broaden their perception of and appreciation for the humanities by exploring the contribution of the arts to the individual and to society. Emphasis is given to modern developments in such areas as the visual, performing, literary, and environmental arts. Concepts basic to a systematic understanding of the humanities in relation to everyday life are examined through a variety of media and aesthetic experiences. For a description of the College in the High School program, see your school counselor.
Public Relations Class
• Academies, Grades 11, 12
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.0 Weighted Value
• Prerequisite: Media Literacy, Journalism 1, or Introduction to TV

From market studies to crowd sourcing, public relations require a host of skills: press release writing, social media savvy, research, and interpersonal skills. This class will address those skills in a workshop format. Learners will hear from professionals in the field, visit public relations firms, and perform as a public relations team for district events and initiatives.
Mathematics
Pre-Algebra
• All grades
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.0 Weighted Value
• Prerequisite: By Administrative Placement Only
Note: This course does count as a math credit. Additionally, this course does not satisfy a Core Course under NCAA.
Note: Learners will take Algebra 1 immediately following this course.

This course is designed specifically for the learner who needs to enhance his/her pre-algebraic and algebraic skills. Emphasis will be placed on solidifying concepts of Pre-Algebra, previewing algebraic concepts, and developing problem-solving skills.

Integrated Algebra II and Statistics
• Academies, Grades 10, 11, 12
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.0 Weighted Value
• Prerequisite: By Administrative Placement Only
• Note: This course does not satisfy a Core Course under NCAA.

This course is designed specifically for the learner who needs to enhance his/her advanced algebraic and statistical skills. Emphasis will be placed on relating concepts of advanced algebra 1, previewing statistical concepts, and developing problem solving skills.

Algebra I
• All Grades
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.0 Weighted Value

Algebra is basic to higher mathematics. This course will cover the following areas of study: using the language of algebra, performing basic operations with real numbers, and solving and graphing linear equations and inequalities. These concepts will be reinforced with applications from statistics, geometry, and probability. This course is for those learners who did not earn a ‘C’ or better in Algebra I in grade 8 or are a transfer learners in need of Algebra.

Honors Algebra I
• All Grades
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.1 Weighted Value
• Prerequisite: Pre-algebra and teacher recommendation

This course is designed for the high achieving learner. Topics are covered at a faster pace and more in-depth than Algebra 1. Algebra is basic to higher mathematics. This course will cover the following areas of study: using the language of algebra, performing basic operations with
real numbers, and solving and graphing linear equations and inequalities. These concepts will be reinforced with applications from statistics, geometry, and probability.

**Geometry**
- All Grades
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Algebra I

In this course, learners will use both inductive and deductive reasoning to develop a mathematical structure. Connections to postulates and theorems are made through practical applications to everyday, real life problems.

**Honors Geometry**
- All Grades
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: Honors Algebra I with a final grade of and 80% or better

This course is designed for the high achieving learner. Topics are covered at a faster pace and more in-depth than Geometry. Learners will apply both inductive and deductive methods of reasoning to a specific mathematical structure. Learners will study geometric figures, symmetry, equations, and the graphing of curves. The course content is enriched to provide the learner with a challenging and advanced experience.

**Algebra II**
- Academies, Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Geometry

This course will emphasize the following skills: solving linear and quadratic equations, analyzing a variety of functions and relations, performing basic operations with real and complex numbers. All concepts will be studied as tools for modeling real-world situations where graphing and geometry are applied.

**Statistical Reasoning in Sports**
- Academies, Grades 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credits, 1.0 Weighted Value
- Prerequisites: Algebra II

Course Description: This course teaches learners how to use the statistical reasoning process in the context of sports: ask questions, collect data, analyze data, and make conclusions. Each unit
will begin with a sports-related statistical question (e.g., Is there a home field advantage in the NFL?) and then learners will learn how to collect appropriate data, how to analyze the data, and how to make reasonable conclusions. Although the context of the examples and exercises will be sports related, the primary focus of the class will be to teach learners the basic principles of statistical reasoning. Use of technology, including online applets and the graphing calculator will be prominent in the course. Throughout the course, learners will complete investigations that require learners to complete the four-step statistical process using athletes of their choice.

**Honors Algebra II**
- Academies, Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: Honors Geometry with a final grade of a 80% or better

This course is designed for the high achieving learner. Topics are covered at a faster pace and more in-depth than Algebra II. Emphasis will be placed on the axiomatic approach as related to the real number system. Equations and inequalities are extended to include irrational and quadratic examples. Learners will analyze linear and quadratic relations through graphing techniques and will use the fundamental operations in working with irrational numbers. The course content is enriched to provide the learner with a challenging and advanced experience.

**Introduction to Applied Statistics**
- Academies, Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: 3 math credits, including Algebra 1 and Geometry
- Learning Options: Traditional & Self-Paced

This course will provide learners with a practical introduction to the highlights of descriptive and inferential statistics, including data production and some basic probability. A major goal of this course will be to make learners statistically literate, i.e. able to determine the validity of statistical information available in the media and literature. This course will make extensive use of technology, enabling focus to be more on interpreting statistics rather than doing computations. The course will also include writing assignments designed to teach the learners how to present technical information in a clear and concise manner.

**Note:** Learners planning on taking Trigonometry or Honors Trigonometry should take the Trigonometry course directly following successful completion of Algebra II or Honors Algebra II.

**Trigonometry/Advanced Mathematical Concepts**
Learners will study trigonometry as ratios from a right triangle and as circular functions. Other units of study will include matrices, sequences and series, and polar coordinates and equations. The graphing calculator will be used frequently in this course.

**Honors Trigonometry/ Pre-Calculus**
- Academies, Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: Honors Algebra II with a final grade of 80% or better

This course is designed for high achieving learners who plan to enroll in Honors Calculus and/or Advanced Placement Calculus in grade 12. Trigonometric functions are studied including identities, graphing inverses, and applications. All elementary functions - polynomial, trigonometric, logarithmic, and exponential are discussed in the Advanced Algebra part of this course. The course content is enriched to provide the learner with a challenging and advanced experience.

**Calculus with Business Applications**
- Academies, Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Trigonometry/Advanced Math or Honors Trigonometry/Precalculus

This course is for learners with an interest in calculus and business applications that contains an emphasis on cross-discipline principles and practices. This calculus course begins with some precalculus concepts and then develops a thorough, functional understanding of mathematical concepts in preparation for their application in other areas. This course does not prepare you for the Advanced Placement Calculus exam; for that you should take Honors Calculus and AP Calculus. This is a skills-oriented course; you are required to remember the algebra you learned in previous courses. It is also an applications course; understanding concepts, applying terminology, and using correct notation are important.

**Honors Calculus**
- Academies, Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: Honors Trigonometry/Pre-Calculus and instructor approval with a final grade of
This introductory Calculus course is designed to provide learners with strong math ability exposure to the fundamentals of Calculus. The course includes the study of algebraic and trigonometric functions. The topics emphasized will be limits, continuity, derivatives and their applications and integration. It is recommended that the learner should have attained a grade of 80% or better in Honors Pre-Calculus. Learners planning to take AP Calculus must take Honors Calculus in the same year as AP Calculus.

AP Calculus
• Academies, Grades 10, 11, 12
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.2 Weighted Value
• Prerequisite: Honors Calculus and instructor approval

This course in mathematics is designed to provide learners with exceptional math ability an opportunity to determine their college placement and/or earn credit in mathematics. The course includes the study of algebraic, trigonometric, exponential, and logarithmic functions. The topics emphasized will be limits, derivatives and their applications and integration and the applications of it. Learners may enroll in this course if they attained a grade of 80% or better in Honors Calculus and are recommended by the teacher.

AP Statistics
• Academies, Grades 10, 11, 12
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.2 Weighted Value
• Prerequisite: Honors Algebra II or Algebra II

The purpose of this AP course is to introduce learners to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Learners are exposed to three broad conceptual themes: Exploring Data: observing patterns and departures from patterns; Planning a Study: deciding what and how to measure; Anticipating Patterns: producing models using probability theory and simulation. This course is an excellent option for any learner who possesses sufficient maturity and quantitative reasoning ability.

Mathematics Analysis and Discrete Mathematics (A&D)
• Academies, Grades 10, 11, 12
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.0 Weighted Value
• Learning Options: Traditional & Online
• Prerequisite: 3 math credits, including Algebra 1 and Geometry

This course is specifically designed as an elective for learners planning to pursue higher education. Course topics include combinatorics, probability, statistics, economics, and finance.

In Math A&D Online, learners will perform the same amount of work and take the same assessments as those learners who take the daily, in school course. Learners in the online course will be required to meet with the teacher one time per week, while the traditional course meets everyday throughout the semester. Learners will receive notes and example problems during the in-class session, while completing discussions, activity modules, and quizzes outside of class through the Schoology learning management system. All assignments will have posted due dates in advance so learners will have the ability to work at their optimum pace. The teacher will be available during the school day as well as during FLEX to assist learners who need extra help.

College in the High School
College Algebra (HACC)
• Academies, Grade 11 & 12,
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.2 Weighted Value
• Prerequisite: Geometry and scoring proficient on HACC placement test
• Note: Learners pay tuition, books, and fees.

This course will emphasize the following skills: fundamental algebraic operations, exponents and radicals, systems of equations, higher degree equations, logarithms, matrices, and inequalities. For a description of the College in the High School program, see your school counselor.

Music

Band
• All Grade Levels
• 3 Pds./Cycle
• Year, 1.0 Credit, 1.0 Weighted Value

Learners in Band will develop instrumental skills through ensemble experiences centered around quality band literature. As the year progresses, learners will experience increasing demands of technique, range, and interpretation. Learners will be placed in an ensemble based on the learner’s current level of achievement. Learners are assessed regularly with benchmark playing evaluations. The bands perform concerts in January, March, and May, as well as participate in occasional adjudication festivals. Prior experience on a band instrument is required. Private instruction on your instrument is highly recommended.

Chorus
• All Grade Levels
• 3 Pds./Cycle
• Year, 1.0 Credit, 1.0 Weighted Value

Learners will sing a variety of choral literature in addition to developing music reading skill, sight-singing skills and their vocal instrument. Vocal pitch matching skills are a prerequisite to successful participation in this course.

**Orchestra**
• All Grade Levels
• 3 Pds./Cycle
• Year, 1.0 Credit, 1.0 Weighted Value

This instrumental course aims to help learners develop their musical skills and an appreciation for orchestral compositions. During the block is string orchestra with a full orchestra experience during selected Academic Preps. This course is for learners who play a string instrument; violin, viola, cello or string bass. Learners enrolling in this course as a freshman should have participated in a middle school string program or have equivalent experience.

**Music Production I**
• All Grades
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.0 Weighted Value

Music Production I is an introductory look at the technology associated with the recording arts and the popular music industry. The course provides hands-on experience with projects, through which learners create and record their own music. Learners also learn basic song-writing skills through a variety of industry-standard music software applications dealing with MIDI sequencing, digital audio, and basic recording techniques. This course is for learners who have a desire to explore music, creativity, production and the recording and popular music industries. No prior musical experience is required.

**Music Production II**
• All Grades
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.0 Weighted Value
• Prerequisite: Music Production I – some musical training recommended

Music Production II is an advanced exploration of the technology involved in the music industry, specifically the recording arts. The course covers advanced MIDI sequencing skills, synthesis, digital audio manipulation and processing, sound design and composing for video, and advanced recording techniques. In addition, learners will look at live sound reinforcement applications and explore various career opportunities with the music industry. The course centers around the use of an industry-standard DAW (Digital Audio Workstation) software.

**Advanced Music Theory**
• All Grades
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.0 Weighted Value
• Prerequisite: Instructor and administrative approval

This course is highly sequential and will explore and analyze the music theory concepts of scales, intervals, chords, progressions, form and melody writing. Sight-singing and music dictation will also be a regular part of class. The ability to read music is a prerequisite for this course.

**Applied Music**
• Academies, Grades 10, 11, 12
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.0 Weighted Value
• Prerequisite: Instructor and administrative approval

Applied Music provides a focused, in-depth study of a specific area of music study (e.g. instrumental, vocal, composition, jazz, technology studies and small ensemble). The course of study will be individualized for each learner. Course participants will set goals to work toward for the semester based on the learner’s needs and applied area. Learners will work independently in a mentor format with music faculty. Assessment will take the form of periodic studio recital performances. This course is intended for learners who wish to pursue concentrated musical study in a specific area, for example: preparing for District Band/Orchestra/Chorus auditions; preparing for college music acceptance auditions or pursuing music composition or recording arts beyond the scope of the offered courses.

**Basic Piano**
• All Grades
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.0 Weighted Value

This course is open to all learners and is designed to teach basic piano keyboard skills to beginning players. Learners will work in a piano lab setting with much of the work being done in an independent working environment. Having access to a piano outside of class is not necessary. Learners who have previous piano experience should not take this course.

**Advanced Piano**
• All Grades
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.0 Weighted Value
• Prerequisite: Previous piano playing experience

This course is for learners who can read music. Learners will be tested and placed at their level upon entering the course. The course of study will be individualized for each learner. Learners will work in an independent setting.
This course will provide the learner with insight into the four branches of earth science: Astronomy, Meteorology, Geology, and Oceanography. Research projects will be expected. Community and government resources will be an important component of these projects. This is the foundational course for the science program at Central York High School.
Honors Earth Science
• 9th Grade Academy
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.1 Weighted Value

This is a college preparatory course that will provide the learner with insight into the four branches of earth science: Astronomy, Meteorology, Geology, and Oceanography. Within each of these areas, there will be some emphasis on conservation and environmental awareness. There will be lab activities in all units of study. Research projects will be expected. Community and government resources will be an important component of these projects. Learners taking this course should expect a fast pace and high level of academic difficulty.

Earth Science II
• Academies, Grades 11, 12
• 6 Pds./Cycle
• Semester, 1.0 Credits, 1.0 Weighted Value
• Prerequisites: Chemistry, Biology and have not already completed Astronomy
• Learning Options: Traditional & Self-Paced

Earth Science Part II will include three individual six-week units of study. These include; Oceanography, Meteorology, and Astronomy. This subject matter is designed to extend upon the curriculum learned during the freshman Earth Science course. Throughout the course, learners will be required to construct various types of graphs and perform algebraic calculations.

Chemistry
• Academies, Grades 10, 11, 12
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.0 Weighted Value
• Prerequisite: Algebra I and Earth Science or Honors Earth Science

This is a college preparatory course, which will include units of measurement, physical, and chemical properties, relationships between matter and energy, atomic theory, stoichiometry, molecular structure and solutions. Considerable laboratory work is performed and proficiency in mathematics is required.

Honors Chemistry
• Academies, Grades 10, 11, 12
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.1 Weighted Value
• Prerequisite: Geometry or Honors Geometry, Earth Science or Honors Earth Science and instructor approval

This is a very rigorous chemistry course designed for learners planning a career in the sciences. The course content will include units of measurements, physical and chemical properties, atomic theory, stoichiometry, gases, bonding, solutions and acids and bases. Learners taking this course should expect a fast pace and a high level of academic difficulty focusing on higher level thinking skills. Considerable laboratory work is performed and a thorough understanding of mathematics is required.

Honors Organic Chemistry
• Academies, Grades 10, 11, 12
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.1 Weighted Value
• Prerequisite: Honors Chemistry or Chemistry.
• NOTE: Runs alternating years with AP Chemistry. The next year for Organic Chemistry is the 2018-2019 school year.

Organic Chemistry focuses on the study of carbon compounds. This course will focus on the naming, structures and reactions of the important classes of organic compounds; alkanes, alkenes, alcohols, benzene and its derivatives, amines, aldehydes, ketones and carboxylic acids. Simple reaction mechanisms and introductory spectroscopy will also be addressed.

Biology
• Academies, Grades 10, 11, 12
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.0 Weighted Value
• Prerequisite: Chemistry or Honors Chemistry

This course will survey the living world. Areas of concentration include scientific investigation, biochemistry, cytology, bioenergetics, genetics, evolution, and ecology. This is a Pennsylvania Keystone Exam course consisting of 8 units. The course follows the required curriculum as dictated by the Pennsylvania Department of Education. In addition to the Biology Keystone Exam, learners will take an end of course final exam.

Honors Biology
• Academies, Grades 10, 11, 12
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.1 Weighted Value
• Learning Options: Traditional & Self-Paced
• Prerequisite: Earned a 90% or higher in Chemistry -OR- Earned an 80% or higher in Honors Chemistry

This course will survey the living world. Areas of concentration include scientific investigation, biochemistry, cytology, bioenergetics, genetics, evolution, and ecology. This is a Pennsylvania Keystone Exam course consisting of 8 units. The course follows the required curriculum as dictated by the Pennsylvania Department of Education. In addition to the Biology Keystone Exam, learners will take an end of course cumulative final exam worth 20% of the overall course grade. The Honors course will move at a faster pace than its counterpart, and includes more difficult tests, lab analyses, and enrichment assignments. In addition, learners will be required to complete an intensive, investigative project that spans the length of the semester. With each unit of study, learners will have a section of the project to complete and incorporate into their digital portfolio.

Physics
• Academies, Grades 10, 11, 12
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.0 Weighted Value
• Prerequisite: Algebra II

This course is an algebra/trigonometry-based course designed as a college preparatory course of classical physics. It will prepare the learner for science and science related college and technology studies. Broad ranges of topics are covered with heavy emphasis on formal problem solving and laboratory work. Major topics include: motion, forces, energy, sound, light and atomic and nuclear.

Honors Physics 1
• Academies, Grades 10, 11, 12
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.1 Weighted Value
• Co-requisite: Trigonometry or instructor approval.

This course is an algebra/trigonometry-based course designed as a college preparatory course of classical mechanical physics. It will prepare the learner for science and science related college and technology studies. The purpose of the course is to give the learner a solid foundation of classical mechanics with heavy emphasis on formal problem solving and laboratory work. Major topics include: kinematics, dynamics, energy, vector analysis, momentum, circular motion, statics, and fluids.
Honors Physics 2

- Academies, Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Co-requisite: Trigonometry, and
- Prerequisite: Honors Physics 1

This is a rigorous, fast passed, college preparatory, physics course taught using algebra/trigonometry. The material will be presented with mathematics as the major tool for development of topics. Strong emphasis is placed on formal problem solving and laboratory work. Major topics include: heat and temperature, thermodynamics, electrostatics, DC circuits, magnetism, electromagnetism, waves, sound, geometric optics, light waves, and atomic and nuclear physics.

AP Chemistry

- Academies, Grades 10, 11, 12
- 6 Pds./Cycle
- YEAR, 2.0 Credits, 1.2 Weighted Value
- Prerequisite: Honors Chemistry or Chemistry, administrative and instructor approval


This rigorous college-level chemistry course will deal with intermediate concepts in inorganic chemistry and basic concepts in organic and nuclear chemistry. Higher-level thinking skills are mandatory for success in this class. Major topics include: stoichiometry, states of matter, chemical bonding, solutions, reactions and reaction rates, thermochemistry, equilibrium, acids and bases, electrochemistry, organic chemistry, descriptive chemistry and nuclear chemistry.

AP Physics B

- Academies, Grades 10, 11, 12
- 6 Pds./Cycle
- YEAR, 2.0 Credits, 1.2 Weighted Value
- Prerequisite/Co-requisite: Honors Trigonometry/Pre-Calculus, administrative and instructor approval

This is a rigorous, fast passed introductory college level course taught using trigonometry. It will prepare the learner for college science and technology studies. Emphasis is placed on problem solving and laboratory skills. This course will cover the following major topics: Newtonian mechanics, fluid mechanics, thermal physics, electricity and magnetism, waves and optics and atomic and nuclear physics.
AP Biology
• Academies, Grades 10, 11, 12
• 6 Pds./Cycle
• Year, 2.0 Credits, 1.2 Weighted Value
• Prerequisites: Honors Chemistry and instructor approval or Biology and instructor approval or Honors Biology with an 80% or higher

This rigorous biology course focuses on four main themes of biology: evolution, cellular processes, genetics, and biological interactions. This course prepares learners to take the AP Biology Exam in the Spring for a chance to earn 1 or 2 semesters of college biology credit. Higher-level thinking skills are mandatory for success in this class, with a focus on independently designed investigations, research assignments, and projects.

Honors Human Anatomy and Physiology I
• Academies, Grades 11, 12
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.1 Weighted Value
• Prerequisite: A final grade of 80% or better in Honors Biology or Biology and teacher recommendation

This course is the first half of the Human Anatomy & Physiology curriculum. It is equivalent to the first semester of a 2-semester college-level Human Anatomy & Physiology. This course will provide learners with an understanding of the structure and function of the human body from cellular through the systems level. The course content of Human Anatomy & Physiology I consists of the following units/body systems: Introduction to Human Anatomy & Physiology, Histology, Integumentary System, Skeletal System, Muscular System, and Nervous System. Learners planning further studies in scientific and health related careers or physical education will find this course beneficial.

Honors Human Anatomy and Physiology II
• Academies, Grades 11, 12
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.1 Weighted Value
• Prerequisite: A final grade of 80% or better in Human Anatomy and Physiology I.

This course is the second half of the Human Anatomy & Physiology curriculum. It is equivalent to the second semester of a 2-semester college-level Human Anatomy & Physiology. This course will provide learners with an understanding of the structure and function of the human body from cellular through the systems level. The course content of Human Anatomy & Physiology II
consists of the following units/body systems: the Special Senses, Blood, Cardiovascular/Lymphatic Systems, Immune System, Digestive System, Respiratory System, and Urogenital Systems. Learners planning further studies in scientific and health related careers or physical education will find this course beneficial.

**Ecology and the Environment**
- Academies, Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Chemistry and Biology

This course will provide learners with the basic scientific principles, concepts and methodologies required to understand the relationships of the natural world. Learners will examine environmental problems, both natural and man-made and evaluate risks and possible solutions associated with these problems. Learners who previously passed the Environmental Science class may not register for this course.

**Social Studies**
All learners must successfully complete 4 social studies credits. All learners are required to successfully complete one Foundations of Citizenship credit, one Global Studies credit, one American credit, and one additional elective.

**Course Progression:**
**Freshmen Year:** American Studies or Honors American Studies
**Sophomore Year:** AP World History, Global Studies, or Honors Global Studies.
**Junior Year:** Starting in the 2017-2018 school year, AP Government can be taken as a Civics credit in lieu of Foundations of Citizenship or Honors Foundations of Citizenship.
**Senior Year:** Social Studies elective

**NOTE:** Starting in the 2018-2019 school year, AP US History will be offered as an elective. It will no longer count towards the American Studies credit.

**American Studies**
- Academies, Grades 9, 11
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: For Grade 11 Only: Global Studies or Honors Global Studies

This course will cover U.S. History from the post-Reconstruction era to today. Learners in this course will analyze the political, economic, and social aspects of U.S. history.
Honors American Studies
• Academies, Grades 9, 11
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.1 Weighted Value
• Prerequisite: For Grade 11 Only: Global Studies or Honors Global Studies and administrative and teacher approval

This course will cover U.S. History from the post-Reconstruction era to today. This course is a more rigorous and in depth evaluation to American Studies, but is not for learners intending to take A.P. U.S. History.

Foundations of Citizenship (Resuming 2018-2019)
• Grade 11 (unless already completed)
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.0 Weighted Value

This course will examine the rights and responsibilities of good citizens, our political heritage, the role of government on the federal, state, and local levels and some basic economic concepts. The learners will also examine how the Constitution and the Bill of Rights work in our daily lives. This course will satisfy the Civics credit requirement.

Honors Foundations of Citizenship (Resuming 2018-2019)
• Grade 11 (unless already completed)
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.1 Weighted Value
• Prerequisite: Administrative and teacher approval

This course will examine the rights and responsibilities of good citizens, our political heritage, the role of government on the federal, state, and local levels and some basic economic concepts. The learners will make an in depth analysis of the Constitution and the Bill of Rights and how they pertain to our daily lives. This course will satisfy the Civics credit requirement and is highly recommended for learners that plan to take additional honors or AP courses.

Global Studies
• Academies, Grades 10, 11, 12
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.1 Weighted Value
• Prerequisite: American Studies

Global Studies provides the connection between the historic background and the geographic, cultural, political, and economic aspects of the major regions of the world. This course will satisfy the Global credit requirement.
Honors Global Studies
- Academies, Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Learning Options: Traditional & Project Based Learning
- Prerequisite: American Studies or Honors American Studies or administrative and teacher approval

Learners who plan to enroll in Advanced Placement U.S. History or Advanced Placement World History are recommended to take this course. Global Studies provides the connection between the historic background and the geographic, cultural, political and economic aspects of the major regions of the world. This course will satisfy the Global credit requirement and is highly recommended for learners that plan to take additional honors or AP courses.

Honors American Studies - Apollo
- Grade 9
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value

The story of America, and more importantly its people and their perspectives, will drive this course. Learners will cover elements of US History from the Reconstruction Era to today. The course will also utilize common themes of American history and its culture, such as identity, power, and participation. As with other Apollo classes, this skills-based course will consist of independent projects as well as assessments, mainly in the form of expository and persuasive writing. Learners have the opportunity to build their daily schedule, electing to attend lessons or work independently but regularly meeting with Apollo classroom teachers. This course should be taken with Honors English I - Apollo and Portfolio 1 - Apollo.

Honors Global Studies - Apollo
- Academies, Grade 10
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value

This course will examine the elements of society, culture, government, and economy to better understand the context of non-Western civilizations. Particular attention will focus on the people in these civilizations and the societal problems they face. As with other Apollo classes, this skills-based course will consist of independent projects as well as assessments, mainly in the form of expository and persuasive writing. Learners have the opportunity to build their daily
schedule, electing to attend lessons or work independently but regularly meeting with Apollo classroom teachers. This course should be taken with Honors English II - Apollo and Portfolio 2 - Apollo.

**Honors American Studies (11th Grade) - Apollo**
- Academies, Grade 11
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value

The story of America, and more importantly its people and their perspectives, will drive this course. Students will cover elements of US History from the Reconstruction Era to today. The course will also utilize common themes of American history and its culture, such as identity, power, and participation. As with other Apollo classes, this skills-based course will consist of independent projects as well as assessments, mainly in the form of expository and persuasive writing. Students have the opportunity to build their daily schedule, electing to attend lessons or work independently but regularly meeting with Apollo classroom teachers. This course should be taken with Honors English III - Apollo and Portfolio 3 - Apollo.

**Honors Self in the Modern World (Apollo)**
- Academies, Grade 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: Participation in Apollo

As one third of Apollo program, this project driven course allows learners to examine how they fit in to modern social institutions and culture. Each learner’s personal experiences and interests will dictate their strategies to address four guiding themes: Perseverance, Virtues, Sense of Place, and a learner selected theme.

**Current Events and Issues**
- Academies, Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value

Recent national and international developments and their historical backgrounds will be the central focus of this class. An in-depth analysis of the issues will promote classroom discussions and critical thinking.
**Psychology**
- Academies, Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value

Learners will study basic principles of psychology and how those basic principles apply to the work place, education, gender issues, human relations and a variety of other integrated topics. Each learner must complete a benchmarked Behavioral Science Research Project. This course will help learners to understand the relevant uses of psychology in their lives and prepare learners for continuing their education in behavioral sciences.

**AP Psychology**
- Academies, Grades 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.2 Weighted Value
- Prerequisite: Introduction to Psychology and/or an overall academic average of 80% or better, and/or instructor and administrator approval

AP Psychology is a course for advanced learners who are interested in a thorough systematic and scientific exploration of the behavior and mental processes of humans and animals. Learners will comprehensively explore psychological principles and theory associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. The class is intended to prepare learners for the AP Exam, for which learners have the opportunity to possibly earn college credit.

AP Psychology is designed as a college level-class. As such, learners electing to take this course should be (at minimum) proficient or advanced in reading and writing, as well as being highly responsible.

**Law**
- Academies, Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Learning Options: Traditional & Online

Learners in this elective will investigate constitutional, criminal, and civil law. Learners will engage in problem solving, critical thinking, and discussions of controversial legal issues.
Sociology/Anthropology
• Academies, Grades 10, 11, 12
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.0 Weighted Value

This elective provides a strong foundation into studying human society, social relationships, and culture from various behavioral and scientific perspectives. This course will challenge learners to think critically about the world that they live in and provide a platform for discussion of controversial societal topics.

AP United States History
• Academies, Grades 10, 11, 12
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.2 Weighted Value
• Prerequisite: Administrative and instructor approval

The Advanced Placement program in United States history is designed to provide learners with the analytic skills and factual knowledge necessary to deal critically with United States history. Learners will be exposed to the equivalent of a full year introductory college course. Learners who have taken Advanced Placement U.S. History may not take American Studies afterward. This course will satisfy the American credit requirement.

AP World History
• Academies, Grades 10, 11, 12
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.2 Weighted Value
• Prerequisite: Administrative and instructor approval

This course provides a global view of historical processes and contacts between people in different societies, dating from early man to the present. This is a rigorous, but rewarding course. It relies heavily on college-level texts, primary source documents and outside readings. Learners will be expected to learn selective factual knowledge in addition to various analytical skills. Learners will need to pay particular attention to change and continuity over time, to characteristic institutions and values are affected as a result of cross-cultural interactions. This course is designed to prepare learners for the AP World History exam in the spring.
The Advanced Placement (AP) United States Government and Politics Course will give learners an analytical perspective on government and politics in the United States. This course will include both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Learners will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. The aim of this AP course is to provide the learner with a learning experience equivalent to that obtained in most college introductory U.S. Government and Politics courses. The course will be a mixture of traditional learning activities, Project Based Learning (PBL), and a number of research and written assignments. The use of technology is highly encouraged in this course.

**College in the High School Western Civilization II (PITT)**
- Academies, Grades 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.2 Weighted Value
- Prerequisite: Foundations of Citizenship, Global Studies, and American Studies with a 70% or better

Note: Learners pay tuition, books, and fees.

This is an introductory-level course in Western European History that handles topics from the Scientific Revolution to the Cold War. This course will introduce major questions of historical process and it will emphasize chronological, comparative, and contextual reasoning and the construction of original arguments grounded in historical evidence. For a description of the College in the High School program, see your school counselor.

**College in the High School American Politics (PITT)**
- Academies, Grades 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.2 Weighted Value
- Prerequisite: Foundations of Citizenship, Global Studies, and American Studies with a 70% or better

Note: Learners pay tuition, books, and fees.

This is an introductory course in American politics. The purpose of the course is to teach learners both about the American political system and about broad concepts social scientists use to study politics. Learners will study topics in Political History, The Constitution, Civil Rights, Civil Liberties, Congress, The Presidency, The Judiciary, and Public Opinion. For a description of the College in the High School program, see your school counselor.
Technology Education

Drafting & CAD
• All Grade Levels
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.0 Weighted Value

This course introduces learners to the basics of technical drawing. Learners will learn about and utilize traditional drafting tools and CAD software to produce technical drawings. Learners will create and design 2-D and 3-D drawings/models, which demonstrate geometric constructions, orthographic projections, isometrics, sectional and detail views of manufactured parts and assemblies. As learners develop visualization and precision drawing skills, real-world product design problems will be incorporated. The first half of the semester will be based on traditional hand drafting concepts while the second half will focus on learning and using the CAD (Computer-Aided-Drafting) software. This course will also provide an introduction to floor planning. Learners interested in this course should be strong in math since algebraic and geometric concepts provide the foundation for this field of study. Learners must also have good tactile and spatial visualization skills. Learners will be required to maintain a portfolio of their work throughout the course. Learners interested in this course need to be strong in math since algebraic and geometric concepts provide the foundation for this field of study. Having good tactile and spatial visualization skills will also be beneficial.

Honors Advanced CADD & Engineering
• Grades 10, 11, & 12
• 6 Pds/Cycle
• Semester 1.0 Credit 1.1 Weighted Value
• Prerequisite: Drafting & CAD (70% or better)

The focus of this course is to apply the skills learned in Drafting and CAD through product design and analysis. Research and development will play an important role throughout the course. Learners will explore the evolution of how and why products are designed as well as how products and technology can impact society. Part design problems, reverse-engineering and product development will drive this project-based learning course. The course will teach learners how to use advanced features of the SolidWorks CAD Suite in addition to using the Finite-Element-Analysis testing software to determine if parts meet manufacturing and safety constraints. The concept of modeling and rapid-prototyping will also be a focus utilizing the 3-D printer. Learners interested in this course should be strong in math and science subject areas as well as have an interest in mechanical engineering and/or product design fields. Learners are required to maintain a portfolio of their work throughout the course.

Note: This course will be offered every other year as an alternate to Honors Architectural Design. Course is expected to Run: 2017-18; 2019-20; and 2021-22
### Honors Architectural Design
- Grades 10, 11 & 12
- 6 Pds/Cycle
- Semester 1.0 Credit 1.1 Weighted Value
- Prerequisite: Drafting & CAD (70% or better)

This course utilizes the skills learned in Drafting & CAD towards the focus and exploration of architectural design. Learners will explore examples of architectural feats throughout history and compare it to the modern world as it relates to the various styles found in architecture. Learners will also learn about the process of planning, designing, creating drawings and construction related to residential architecture. Learners will develop solutions within given constraints to accommodate the needs of a client. Learners will learn and utilize REVIT Architectural CAD software to develop floor plans, elevations and 3-D renderings of structures. The course will introduce concepts of framing and construction through scale modeling activities. Research and development will play an important role throughout the course. Learners interested in this course should be strong in math and science subject areas as well as have an interest in the field of architecture and/or engineering. Learners are required to maintain a portfolio of their work throughout the course.

**Note:** This course will be offered every other year as an alternate to Honors Advanced CADD & Engineering.

Course is expected to Run: 2016-17; 2018-19; and 2020-21

### Electronics I
- All Grade Levels
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Algebra I

This course is designed to introduce learners to the basics of electrical and electronic theory through mathematical computations and circuit-based lab experiments. The course will emphasize the principles and typical applications of electronic devices. Topics covered include AC and DC circuits, the calculation, and measurement of electrical quantities, series and parallel circuit networks, testing and analysis of basic circuits, component identification, and residential wiring. Learners will also learn how to develop circuits schematically, on a breadboard, and test them using various instruments. Learners will learn to solder and will complete two electronic project kits during the class. Learners interested in this course should be strong in math and science subject areas as well as have an interest in electrical engineering or electrician fields. Learners will be required to maintain a portfolio of their work throughout the course.
Electronics I

- All Grade Levels
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Learning Options: Traditional & Self-Paced
- Prerequisite: Algebra I

This self-paced course is designed for learners to experience the basics of electrical and electronic theory through mathematical computations and circuit-based lab experiments. The course will emphasize the principles and typical applications of electronic devices. Topics covered include AC and DC circuits, the calculation, and measurement of electrical quantities, series and parallel circuit networks, testing and analysis of basic circuits, component identification, and residential wiring. Learners will also learn how to develop circuits schematically, on a breadboard, and test them using various instruments. Learners will learn to solder and will complete two electronic project kits during the class. Learners interested in this course should be strong in math and science subject areas as well as have an interest in electrical engineering or electrician fields. Learners will be required to maintain a portfolio of their work throughout the course.

Electronics II

- Academies, Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisites: Electronics I with a final grade of 70% or better and Algebra I

This course builds upon the concepts learned in Electronics I. The focus of this course is to study the theory behind DC electronics, AC electronics, electronic devices, and basic robotics. Learners will apply prior knowledge and explore new concepts through lab exercises and circuit development. Learners will learn how to approach real-world electronic design problems through circuit building and troubleshooting. Learners will learn about the process of designing, creating and etching printed circuit boards. Research and development will play an important role throughout the course. Learners interested in this course should have a strong math and science background as well as an interest in electronic engineering. Learners will be required to maintain a portfolio of their work throughout the course.

Process Engineering I

- All Grade Levels
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value

This activity-based woodworking course is designed to blend the principles of product design and quality control with the modern production methods of industrial manufacturing. The emphasis of this course is on the methods used in the production flow of raw material to finished
product. Learners are expected to master the following basic woodworking skills: material layout, machining, gluing, cutting a variety of different wood joints, assembly, sanding, staining and finishing, as well as following verbal, written, and spatial directions through the fabrication of a several different projects including but not limited to a small bench, a Shaker bedside table, a 3-legged stool, and a small storage box.

**Process Engineering II**
- Academies, Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Process Engineering I with a final grade of 70% or better

This activity-based woodworking course builds upon the skills and concepts mastered in Process Engineering I and is designed to help learners develop a greater understanding of product design and industrial production. The emphasis of the course is on real-world solutions to production problems. Learners will emulate a manufacturing enterprise through a Limited Production Run (LPR) of a case goods product such as a tool chest or blanket chest featuring a variety of advanced woodworking joinery. The LPR project is designed around the use of production jigs in conjunction with power tools. Learners will also utilize the Technological Design Process to design and fabricate a product or products to satisfy the criteria set forth in a Technology Learning Activity (TLA) as part of a team-oriented mass production activity.

**Process Engineering III**
- Grades 11 and 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Process Engineering II with a final grade of 70% or better
- Learning Option: Self-Paced

This self-paced course is designed as a capstone course for learners who have successfully completed two levels of the Process Engineering courses. Learners will research and engage in a brief Limited Production Run (LPR) project as a group before engaging in an individual, in-depth study of a specific area of woodworking and/or cabinetmaking designed to fit within the parameters of a given Design Problem Statement (DPS). Learners will be required to develop and maintain a process portfolio of the design, construction, methods, and techniques involved in the completion of two projects that demonstrate their mastery in the field of woodworking, including one that involves a lathe turned object. Learners will be required to conference with the instructor prior to the approval of their projects.

**Project Lead the Way (PLTW)**
Project Lead the Way is a nationwide program developed by engineers, major university faculty, and associated professional organizations. This sequence of courses, when combined with traditional math and science courses in high school, introduces learners to the scope, rigor, and discipline of engineering prior to entering college. The courses are designed to expose learners to...
the vast world of engineering through various real-world experiential learning scenarios. Honors Introduction to Engineering Design (IED) is the entry course in the PLTW sequence followed by Honors Principles of Engineering (POE) and Honors Civil Engineering and Architecture (CEA).

**PLTW: Honors Introduction to Engineering Design (IED)**
- All Grades
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value

In this course, learners use 3D solid modeling design software to help them design solutions to solve proposed problems. Learners will learn how to document their work and communicate solutions to peers and members of the professional community. The major focus of the IED course is to expose learners to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation.

**PLTW: Honors Principles of Engineering (POE)**
- Academies, Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: Algebra I

This survey course of engineering exposes learners to some of the major concepts they’ll encounter in a postsecondary engineering course of study. Learners have an opportunity to investigate engineering and high-tech careers and to develop skills and understanding of course concepts. Learners employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Learners also learn how to document their work and communicate their solutions to peers and members of the professional community.

**PLTW: Honors Civil Engineering and Architecture (CEA)**
- Academies, Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: Honors Principles of Engineering (PLTW) with a final grade of 70% or better, or Architectural Design with a final grade of 70% or better

In this course learners are introduced to the fundamental design and development aspects of civil
engineering and architectural planning activities. Application and design principles will be used in conjunction with mathematical and scientific knowledge. Computer software programs should allow learners opportunities to design, simulate, and evaluate the construction of buildings and communities. During the design phases, instructional emphasis should be placed on related transportation, water resource, and environmental issues. Activities should include the preparation of cost estimates as well as a review of regulatory procedures that would affect the project design.

PLTW: Honors Engineering Design and Development (EDD)

- Grades 11 and 12
- 6 Pds./Cycle Semester 1.0 Credit 1.1 Weighted Value
- Prerequisite: Honors Intro to Engineering Design (IED) with 70% or better, Honors Principles of Engineering (POE) with 70% or better, Honors Civil Engineering and Architecture (CEA) with 70% or better.

This capstone course allows learners to design a solution to a technical problem of their choosing. They have the chance to eliminate one of the “Don’t you hate it when…” statements of the world. This is an engineering research course in which learners will work in teams to research, design, test, and construct a solution to an open-ended engineering problem. The product development lifecycle and a design process are used to guide and help the team to reach a solution to the problem. The team presents and defends their solution to a panel of outside reviewers at the conclusion of the course. The EDD course allows learners to apply all the skills and knowledge learned in previous Project Lead the Way courses. The use of 3D design software helps learners design solutions to the problem their team has chosen. This course also engages learners in time management and teamwork skills, a valuable asset to learners in the future. This course is designed for 11th and 12th grade learners who have successfully completed the three PLTW prerequisite courses.

World Languages

Departmental Course Sequence Recommendations: The first two levels of a language should be taken in consecutive semesters. World language offerings are academically rigorous, college preparatory courses.

Chinese I

- Academies, Grades 10, 11, 12
- 6 Pds./Cycle Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Learners entering grade 10 must have earned a final grade of at least 70% in their most recent language arts course.

Note: This class is offered through a blended learning environment from Seton Hill University. Though this is offered through a college, this course is only offered for high school credit and graded as stated above.
This course serves as an introduction to Modern Standard Chinese (Mandarin) as a foreign language for beginners. The main goal for this course is for learners to acquire a culturally contextualized working knowledge of the essential skills in introductory Chinese. The course aims at developing four basic skills, reading, writing, listening, and speaking, and at building a solid foundation in preparation for more advanced studies.

**Chinese II**
- Academies, Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: A final grade of at least 70% in Chinese I or instructor approval.

**Note:** This class is offered through a blended learning environment from Seton Hill University. Though this is offered through a college, this course is only offered for high school credit and graded as stated above.

This course expands on the concepts from Chinese I and looks at Modern Standard Chinese (Mandarin) as a foreign language and culture. The main goal for this course is for learners to acquire a culturally contextualized working knowledge of the essential skills in Chinese. The course aims at continuing to develop four basic skills, reading, writing, listening, and speaking.

**Honors Chinese III**
- Academies, Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: A final grade of at least 70% in Chinese II or instructor approval.

**Note:** This class is offered through a blended learning environment from Seton Hill University. Though this is offered through a college, this course is only offered for high school credit and graded as stated above.

The emphasis in this class is on building vocabulary and sentence patterns in communicative contexts and building a solid foundation in pronunciation. Learners will expand their ability to carry out simple conversations in Chinese on a limited range of topics, such as school and family life, social issues and aspects of Chinese culture. Reading and writing (using simplified or complex characters) will be more developed in conjunction with speaking and listening skills. Learners will be expected to speak, read, and write all new words that appear in vocabulary lists in the main textbook unless otherwise noted by the instructor. Learners will be exposed to a limited amount of slightly modified authentic materials. This may include restaurant menus, invitation letters or magazine articles.
**Honors Chinese IV**
- Academies, Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: A final grade of at least 70% in Honors Chinese III or instructor approval.

**Note:** This class is offered through a blended learning environment from Seton Hill University. Though this is offered through a college, this course is only offered for high school credit and graded as stated above.

In this demanding course, learners will improve Chinese skills in the areas of speaking, listening, reading and writing, and will make significant gains in the acquisition of vocabulary and grammar. The emphasis in this class is on building up vocabulary and sentence patterns in communicative contexts, and building a solid foundation in pronunciation. Learners will expand their ability to carry out simple conversations in Chinese on a limited range of topics. Learners will engage in discussions and conversations concerning sports, travel, social activities and house/apartment hunting. Learners will be expected to speak, read, and write all new words that appear in vocabulary lists in the main textbook unless otherwise noted by the instructor.

**German I**
- All Grades
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Learners entering this course must have earned a final grade of at least 70% in their most recent language arts course.

In German I learners will begin listening, speaking, reading, and writing in German. They will participate in a variety of activities each day. Technology is used frequently in the course for practice and assessments.

**German II**
- All Grades
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: A final grade of 70% or higher in German I or instructor approval

In German II learners will continue learning through a variety of activities. They will engage in listening, speaking, reading, and writing activities to grow in their abilities in the German language. Technology will again be used frequently in the course for practice and assessments.

**Honors German III**
- Academies, Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
• Prerequisite: A final grade of 70% or higher in Honors German II, or instructor approval

German III will expand and refine development of reading, writing, and especially speaking skills. Cultural activities will be emphasized, and grammatical principles will be further integrated.

**Honors German IV**

- Academies, Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: A final grade of 70% or higher in German III or instructor approval

This advanced course provides a review and refinement of the learner’s use of the German language. The aim of German IV is to have the learner achieve proficiency in speaking, reading, writing, and listening.

**French I**

- All Grades
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Learners entering this course must have earned a final grade of at least 70% in their most recent language arts course.

French I provides the learner with a balanced focus on the listening, reading and writing skills, with a special emphasis on oral proficiency.

**French II**

- All Grades
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: A final grade of at least a 70% in French I or instructor approval

French II is a continuation of French I, in which the listening, speaking, reading and writing skills will be strengthened and expanded upon, while developing a realistic awareness of French culture.

**Honors French III**

- Academies, Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: A final grade of at least a 70% in French II or instructor approval
French III aims to develop and strengthen proficiency in the French language through integrated activities involving the listening, speaking, reading and writing skills. The contributions of the French culture are also discussed.

**Honors French IV**
- Academies, Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: A final grade of at least a 70% in Honors French III or instructor approval

This advanced course provides a review and refinement of previously learned skills in listening, speaking, reading, and writing and provides an opportunity for the reading of some French literature and the study of French culture and arts.

**Japanese I**
- Academies, Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Learners entering grade 10 must have earned a final grade of at least 70% in their most recent language arts course.

**Note:** This class is offered through a blended learning environment from Seton Hill University. Though this is offered through a college, this course is only offered for high school credit and graded as stated above.

This is a beginning course in Japanese language and culture. Learners will learn conversational basics, including greetings and classroom phrases, and cover topics of family, daily routines, leisure activities, physical description, and weekend plans. Learners will also learn to read and write the phonetic Japanese syllabi hiragana and katakana, and about 25 Japanese characters or kanji. Information about Japanese culture is integrated throughout the course.

**Japanese II**
- Academies, Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: A final grade of at least 70% in Japanese I or instructor approval.

**Note:** This class is offered through a blended learning environment from Seton Hill University. Though this is offered through a college, this course is only offered for high school credit and graded as stated above.

This is a continuation of the beginning course in Japanese language and culture. Learners will learn to give and understand information on a variety of topics, including past activities, school
classes, health and sickness, shopping, eating out, and invitations. Information about Japanese culture is integrated throughout the course.

Honors Japanese III
- Academies, Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: A final grade of at least 70% in Japanese II or instructor approval.

Note: This class is offered through a blended learning environment from Seton Hill University. Though this is offered through a college, this course is only offered for high school credit and graded as stated above.

This course provides a stronger foundation in the Japanese language by emphasizing informal speech using new verb forms. Learners will also be able to read and write about 50 more Chinese Characters, kanji, to develop the ability to comprehend a short written passage and to practice writing a letter and a diary in Japanese. Cultural topics will be introduced from time to time.

Honors Japanese IV
- Academies, Grades 10, 11, 12
- 6 Pds./Cycle
- Semester 1.0 Credit, 1.1 Weighted Value
- Prerequisite: A final grade of at least 70% in Honors Japanese III or instructor approval.

Note: This class is offered through a blended learning environment from Seton Hill University. Though this is offered through a college, this course is only offered for high school credit and graded as stated above.

To reach the intermediate level of conversation in Japanese, learners need to learn how to master connections between sentences in order to express their ideas more thoroughly. Grammar is further stressed and the study of Kanji continued from the last level. The context and dialogues are based in the daily Japanese life vocabulary and grammar in formal or colloquial situations. Japanese culture is integrated throughout the course.

Latin I
- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: Learners entering this course must have earned a final grade of at least 70% in their most recent language arts course.
In this course the learner will be introduced to the basic structure of the Latin language and develop an understanding of basic grammar and vocabulary. The learner will gain an understanding and appreciation for the Ancient Roman culture through a study of history and mythology.

**Latin II**
- Grades 10, 11, 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
- Prerequisite: A final grade of 70% or higher in Latin I or instructor approval

In this course the learner will further gain an understanding of the Latin language through development of extended grammar and vocabulary. An emphasis is placed on the study of nouns and adjectives. The learner will gain an understanding and appreciation for the Ancient Roman culture through a study of Pompeii, daily life, and entertainment.

**Honors Latin III**
- Academies, Grades 11 & 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.1 Weighted Value
- Prerequisite: A final grade of 70% or higher in Latin II or instructor approval

In this course the learner will complete an understanding of the Latin language through development of extended, complex grammar and vocabulary. An emphasis is placed on verb structure. The learner will gain an understanding and appreciation for the Ancient Roman culture through a study of art and architecture.

**College in the High School - Latin IV: Intermediate Verse (PITT)**
- Academies, Grades 11 & 12
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.2 Weighted Value
- Prerequisite: A final grade of 70% or higher in Honors Latin III or instructor approval

This course serves as an introduction to Latin poetry, where the learner will apply a mastery of the Latin language in order to read selections from Vergil’s epic poem, The Aeneid. Complex grammar and vocabulary will continue to be stressed, specifically as they relate to the poem. Through reading the poem in both Latin and English, as well as learning to analyze Vergil’s stately dactylic hexameter, the learner will gain an authentic understanding and appreciation for ancient Roman culture.

**Spanish I**
- All Grades
- 6 Pds./Cycle
- Semester, 1.0 Credit, 1.0 Weighted Value
• Prerequisite: Learners entering this course must have earned a final grade of at least 70% in their most recent language arts course.

Learners will be introduced to the language and cultures of the Spanish-speaking world. They will develop proficiency-based skills. Listening, speaking, reading, and writing will be emphasized.

**Spanish II**
• All Grades
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.0 Weighted Value
• Prerequisite: A final grade of a 70% in Spanish I or instructor approval

Learners will continue to strengthen and expand the proficiency based skills developed in Spanish I.

**Honors Spanish III**
• Academies, Grades 10, 11, 12
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.1 Weighted Value
• Prerequisite: A final grade of a 70% in Spanish II or instructor approval

Learners will continue to develop proficiency-based skills with emphasis placed on higher level tasks in all four areas: speaking, listening, reading and writing.

**Honors Spanish IV**
• Academies, Grades 10, 11, 12
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.1 Weighted Value
• Prerequisite: A final grade of a 70% in Honors Spanish III or instructor approval

This advanced course will provide a review and refinement of proficiency based skills developed in Spanish I, II, and III. Emphasis is placed on speaking, reading, and writing as well as an in-depth study of the Hispanic culture.

**Honors Spanish V**
• Academies, Grades 10, 11, 12
• 6 Pds./Cycle
• Semester, 1.0 Credit, 1.1 Weighted Value
• Prerequisite: A final grade of a 70% in Honors Spanish IV or instructor approval

This advanced course will continue to provide preparation for further study of the Spanish language at the post-secondary level. Emphasis is placed on Spanish and/or Latin American literature and also on an intensive grammar review. Learners will continue to improve on their speaking, reading, and writing skills through a variety of activities.

OTHER ACADEMIC OPPORTUNITIES

Internship
• Academies, Grades 11 & 12
• 6 Pds./Cycle
• Up to 2 Semesters 0.5, 1.0, or 2.0 Credits
• Excellent/Satisfactory/Unsatisfactory Grading
• Prerequisite: Administrative approval

Learners are encouraged to seek career exploration experiences by shadowing someone in a career field of particular interest or by interning a work site which provides experience in one’s chosen career field. Some learner internships are available for those learners who want to intern an employer for a specified period of time to learn more about a particular occupation. Workplace activities may include special projects, a sample of tasks from different jobs or tasks from a single occupation. Business internships have a weekly hour requirement. Education internships must meet every day that school is in session, during the internship period, for the duration of the internship. Learners must provide their own transportation.

College in the High School Courses

Harrisburg Area Community College (HACC), University of Pittsburgh (PITT) and Central York High School have created an educational partnership. The partnership called College in the High School (CHS) program enables qualified, capable eleventh and twelfth grade learners to enroll in college-level courses that are taught at their high school. CHS learners earn dual enrollment credits from both HACC or PITT and their high school for approved HACC or PITT courses that may satisfy high school graduation requirements. These course credits become part of the learner’s permanent HACC or PITT record and can count towards a HACC or PITT degree program or can be transferred to a number of colleges and universities. Learners pay the tuition (at a greatly reduced rate), books, and fees. Please contact your child’s guidance counselor for further information about College in the High School.

Central York Cyber Academy

Central York School District offers a cyber school option for families and learners seeking the academic rigor of a Central York educational experience combined with the flexibility afforded through a cyber school program.

The Central York Cyber Academy offers learners a 24/7 learning environment with a curriculum
that meets Pennsylvania state standards and the option to participate in co-curricular activities and opportunities just like their “brick-and-mortar” classmates.

Through the Central York Cyber Academy, full-time cyber school learners may:
• Take core and elective classes to meet their graduation requirements or personal education goals
• Participate in an online classroom environment outside of the traditional Central York High School setting
• Enjoy a flexible schedule and 24/7 access to their classes and online resources
• Choose to participate in co-curricular activities offered to all Central York School District learners, including school-sponsored activities and events such as Homecoming and Prom
• Receive a Central York High School Diploma upon graduation
• Use a District-issued computer and Internet connection if needed

Learners who enroll in the Central York Cyber Academy will be considered full-time cyber school learners. If you would like more information on the Central York Cyber Academy, please contact, Mrs. Lisa Cornbower at (717) 846-6789, ext. 1427, or via email at lcornbower@cysd.12.pa.us.

**Seminar Courses**
Specific details are in the seminar section of the guide.

**Build Your Own Course**
CYHS offers 11th and 12th grade learners the ability to design a course that explores topics of their choosing. Learners will be required to design their area of study, develop assessments, and meet regularly with their mentor(s). Areas of study must adhere to the proscribed rubrics that outline the minimum standards. BYOC can be selected once a year (in your 11th and 12th grade year) for an elective credit and will be a pass-fail course graded as Excellent, Satisfactory, or Unsatisfactory. Please see your school counselor for the forms.

**Dual Enrollment Program**
Learners entering 11th and 12th grade may be eligible to take Dual Enrollment courses at Penn State York, York College, or HACC-York Campus. Dual Enrollment allows learners the opportunity to earn college credit while completing their high school graduation requirements. Interested learners should meet with their School Counselor. Tuition, books, and fees are paid for by the learner.

**Learners interested in taking an English Class through Dual Enrollment MUST complete English III/Honors English III at CYHS first.**

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<thead>
<tr>
<th>Harrisburg Area Community College (HACC) York Campus</th>
<th>Penn State University/York</th>
<th>York College of Pennsylvania</th>
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| **Eligibility:**
  • Grades 11 or 12
  • Placement exam to be determined by HACC York | **Eligibility:**
  • Grades 11 or 12
  • 3.0 GPA
  • SAT, ACT, PSAT, or Keystone Exam | **Eligibility:**
  • Grades 11 or 12
  • 3.0 GPA minimum in academic courses; and
  • 1000 on SAT, (Reading &
| **Courses Offered:** The courses are in core subjects including English, Reading or Language Arts, Mathematics, Science, Foreign Languages, Civics and Government, Economics, Art, History, and Geography. | **Scores** | **Writing), 21 Composite on ACT, or 100 on PSAT Reading & Writing** |
| **Procedures to Access Specific Course and Times:** | **§** Go to: http://www.hacc.edu/ | **§** School Counselor Recommendation |
| | **§** Click: Current Student (Top Right) | **§** Placement exam to be determined by Penn State University/York |
| | **§** Scroll down to find “View days and times of classes at HACC Campuses” | **§** College will determine readiness based on academic grades in the related subject area |
| | **§** Choose York Campus | **§** Course Descriptions: Go to: www.hacc.edu/ | **§** Course Descriptions: Go to: www.ykp.edu |
| | **§** Course Descriptions: Go to: www.hacc.edu/ | **§** Under Courses: Click: Search for Programs | **§** Scroll down to Quick Links Choose: Schedule of Courses Click: Visit the Browsing the Course Catalog |
| **Course Descriptions:** Go to: www.hacc.edu/ | **§** Choose: View Class Descriptions | **§** Choose: Subject | **§** How to Enroll: Research desired courses on institution’s website. |

| **Costs:** | ***Costs:** | ***Costs:** |
| **§** $100.00 per credit for up to 8 credits. **§** 3 credits - Approximately $950.00 plus books and fees | **§** HACC will bill parent directly | **§** 3 credits - Approximately $1025.00 plus books and fees |
| | | **§** If student withdraws prior to the start of class, the $100 deposit will be deducted from refund. **§** PSU/York will bill parent directly | **§** YCP will bill parent directly |

| **How to Enroll:** | **How to Enroll:** | **How to Enroll:** |
| **§** Research desired courses on institution’s website. **§** Research desired courses on institution’s website. | **§** Develop a list of | **§** Develop a list of specific courses and meeting times to |

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<td><strong>§</strong> Develop a list of specific courses and meeting times to</td>
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specific courses and meeting times to discuss with guidance counselor.

- Schedule appointment with guidance counselor to discuss desired courses, eligibility, and possible high school scheduling change.
- Complete dual enrollment registration forms with parent signature.

Registration materials will be available in the High School Guidance Office beginning in late April or early May 2017 for Fall Semester and the end of October 2017 for Spring 2018 Semester.

*Estimated cost from 2016-17.

**MSSC Certification/**
**Safety in the Workplace**
The Manufacturing Skill Standards Council (MSSC) is an industry-led, training, assessment and certification system focused on the core skills and knowledge needed by the nation’s front-line production and material handling workers. MSSC awards certificates to learners who pass the Safety and Quality Practices & Measurement production modules. Please see your school counselor or the Workforce Readiness Coordinator for information.

YORK COUNTY SCHOOL OF TECHNOLOGY
General Information about Part-Time Programs

The following part-time courses will be offered at the York County School of Technology (YCST) for 11th and 12th grade learners. Learners must reside in one of the fourteen participating school districts in York County.

Learners who enroll in any of the part-time courses must follow all YCST rules and regulations. This includes purchasing and wearing school uniforms.

Courses will run daily from 1:30-3:00 p.m. and Mechatronics is also offered full-time as listed in description. Please take this into account when planning your course schedule. Transportation to and from YCST will be at the discretion of your school district.
Interested learners should apply through their school counselor. YCST will accept applications between March and May 2017.

For more information, contact your counselor or call the Learner Services Office at 741-0820, ext. 5112. This information and school program videos are also posted on the school’s website: www.ytech.edu

Construction Technician
Learners will have the opportunity to explore four aspects of the construction pathway. The classes include Electrical Occupations, Heating Ventilation/Air Condition, Masonry, and Carpentry. Safety practices will be covered in all areas. The Electrical Occupations portion will begin with an introduction to the theory of electricity following by an introduction to the electrical trades. In Carpentry, small construction projects are assigned to represent mastery of skills. Masonry learners will use the proper use of hand tools and how to mix mortar. HVAC learners will be introduced to basic skills required for an HVAC/Plumbing career.

Introduction to Automotive Technology
This course will focus on two basic systems. The first is the Automotive Electrical/ Electronics Systems and the identification and repair of electrical concerns. The second system is designed to provide the learner with an understanding of the basic operating principals of the Automotive Chassis.

Introduction to Welding
This is an introductory course that teaches the working elements associated with learning the skill of welding. The course also covers ANSI/AWS National Skills Standards for acquiring the basic knowledge and skills in blueprint reading and interpretation.

Mechatronics/Industrial Controls Technology
Learners that are interested in this program may choose to spend all of part of their school day at York Tech. If you like solving complex problems, this program will prepare you for a career as an industrial maintenance technician or a mechatronics technician. Learners will study robotics and motion control, mechanical design, build and program and automated machines, wire and solder electrical circuits, an test an debug programmable logic controllers.

Nail Technology
This program includes a practical and theoretical study of nails. The theory portion includes Pennsylvania Cosmetology law. Learners will successfully complete 100 hours in this course and be eligible to complete a second course next year for an additional 100 hours. Those who successful complete the total 200 hours over two years will be eligible to apply for a State Board of Cosmetology examination for licensure in Nail Technology. Nail kit and certification costs are the learner’s responsibility.

NCAA Information
The NCAA has approved the following courses for use in establishing the initial-eligibility
certification status of learner athletes from Central York High School. These courses were approved as of November 1, 2006. Learner athletes who graduate in 2008 and beyond must have a minimum of 16 NCAA approved academic core courses. In addition, there are further requirements vis-à-vis core course GPA and SAT or ACT test results. Please go to the NCAA Eligibility Center website for current information on learner athlete eligibility at https://web3.ncaa.org/ecwr3/. Parents and learners are encouraged to meet with their guidance counselor regarding course selection and NCAA eligibility.

Please Note: Central York Cyber (online) courses do not meet NCAA Eligibility Center requirements for Academic Core Courses. Any learner athlete interested in pursuing athletics at the college level should meet with their Guidance Counselor and be accompanied by their parents, prior to selecting cyber or online courses as an option.

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<tr>
<th>FULL QUARTER</th>
<th>ACADEMIC RED SHIRT</th>
<th>NONQUALIFIER</th>
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<tr>
<td>Complete 16 core courses:</td>
<td>Complete 16 core courses.</td>
<td>Does not meet requirements for Full Qualifier or Academic Redshirt status</td>
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<tr>
<td>* Ten of the 16 core courses must be complete before the seventh semester (senior year) of High School.</td>
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<tr>
<td>* Seven of the 10 core courses must be in English, Math, or Science</td>
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<td>Minimum Core-Course GPA of 2.300</td>
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<td>Meet the sliding scale requirements of GPA, and ACT/SAT Score. (Please see Guidance counselor for more information)</td>
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<tr>
<td>Graduate from high school.</td>
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CORE COURSES

ENGLISH
CHS ENGLISH COMPOSITION
COMPOSITION & LITERATURE/ AP
ENGLISH I
ENGLISH I/H
ENGLISH II
ENGLISH II/H
ENGLISH III
ENGLISH III/H
ENGLISH IV
ENGLISH/ AP
HUMANITIES/ H
JOURNALISM
SPEECH

SOCIAL STUDIES
AMERICAN STUDIES
AMERICAN STUDIES/ H
CURRENT EVENTS/ ISSUES
FOUNDATIONS OF CITIZENSHIP
FOUNDATIONS OF CITIZENSHIP/ H
GLOBAL STUDIES
GLOBAL STUDIES/ H
INTRO TO SOC/ANTHRO
LAW
PSYCHOLOGY
AP PSYCHOLOGY
US HISTORY/ AP
CHS AMERICAN POLITICS
US GOV. & POLITICS/ AP
WORLD HISTORY/ AP

MATHEMATICS
ALGEBRA I
ALGEBRA 2
ALGEBRA 2/ H
ALGEBRA I 1/2
AP CALCULUS
BUSINESS CALCULUS
GEOMETRY
GEOMETRY/ H
HONORS ALGEBRA I
HONORS CALCULUS
INTEGRATED MATH
INTRO APPLIED STATISTICS
MATH A&D (ANALYSIS & DISCRETE Math)
PRE-CALCULUS
STATISTICS/ AP
TRIG/ PRE-CALCULUS/ H
TRIG/ ADVANCED MATH

NATURAL/ PHYSICAL SCIENCE
ANATOMY and PHYSIOLOGY
ASTRONOMY
BIOLOGY
BIOLOGY/ AP
BIOLOGY/ H
CHEMISTRY
CHEMISTRY/ AP
CHEMISTRY/ H
EARTH SCIENCE
EARTH SCIENCE/ H
ECOLOGY & THE ENVIRONMENT
HONORS HUMAN ANATOMY I
HONORS HUMAN ANATOMY II
ORGANIC CHEMISTRY/ H
HONORS PHYSICS 1
HONORS PHYSICS 2

ADDITIONAL COURSES
CHINESE 1
CHINESE 2
CHINESE 3/ H
CHINESE 4/ H
FRENCH 1
FRENCH 2
FRENCH 3/ H
FRENCH 4/ H
GERMAN 1
GERMAN 2
GERMAN 3/ H
GERMAN 4/ H
JAPANESE 1
JAPANESE 2
JAPANESE 3/ H
JAPANESE 4/ H
LATIN 1
LATIN 2
LATIN 3/ H
LATIN 4/ H
SPANISH 1
SPANISH 2
SPANISH 3/ H
SPANISH 4/ H
SPANISH 5/ H

Seminar Courses

Seminar courses seek to expand student learning in the Academy Areas. These credited courses offered during the Flex period will allow students to learn about unique and interesting topics that would normally not be offered due to the constraints of scheduling and staffing numbers. These courses will help to broaden student perspectives and understanding within their selected Academy or explore a new concept in a different Academy.

Scheduling and Grading:
Seminar courses will be offered during the Flex Time, 45 minutes each session with a total of 26 classes. Since the class is only 45 minutes, students will be assigned out-of-class work to further develop the concepts and skills from the Seminar course. Students will register for these courses
through the Flex Time Scheduling System with the understanding that they are “locked” in the course for the scheduled days. Upon completion of the course, which requires participation for all 26-class periods to receive credit, students will earn a 1/3rd (.33) elective credit. All seminar courses are weighted 1.0 and will be graded on an Excellent, Satisfactory, or Unsatisfactory grading scale. These courses will appear on students' transcripts but will not be factored into their GPA’s.

Note: Not every seminar course will run each semester. Seminar courses to be offered will be advertised during the beginning of each semester.

UNDERSTANDING INTELLIGENCE
Instructor: Mr. Caufman
Course Length/ Credit: 26 Days, .33 Credit
Course Offered: Monday and Wednesday
Offered to: Grades 9, 10, 11, 12
Academy: Health Science and Human Services

Learners will develop an understanding of what is intelligence; explore how the intelligence services support law enforcement, the military, and the government; the types of intelligence; information classifications; basic intelligence analysis; and oral and written communications. Culminating Assessment: Students will develop a strategic level analysis of a current global crisis and describe the threat to U.S. national security.

SIEGE PERILOUS DISCOVERING THE REALMS OF SCIENCE FICTION AND FANTASY
Instructor: Ms. Jackson
Course Length/ Credit: 26 Days, .33 Credit
Course Offered: Monday and Wednesday
Offered to: Grades 9, 10, 11, 12
Academy: Arts and Humanities

Additional Information: This class will be limited to 10 students

Course Description: Siege Perilous was the name of a seat at King Arthur’s roundtable. It was a chair reserved for any knight who vowed to go in search of the Holy Grail. For the 21st century, Siege Perilous is a course for young writers to join together in a quest to improve their writing skills in the science fiction and fantasy genres. Students will read excerpts from classic and modern genre pieces to gain an understanding of the rules of each genre, and then they will create their own perspective pieces of writing, producing short stories, novellas, or full-length novels. Seminar participants will be expected to share their work for critique, to read the work of other members, and to respectfully offer critiques, enhancing their own skills as a writer, while helping to improve the skills of their fellow students.
SIEGE PERILOUS II DISCOVERING THE REALMS OF SCIENCE FICTION AND FANTASY
Instructor: Ms. Jackson
Course Length/ Credit: 26 Days, .33 Credit
Course Offered: Monday and Friday beginning the first week of the Fall semester and end the last week of December.
Offered to: Grades 9, 10, 11, 12
Academy: Arts and Humanities

“You might not write well every day, but you can always edit a bad page. You can’t edit a blank page.” – Jodi Picoult

Course Description: Siege Perilous was the name of a seat at King Arthur’s roundtable. It was a chair reserved for any knight who vowed to go in search of the Holy Grail. For the 21st century, Siege Perilous is a course for young writers to join together in a quest to improve their writing skills in the science fiction and fantasy genres.

In this second segment, students will further perfect their craft in characterization, story craft, and copyediting. Seminar participants will continue to share their work for critique, to read the work of other members, and to respectfully offer critiques to hone their skills. To complete the seminar, students will be encouraged to research the writing market, investigate literary agencies, examine publisher submission guidelines, and write their first query letters.

Class: Limited to 10 students.

Requirements: Internet capable device for word processing, Google Drive folder, Schoology account, some degree of writing skill, love of reading, passion for writing, confidence, and an vivid imagination.

Culmination: The seminar will culminate with a final edit and/or additional chapters for novel-length works, a target for publication, and a query letter to be sent to a prospective publisher.

Notice: Not a course for fan-fiction or personal journaling.

TECHNICAL SKETCHING & ILLUSTRATION
Instructor Name: Mr. Ressel
Course Length/ Credit: 26 Days, .33 Credit
Course Offered: Monday and Wednesday
Offered to: Grades 9, 10, 11, 12
Academy: S.T.E.M and Arts and Humanities

This seminar is designed for students who are interested in exploring the field of illustration and graphic design. This seminar focuses on rendering realistic imagery while building on students’ application skills. Topics include the elements and principles of design employed by industry and utilized through various illustration, sketching, and rendering techniques. Projects incorporate graphite pencils, color pencils, and black and colored inks on support materials such as paper,
illustration board, and scratch board. Students will be required to maintain a portfolio of their work throughout the course.

**WOMEN’S LITERATURE**  
Instructor: Mrs. Sands  
Course Length/Credit: 26 days, .33 credit  
Course Offered: Monday & Wednesday  
Academy: Arts & Humanities

This seminar course will allow students to explore the most iconic and significant female writers who have impacted the literary world throughout history. While we will examine some women writers from the ancient world through the middle ages, the bulk of our time will be spent examining those from the Renaissance time period, moving forward. Whether it be science fiction or coming of age for example, there have been many incredibly engaging stories told by women that will interest male and female students alike.

**POETRY SEMINAR**  
Instructor: Mr. Ward  
Course Length/Credit: 26 Days, .33 Credit  
Course Offered Tuesday and Thursday  
Academy: Arts and Humanities

The poetry seminar course is designed to help 10th and 11th grade students appreciate poetry of the 20th and 21st centuries, write their own poetry, and present their original writings to an audience.

Culminating Project: Students will create a poetry portfolio containing poetry they find noteworthy as well as their own poetry. Students will also present poetry, live or recorded, of other authors and of their own.

**WAR DOGS**  
Instructor: Miss Ponas  
Course Length/Credit: 26 Days, .33 Credit  
Course Offered: Tuesday and Thursday  
Academy: Arts and Humanities

This course will be an investigation of the history and contributions of the canine throughout wartime.

WAR DOGS – Called “man’s best friend” and in the course you’ll witness, read, and discover why throughout time the canine has more than contributed to our survival. Beginning with the ancient battles, moving through the middle Ages, WWI, WWII, and up to and including Vietnam, the Gulf Wars and Afghanistan you will come to understand why they are our canine “heroes”.

Culminating Assessment: Select one of the following:
a. You are to research traditional sources and film. You are then to create a video anthology and/or an interactive ibook that demonstrates their heroism.

Or

b. Research - You may select a time period of your choice, a particular breed and/or specific dog, their specific wartime achievement as it relates to that particular conflict, and you must show how the canine decisively influenced the battle and proved its worthiness as a live weapon/strategy.

**HISTORY OF THE MIDDLE EAST**
Instructor: Mr. Kelly  
Course Length/ Credit: 26 days, .33 Credits  
Course offered: Tuesday and Thursday (2015-2016 Fall Semester)  
Academy: Arts and Humanities

Learners will be introduced to major themes related to the past and present region of the Middle East. Learners will get the opportunity to become knowledgeable in the various Middle Eastern cultures, gender roles, geographies, Islam, as well as European Imperialism, the Zionist movement and modern day politics. The present day Syrian Civil War and the rise of extremist terrorist groups such as Al-Qaeda and ISIS will be examined in addition to the current Syrian refugee crisis.

Culminating Assessment: Learners will develop a strategic plan to assist the Syrian refugee crisis in the Middle East, Europe and the United States.

**MEDIEVAL EUROPE**
Instructor: Mr. Monahan  
Course Length/ Credit: 26 Days/ .33 Credits  
Course Offered: Mondays and Wednesdays  
Academy: Arts and Humanities

This seminar course will be an investigation of the history and culture of Medieval Europe. This course will frame the “Dark Ages” in contrast with the eras of high culture that preceded (Rome) and followed it (Renaissance). Some topics will include the dangers of Medieval Europe, the manor system and feudalism, warfare, plague, achievements, and the role of Christianity.

**CHAMBER ENSEMBLES**
Instructor: Mr. Martini  
Course Length/ Credits: 26 Days, .33 Credits  
Course Offered: Tuesdays and Thursdays  
Offered to: Grades 9, 10, 11, 12 woodwind and brass instrumentalists  
Academy: Arts and Humanities

Chamber music is often regarded as the best pathway to musical growth and development as a serious musician. Students will work in organized chamber ensembles of level-appropriate music. Each chamber ensemble will prepare several pieces of music. Ensembles will perform for each other throughout the semester in master class settings and present a public recital, as a
class, at the end of the semester. Concepts of ensemble playing and musicality will be explored through rehearsal and instructor coaching, and honed through at-home individual practice.

Students should sign up for this seminar as an organized wind chamber group: brass quintet, brass quartet, brass trio, woodwind quintet, woodwind quartet, woodwind trio, and saxophone quartet. Please check with Mr. Martini for instrumentation. Students should form their ensemble with correct instrumentation and with similar level students and check with Mr. Martini for approval before enrolling.

ANCIENT GRAINS
Instructor: Mrs. Guise
Course Length/Credit: 26 days, .33 Credit
Course Offered: Tuesday and Thursday (2015-2016 Spring Semester)
Academy: Arts and Humanities

Students will develop an understanding of the world’s major food grains and how they relate to the area of the world where they were domesticated, including: 1) climatic factors involved in grain domestication, 2) plant physiology of domesticated grains, 3) ancient cultural/religious practices related to native grains and grain production, 4) ancient engineering technology related to grain production and storage, and 5) common foods prepared using ancient grains in their native lands.

A variety of foods using grains will be prepared and sampled as part of this course.

MYTHOLOGY
Instructor: Mrs. Guise
Course Length/Credit: 26 days, .33 credit
Course offered: Tuesday and Thursday (2015-2016 Fall Semester)
Academy: Arts and Humanities

Students will be introduced to major myths and mythological figures from several ancient cultures, including, but not limited to Greek, Roman, Egyptian and Mesopotamian. Satisfactory completion of this course will require the student to research an ancient god or goddess and create an artwork in the form of a mask to represent that character.

ROMAN EMPIRE
Instructor: Mr. Monahan
Course Length/ Credit: 26 Days, .33 Credit
Course Offered: Tuesday and Thursday
Academy: Arts and Humanities

This seminar course will be an investigation of the history and culture of Ancient Rome. While this course will introduce the Roman Republic and its decline and fall, the bulk of the content will focus on the “Roman Peace” (27 BCE- 180CE). Some topics will include the city of Rome, emperors, achievements of the Empire, and the rise of Christianity.
Culminating Assessment: Students will develop a thematic project to exhibit understanding of a major theme in Roman history.

**ONE-BUTTON STUDIO & INTERACTIVE SCOREBOARD**
Instructor: Nathan Trimmer  
Course Length/Credit: 26 Days .33 credit  
Course Offered: Tuesday and Thursday  
Academy: Arts and Humanities

This seminar/ survey course will be an interactive introduction to new technologies acquired by Central York School District. This course will briefly touch base on necessary technology applications, but will fully envelope its content on the One-button studio and Interactive Stadium Scoreboard. Some topics for this course will include: how to create a PSA and lengthy films through iMovie and the One-Button Studio, understanding the interactive green screen, and basic operation and content requirements of the outdoor stadium scoreboard.

Culminating Assessment: Students will choose a school event or cause of their choice and will complete the brainstorming, scripting, storyboarding, filming, and editing stages resulting in a publishable Public Service Announcement.

**GHOSTS OF GETTYSBURG**  
Instructor: Miss Ponas  
Course Length/Credit: 26 Days, .33 Credits  
Course Offered: Tuesday and Thursday  
Academy: Arts and Humanities

This course will be an investigation of the history and on-going mystery of the paranormal throughout wartime. Specifically, it will address those heroic individuals/units of Gettysburg and their continued reappearance.  
Ghosts of Gettysburg – You will see, research, and present the history of these individuals/units before they became the famous apparitions of their day. In addition you will speculate on the their paranormal contribution as to why they have been left behind for future generations.

Culminating Assessment Select one of the following:
1) You are to research traditional sources and film. You are then to create a video anthology and/or an interactive iBook that demonstrates their heroism, their demise, and their reappearance to this day.  
   Or
   You must speculate as to why they continue to reappear and leave their mysterious calling card back to their time.
2) Research - You may select a battle of your choice, a particular person and/or unit, their specific wartime achievement as it relates to that particular conflict, and you must show how they met their end which may have decisively influenced the battle and proved its worthiness.
GREAT MEN AND WOMEN IN HISTORY
Instructor: Mrs. Guise
Course Length/Credit: 26 days/.33 Credits
Course Offered: Tuesdays and Thursdays
Academy: Arts and Humanities

Students will investigate the lives of famous men and women in ancient and medieval history. In addition to time, place and culture, students will understand how these people rose to power and/or made contributions that have lasted until today. The study will include such figures as Aeschylus, Cleopatra, Akhenaten, Alaric the Visigoth, Alexander the Great, Attila the Hun, Augustine of Hippo, Boudicca, Ch’in, Confucius, Constantine the Great, Hammurabi, Eleanor or Aquitaine, Queen Elizabeth I, Catherine de Medici and many more.

TECHNICAL ILLUSTRATION 2
Instructor Name: Mr. Ressel and Mr. Wertz
Course Length/ Credit: 26 Days, .33 Credit
Course Offered: Monday and Wednesday
Academy: S.T.E.M and Arts and Humanities
Prerequisite: Technical Illustration 1 Seminar

This seminar builds upon the application and techniques of illustration and graphic design mastered in the Technical Illustration 1 seminar. Topics include the elements and principles of design employed by industry and utilized through various illustration, sketching, and color rendering techniques. Projects incorporate airbrush, color pencils, frisket, and pen-and-ink on support materials such as paper, illustration board, and fabric. Students will be required to maintain a portfolio of their work throughout the seminar.

RENAISSANCE, REFORMATION AND EXPLORATION
Instructor: Mr. Monahan (Social Studies Department)
Course Length/ Credit: 26 Days/.33 Credit
Course Offered: Mondays and Wednesdays
Academy: Arts and Humanities

This seminar course will be an investigation of the history and culture of the Renaissance, Protestant Reformation and Age of Exploration. This course will contrast the Renaissance with the Medieval period in Europe that preceded it and explore the ways in which the Protestant Reformation and Scientific Revolution changed the world. Students in this course will make connections between developments in Europe that led to an Age of Exploration that increased European contact with the larger world.

TECHNICAL THEATRE
Instructor: Mr. Zortman
Course Length/ Credit: 26 Days/.33 Credit
Course offered: Mondays and Thursdays
Academy: Arts and Humanities
This seminar course is designed for students who are already involved with our technical theatre program or have an interest in technical theatre. We will be involved with exploring lighting, sound, construction and design through theoretical and hands on work.
Culmination Assessment: Students will design an individual project that will explore in more depth their individual selected area of interest.

SERVESAFE FOOD HANDLER PROGRAM
Instructor: Mrs. Crump
Course Length/Credit: 26 days, .33 Credits
Course offered: Mondays and Wednesdays
Academy: Health Sciences and Human Services

This seminar covers the safety and sanitation regulations required for all establishments in the food service industry. In this course we will discuss basic food safety, personal hygiene, cross-contamination & allergens, time and temperature abuse, and cleaning and sanitation.
Culminating Assessment: Learners will take the online ServeSafe certificate assessment.

NON-EUCLIDEAN GEOMETRY
Instructor: Mr. Kedney
Course Length/ Credit: 26 Days/ .33 Credit
Course Offered: Mondays and Wednesdays
Academy: STEM

If you’ve ever been on a long flight you’ve probably wondered why the airplane doesn’t fly from one city to the other in a straight line. You may have noticed that the airplane usually takes a path up over Canada, Greenland, or even Alaska. The geometry we learn about in class is confined to a flat surface. We don’t live on a flat surface, though—we live on a sphere! Many of the basic rules of geometry change when that flat surface begins to curve. Through hands on activities we will discover spherical geometry—the geometry of our planet and solar system. Spherical geometry is used by engineers, physicists, astronomers, and pilots. End of course assessment: students will create and present a synopsis of the similarities and differences between the axioms of planar and spherical geometry.

SCIENCE FAIR
Instructor: Mrs. Guise
Course Length/ Credit: 26 Days/ .33 Credit
Course Offered: Varying Days
Academy: All

During 26 seminar sessions, to begin in September and to be concluded by March of the current school year, the student will work on various aspects of a Science Fair Project. In order to accommodate varying schedules, the student may choose which days to attend seminar classes by arrangement with the teacher. The student will receive seminar credit at the end of the spring semester during which the project was submitted to the York County Science and Engineering Fair for competition. A project must be submitted to the fair for credit to be awarded for this seminar.
THE MORNING THAT CHANGED THE WORLD: REMEMBERING THE EVENTS OF 9/11
Instructors: Dr. Schlager and Mrs. Guise
Course Length: 26 periods
Course Offered: Tuesdays and Thursdays
Academy: Arts and Humanities

September 11, 2016 marks the 15th anniversary of the terrorist attacks on American soil. This course will explore the events of that day by examining historical records, literature, and film. Students will develop an understanding of the timeline of the attacks that took place in New York, Washington D. C., and Pennsylvania; explore personal stories of those whose lives were changed by these attacks; and examine the global impact of 9/11.

CHAMBER ENSEMBLES II
Instructor: Mr. Martini
Course Length: 26 periods (course meetings)
Course Offered: during Flex – schedule will be determined by ensemble
Offered to: Grades 9, 10, 11, 12 woodwind, string, and brass instrumentalists
Academy: Arts & Humanities

Students enrolling in Chamber Ensembles II should have successfully completed Chamber Ensembles I. Students will enroll as a complete ensemble. This course will be a continuation of the study of chamber music performance, focusing on collaboration and rehearsal techniques and preparing literature for recital performance. Each ensemble will design their own rehearsal schedule to meet the course requirements with approval of the instructor. Concepts of ensemble playing and musicality will be explored through rehearsal and instructor coaching, and honed through at-home individual practice.

CHAMBER ENSEMBLES III
Instructor: Mr. Martini
Course Length: 26 periods (course meetings)
Course Offered: during Flex – schedule will be determined by ensemble
Offered to: Grades 9, 10, 11, 12 woodwind, string, and brass instrumentalists
Academy: Arts & Humanities

Students enrolling in Chamber Ensembles III should have successfully completed Chamber Ensembles I & II. Students will enroll as a complete ensemble. This course will be a continuation of the study of chamber music performance, focusing on collaboration and rehearsal techniques and preparing literature for recital performance. Each ensemble will design their own rehearsal schedule to meet the course requirements with approval of the instructor. Concepts of ensemble playing and musicality will be explored through rehearsal and instructor coaching, and honed through at-home individual practice.
CHAMBER ENSEMBLES IV
Instructor: Mr. Martini  
Course Length: 26 periods (course meetings)  
Course Offered: during Flex – schedule will be determined by ensemble  
Offered to: Grades 9, 10, 11, 12 woodwind, string, percussion and brass instrumentalists  
Academy: Arts & Humanities

Students enrolling in Chamber Ensembles IV should have successfully completed Chamber Ensembles I, II & III. Students will enroll as a complete ensemble. This course will be a continuation of the study of chamber music performance, focusing on collaboration and rehearsal techniques and preparing literature for recital performance. Each ensemble will design their own rehearsal schedule to meet the course requirements with approval of the instructor. Concepts of ensemble playing and musicality will be explored through rehearsal and instructor coaching, and honed through at-home individual practice.

WORK FORCE READINESS SEMINAR
Learners earning credit through this seminar will work with the career center to develop a working relationship through which the learner gains valuable work experience that is not covered through an internship credit. These work experiences must meet or exceed 26 periods but do not need to be completed on a set schedule. Learners must be completing these experiences with a business that the learner intends to pursue post high school. Additionally, these seminars must be coordinated with and approved by the Work Force Coordinator.

AGE OF EUROPEAN EXPLORATION
Instructor: Mr. Monahan  
Course Length/Credit: 26 days, .33 Credits  
Course Offered: Mondays and Wednesdays  
Academy: Arts and Humanities

This seminar course will be an investigation of world exploration by several European nations during, and after, the Renaissance and Protestant Reformation. Students in this course will consider the motivations of Europeans to explore “New Worlds”, as well as the affects of that exploration. Changes to world cultures as results of this exploration will be a major theme of this seminar. In studying European exploration, students will also learn about some of the civilizations and cultures with which European explorers came into contact.

INFECTIOUS DISEASE
Instructor: Mrs. Unger  
Course Length/Credit: 26 days, .33 credit  
Course Offered: Monday & Wednesday  
Academy: HS/HS  
Prerequisite: At least one semester of biology with an 80% average or higher.

This seminar course will allow students to explore human infectious disease. The course will cover viral, bacteria, fungal, and parasitic diseases including the physiology of symptoms, the spread of disease, and economic and social impacts. Each unit will contain a broad overview of
the topic and students will work to investigate individual diseases of their choice for presentation.

**SAT PREP SEMINAR**
Instructors: Mrs. Menges & Ms. Jackson  
Course Length/Credit: 26 days, .33 credit  
Course Offered: Monday & Wednesday  
Academy: ALL

What does SAT mean? Is there a penalty for guessing? What is a grid-in? The SAT Prep Seminar can answer these questions and more. The seminar is designed for students planning to take the SAT, who would like to optimize or increase their scores on the assessment. Mini-lessons in Math and Reading focus on essential test-taking strategies, time management, and essay writing. Practice tests are included in the seminar, along with discussion on 'SAT-appropriate' answers.

**HISTORY OF RUSSIA**
Instructor: Mr. Monahan  
Course Length/Credit: 26 days, .33 credit  
Course Offered: Monday & Wednesday  
Academy: ALL

This seminar course will be an investigation of Russian history from its earliest years to the nation’s status as a global superpower in the late 20th and early 21st centuries. Major themes of study will include developments in government, religion, military, economy, and society. Students will study the time periods of the Kievan Rus, the Appanage Period, Muscovite Russia, Imperial Russia, the Soviet Union, and post-Soviet Russia.

**DIGS IN DIRT: ARCHAEOLOGY 101**
Instructor: Mrs. Guise  
Course Length/Credit: 26 Days, .33 credit  
Course Offered: Monday and Wednesday  
Academy: Arts and Humanities

Archaeology is the study of past human behavior. It seeks to identify patterns in human activity and to explain how and why they change. Artifacts help to paint a picture of how people once lived. In this seminar, students will learn how to conduct a real archaeological dig, including how to use a grid system, how to record artifact location, how to properly excavate and remove artifacts, and how to clean and catalog artifacts. They will learn about types of Archaeology, major Archaeological finds and careers in Archaeology.
Mass Customized Learning Information

What is Apollo?

In ancient mythology, Apollo was the god of, well, almost everything: music, poetry, medicine, art, knowledge, sun and light, and more. In a more contemporary sense, it speaks to NASA's lunar missions. We chose the name "Apollo" to convey the multifaceted elements of this course. At its core, Apollo infuses language arts, social studies, and art. But there's also a lot more involved, including higher order thinking skills, independent learning, and accountability, along with other advantages often not found in a traditional classroom. The Apollo Program will be expanded to the 9th and 10th grades starting in 2017-2018 with a similar structure presented below. The curriculum for these two levels is currently being developed.

Goals
Complete four independent projects and one group project, incorporating concepts and skills you learn throughout the semester.

Imagine this: you walk into school on a Monday morning and report to your first class, Apollo. During a "family meeting" with your three learning coaches and classmates, you discuss the week's plan and sign up for the lessons you'd like to attend Monday through Friday. The lessons you choose are based on your current projects, independent and group. After you sign up for the lessons, your workday begins. You may work in the library, the student work areas, classrooms, etc. when you're not attending a lesson. Of course, you may reach out to your three learning coaches at any time for one-on-one support, and, at designated times, you will meet with them to discuss your progress.

Upon completing each project, you will prepare a presentation for the learning coaches and, likely, a panel of others. During the presentation, you will reveal what you've learned and what you've created in the process. Think big and think layers. Each of your projects will contain multiple pieces and span across all three areas of study: language arts, social studies, and art. After you receive your grade, you will be offered to make adjustments to improve your score, or you may choose to move onto your next project.

Themes
Rather than dictate content, the themes provide students with starting points for their projects.
11th Grade

Roots and Horizons: looks at where we, as Americans, have come from and where we might go, and how both of those influence who we are presently. Students typically read The Crucible and study McCarthyism as well as other texts (mostly nonfiction) that deal with how America came to be what it is today—socially, politically, and culturally. For your project, consider how something was, is, and will be. You may focus on America, your family, yourself, or something else you find interesting. Just remember to touch upon the roots and horizons of your subject matter.

Thinkers, Dreamers, and Doers centers around three types of people/characters who have shaped America over the past few centuries. All three types have played an integral part: Dreamers are those who imagine their success but, for one reason or another, never reach it; Thinkers are those who go beyond dreaming, in that, they plan and strategize how to go about fulfilling their dreams; Doers take it to the next level (as their name reveals). For your project, focus on those who sit back, those who contemplate, and those who go out and get what they want. Perhaps it’s historical figures, people you actually know, or even your own journey of being a thinker, dreamer, or doer.

Hammers and Anvils focuses on the oppressors and the oppressed. Even before America was America, the people of this land fell into these categories. Not to be confused with winners and losers, hammers and anvils represent those people who hold warranted or unwarranted power and others who, in turn, are powerless or less powerful. You may choose to focus on historical or modern eras, noteworthy people (including groups of people) or any other subject matter that falls into the hammers and anvils concept.

Ideologies and Conflicts is not exactly what it sounds like. This unit goes beyond beliefs and fighting. To be exact, it entails those personal beliefs that justify fighting—most times out of moral obligation. While students in English III will typically read and write about people who have fought for what they believed in, they also explore their own ideologies, those that they would be willing (or feel the need) to fight for. Choose a focus for your project that entails ideologies and conflicts, whether they are close to home or far away. Just be sure to consider why people fight.

12th Grade

Perseverance pertains to the idea of fighting through a struggle with steadfast determination. In other words, don’t quit. For this project, consider people who have dedicated themselves to surviving the most difficult challenges in life. Of course, these challenges look different to different people and, in turn, are dealt with differently as well. Consider your own experiences as well as those of historical significance.

Virtues, simply put, are qualities people rely on and use throughout life. Through research, you will find that virtues reach far back through the ages and have been the foundation of many great eras of history and literature (ex: The Romans had personal and public virtues which are still studied today). Explore them. But also explore virtues on a more contemporary, personal level as
well, considering what qualities you find useful in life and how those qualities compare or contrast those around you.

**Sense of Place** involves knowing who you are and where you belong. It’s not necessarily a literal place, however. Place can refer to a variety of things, including the figurative whereabouts of your journey through life. For this project, focus on someone’s sense (or awareness) of their place—where they fit in and how it impacts the experiences. As with other projects, consider past and present figures and even your own sense of place.

**Student Choice** For this project, you may choose a particular focus or choose to have one assigned to you.

**Course Sequence:**
Learners in both 11th and 12th grade can elect to participate in the Apollo Program. Learners can take:
Honors English III and/or IV, Honors Social Studies electives, and Honors Art Portfolio I and II and/or *(To Be Determined for 2017-2018)* Honors Mathematics, Honors Science, and Honors Elective

Learners can elect to take anywhere from 1 to 4 semesters in the Apollo program. Please speak to the Apollo teachers, Mr. Grandi, Mr. Ward, Mr. Wimmer, an administrator, or your school counselor to decide if this program is right for you.

**Assessments**
Skills are the core of Apollo. A combination of Marzano’s Essential Instructional Strategies and the College Board’s Thinking Skills, Apollo addresses 8 skills every learner needs to demonstrate in each of the content areas. These skills also serve as the core to the 4 individual projects students will complete. Students will align three thinking skills to each of the projects as well as two soft skills. The soft skills round out the learning experience by requiring students to demonstrate their ability to care for others, communicate effectively, or make calculated decisions.

**Thinking Skills:**

- Compare & Contrast
- Reasoning
Perspective
Abstracting
Contextualization
Error Analysis
Classify
Synthesis
Soft Skills:

Adaptability

Communication

Relationships

Leadership

Empathy

Collaboration
Problem Solving

Time Management
# ARTS AND HUMANITIES ACADEMY

<table>
<thead>
<tr>
<th>PE/Health</th>
<th>Physical Education &amp; Health - 2 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>Language Arts - 4 credits</td>
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<tr>
<td>Math</td>
<td>Mathematics - 4 credits (4th Recommended Math Determined by Strand)</td>
</tr>
<tr>
<td>Science</td>
<td>Science - 4 credits (4th Recommended Science Determined by Strand)</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Social Studies - 4 credits (ANY)</td>
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## STRAND

### VISUAL ARTS STRAND

<table>
<thead>
<tr>
<th>STRAND FOCUS</th>
<th>DRAWING &amp; PAINTING</th>
<th>2D DESIGN</th>
<th>3D DESIGN</th>
<th>ART HISTORY</th>
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<tbody>
<tr>
<td>Recommended 4th Math</td>
<td>Any</td>
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<tr>
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### Strand Sequenced Course Requirements - 3 Total Credits

<table>
<thead>
<tr>
<th>Introductory</th>
<th>Drawing &amp; Painting - or - Foundations of Art</th>
<th>2D Design - or - Foundations of Art</th>
<th>3D Design - or - Foundations of Art</th>
<th>Art History or AP Art History</th>
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</thead>
<tbody>
<tr>
<td>Intermediate</td>
<td>Drawing &amp; Painting 2</td>
<td>2D Design 2</td>
<td>3D Design 2</td>
<td>Any Level 1 Studio</td>
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<tr>
<td>Advanced</td>
<td>Portfolio, - or - AP Studio Art: 2D Design</td>
<td>Portfolio, - or - AP Studio Art: 3D Design 2</td>
<td>Any Level 2 Studio</td>
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### Free Electives: 7—11 Total Credits

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<table>
<thead>
<tr>
<th>PE/Health</th>
<th>Physical Education &amp; Health - 2 credits</th>
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<td>Mathematics - 4 credits (4th Recommended Math Determined by Strand)</td>
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<tr>
<td>Science</td>
<td>Science - 4 credits (4th Recommended Science Determined by Strand)</td>
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<tr>
<td>Social Studies</td>
<td>Social Studies - 4 credits (Psychology and/or Sociology Recommended)</td>
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## PERFORMING ARTS STRAND

<table>
<thead>
<tr>
<th>STRAND FOCUS</th>
<th>MUSIC EDUCATION</th>
<th>MUSIC RECORDING</th>
<th>MUSIC PERFORMANCE</th>
<th>THEATER</th>
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<tbody>
<tr>
<td>Recommended 4th Math</td>
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<tr>
<td>Recommended 4th Science</td>
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<td>Any</td>
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### Strand Sequenced Course Requirements - 3 Total Credits

<table>
<thead>
<tr>
<th>Introductory</th>
<th>Basic Piano or Adv. Piano</th>
<th>Music Technology 1</th>
<th>Band, Orchestra, Chorus</th>
<th>Theater Arts</th>
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</thead>
<tbody>
<tr>
<td>Intermediate</td>
<td>Adv. Music Theory</td>
<td>Music Technology 2</td>
<td>Band, Orchestra, Chorus</td>
<td>Acting 1</td>
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<tr>
<td>Advanced</td>
<td>Applied Music</td>
<td>Applied Music</td>
<td>Band, Orchestra, Chorus</td>
<td>Acting 2</td>
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### Free Electives: 7—11 Total Credits
<table>
<thead>
<tr>
<th>Core Course Requirements - 18 Total Credits</th>
</tr>
</thead>
<tbody>
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<td>PE/Health</td>
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<td>Language Arts</td>
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<tr>
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<tr>
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<tbody>
<tr>
<td>COMMUNICATION ARTS STRAND</td>
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<tr>
<td>Recommended 4th Science</td>
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<td>Intermediate</td>
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<tr>
<td>Advanced</td>
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</table>

Free Electives: 7—11 Total Credits
Recommended: Writing for Publications

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<table>
<thead>
<tr>
<th>HEALTH SCIENCE AND HUMAN SERVICES ACADEMY</th>
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<tbody>
<tr>
<td>Core Course Requirements - 18 Total Credits</td>
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<tr>
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</thead>
<tbody>
<tr>
<td>MEDICAL</td>
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<td>Recommended 4th Science</td>
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<table>
<thead>
<tr>
<th>HEALTH SCIENCES</th>
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</thead>
<tbody>
<tr>
<td>EXERCISE SCIENCE</td>
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<tr>
<td>Recommended 4th Math</td>
</tr>
<tr>
<td>Recommended 4th Science</td>
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<td>Advanced</td>
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</table>

| Fitness for Life, Resistance Training 1, Aquatic Fitness, or Aerobics |
| Honors Human Anatomy and Physiology 1, or Resistance Training 2 |
| Applied Sports Medicine, or Honors Human Anatomy and Physiology 2 |

Free Electives: 7—11 Total Credits
### BUSINESS AND FINANCE ACADEMY

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<thead>
<tr>
<th>Core Course Requirements - 18 Total Credits</th>
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</thead>
<tbody>
<tr>
<td>PE/Health</td>
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<td>Physical Education &amp; Health - 2 credits</td>
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<td>Social Studies - 4 credits (Psychology and/or Sociology Recommended)</td>
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### STRAND

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<thead>
<tr>
<th>STRAND FOCUS</th>
<th>EDUCATION</th>
<th>PUBLIC SERVICES</th>
<th>FOOD SCIENCES</th>
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<tr>
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<td>Intro to Applied Statistics</td>
<td>Intro to Applied Statistics</td>
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<tr>
<td>Recommended 4th Science</td>
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<td>Ecology and the Environment</td>
<td>Honors Human Anatomy and Physiology 1</td>
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### HUMAN SERVICES

<table>
<thead>
<tr>
<th>Strand Sequenced Course Requirements - 3 Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory</td>
</tr>
<tr>
<td>Child and Adolescent Development for Teaching</td>
</tr>
<tr>
<td>Intermediate</td>
</tr>
<tr>
<td>Early Childhood Education or Additional Focused Content Elective</td>
</tr>
<tr>
<td>Psychology, or Sociology</td>
</tr>
<tr>
<td>Advanced</td>
</tr>
<tr>
<td>Elementary Ed. Seminar or Secondary Ed. Seminar</td>
</tr>
<tr>
<td>Law or AP US Government</td>
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Free Electives: 7—11 Total Credits

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<thead>
<tr>
<th>STRAND FOCUS</th>
<th>BUSINESS</th>
<th>MARKETING</th>
<th>ACCOUNTING</th>
<th>WEB DESIGN</th>
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### WEB DESIGN

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<tbody>
<tr>
<td>Introductory</td>
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<td>Business Basics</td>
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<tr>
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<tr>
<td>Business Basics</td>
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<tr>
<td>Intro to Web Page Design/ Computer Programming</td>
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<td>Intermediate</td>
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<td>Accounting 1</td>
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<td>Advanced Web Design</td>
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<td>Business Management</td>
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<tr>
<td>Marketing Principles &amp; Practices</td>
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<tr>
<td>Honors Accounting 2</td>
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<td>AP Computer Science A</td>
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Free Electives: 7—11 Total Credits
**Science, Technology, Engineering, and Mathematics (STEM)**

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<tr>
<th>STRAND</th>
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<th>INFORMATION TECH</th>
<th>MATHEMATICS</th>
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<tbody>
<tr>
<td>STRAND FOCUS</td>
<td>SCIENCE</td>
<td>COMPUTER PROGRAMMING</td>
<td>MATH CORE</td>
</tr>
<tr>
<td>Recommended 4th Math</td>
<td>Trigonometry or Calculus</td>
<td>Intro to Applied Statistics or Math Analysis and Discrete Math</td>
<td>Trigonometry or Intro to Applied Statistics</td>
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<tr>
<td>Recommended 4th Science</td>
<td>Honors Physics 2</td>
<td>Physics 1</td>
<td>Physics 1 or 2 or Ecology and the Environment</td>
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</tbody>
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<td>Trigonometry or Calculus</td>
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